



2021-2022

Central Elementary School

Title I Schoolwide Plan

Revision Date: September 17, 2021

Approval Date October 21, 2021

Carroll County Schools

Schoolwide Plan

COMPREHENSIVE NEEDS ASSESSMENT-Section 1114(b)(7)(A)(i-iii)(I-V)

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on **the academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. **Please make sure to have at least one parent and community representative.**

Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data.

We have conducted our comprehensive needs assessment with the participation of teacher leaders who will serve on the 2021 -2022 School Improvement Board. These members will be responsible to serve as a teacher leader support to all staff in efforts to carry out the comprehensive schoolwide/school improvement plan. The committee members were involved through meetings and opportunities designed for the review of the current school-wide improvement plan, disaggregation of data, and instructional planning. Each grade level and department has a representative who sits on the School Improvement Board. It is their duty and responsibility to elicit input from the staff members within their realm of influence and serve as a liaison in the dissemination and cascading of information back to their grade level or department members. The School Improvement Board convenes in the summer for a comprehensive leadership forum. As with any continuous improvement cycle, the committee meets at regular intervals. We have established a calendar where we meet once per month. Committee members meet weekly with respective team members. Agenda items include data review, collaborative planning, dissemination and cascading of information, and completion of tasks assigned through the SIB meetings.

During the comprehensive leadership forum the committee has used the following instruments, procedures, and processes to obtain this information: Our staff used a three phase data driven dialogue protocol to review data. The dialogue tool helps to replace feelings with data-based facts, examines patterns, and trends of performance indicators, as well as generates root-cause

discussions that move from identifying symptoms to possible causes of student performance. In Phase III of the protocol, there are opportunities to generate hypotheses, make inferences, and draw conclusions. It incorporates a brainstorming technique as participants define new actions and data needed to guide the implementation of the instructional decisions. During data review sessions, teachers and administrators use multiple sources to target instructional needs of students and develop appropriate intervention strategies to support students' learning. The staff utilizes various data sources to help identify achievement gaps and determine domains in need of support. Mathematics and Reading STAR assessments, common assessments, and Georgia Milestones are data tools used to determine needs.

Comprehensive Needs Assessment Planning Committee

Name	Role
Matthew Huckeba	Principal
Venus Swatek	Assistant Principal
Michael Ann Wigley	Assistant Principal

Rosemary Thigpen	Instructional Coach
Rachel Herman	MTSS Coordinator
Jennifer Shirley	Director of Elementary Education for CCSS
Alejia Turner	Intervention Specialist
Jennifer Paschal	Teacher
Christine Carroll	Teacher
Abbie Griffin	Teacher
Ashley Widener	Teacher
Holly Challen	Teacher
Amy Denney	Teacher
Ellen Treadwell	Parent

Academic Achievement Data Collection Add Documentation for the Data Tools in Appendix 3		
Instrument Used	Content Area	Process/Procedure

EX: Star Reading	ELA	How it was used to determine at risk students
STAR Reading	ELA	Data was disaggregated at several school improvement board meetings. Strategies and interventions were identified to increase student achievement.
STAR Math	Math	Data was disaggregated at multiple school improvement board meetings. Strategies and interventions were identified to increase student achievement.
GMAS	ELA	Data was disaggregated at multiple school improvement board meetings. Strategies and interventions were identified to increase student achievement.
GMAS	Math	Data was disaggregated at multiple school improvement board meetings. Strategies and interventions were identified to increase student achievement.
GMAS	Science	Data was disaggregated at multiple improvement board meetings. Strategies and interventions were identified to increase student achievement.

Please insert your school profile data including demographic data and test results and any other data used to determine strengths and weaknesses below.

Mathematics Data Results

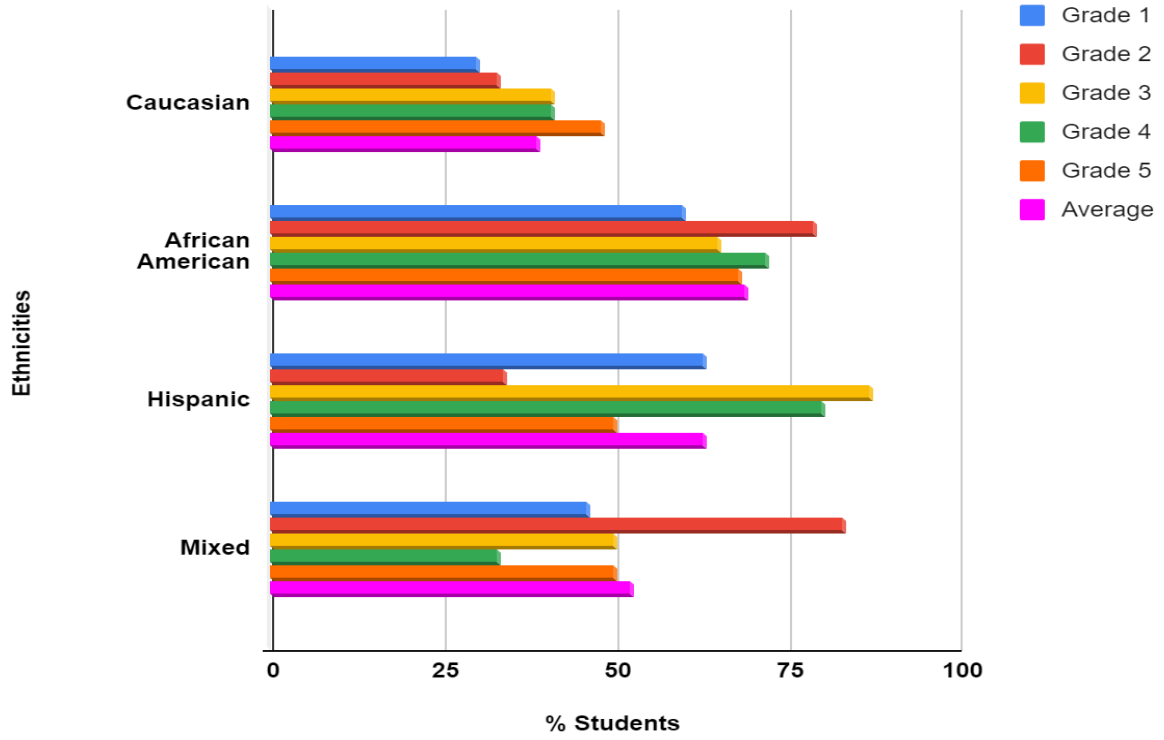
Math Domains at Proficient and Distinguished

	Operations & Algebraic Thinking			Numbers & Operations In base 10			Fractions		Measurement & Data			Geometry		
	3rd	4th	5th	3rd	4th	5th	4th	5th	3rd	4th	5th	3rd	4th	5th
District	57	42	48	61	53	53	54	46	53	51	49	48	53	52
CES	57	61	59	64	66	70	68	71	53	60	61	44	73	60

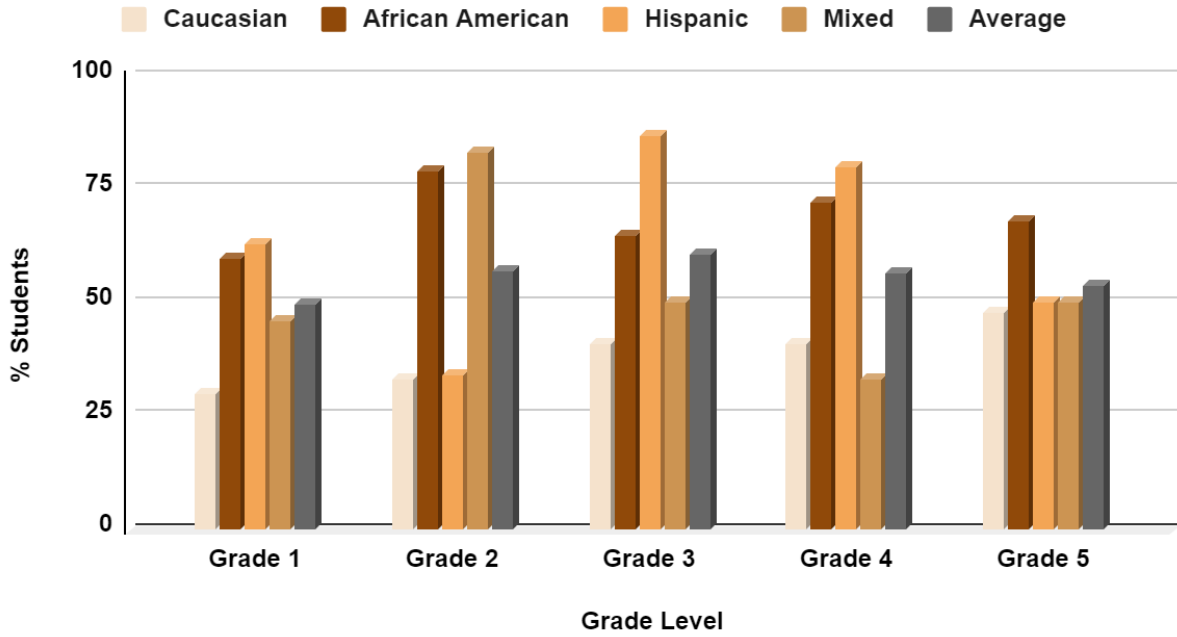
Math Performance Bands

	Grade 3 Math				Grade 4 Math				Grade 5 Math			
	1	2	3	4	1	2	3	4	1	2	3	4
CES	8%	44%	36%	11%	13%	25%	36%	26%	14%	23%	32%	30%

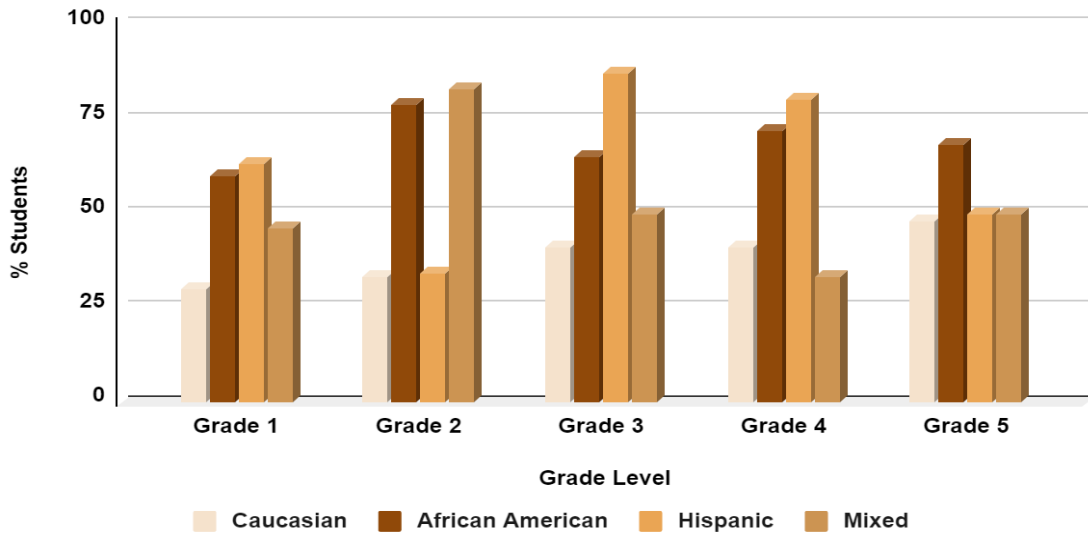
Ethnicities: Average Below Proficiency



Grade Levels: Average Below Proficiency



Students Below Proficiency Level



CES	Proficient + Distinguished			
	2017	2018	2019	2021
3rd ELA	37%	38%	54%	54%
4th ELA	46%	40%	44%	50%
5th ELA	48%	39%	51%	47%

SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)

- II. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
 - A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
 - B. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded
 - C. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include—
 - 1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

The charts included above reference disaggregated reading and mathematics data.

To address identified areas of weakness in the content area of reading, CES has worked diligently to vertically align standard instruction to address learning gaps. Teachers are utilizing vocabulary/language tools and have also begun implementation of effective spiral review. Identified students will also participate in tutor opportunities in the area of reading to

include multiple sessions per week for 30-45 minutes at a minimum. CES has also utilized a reduced class size to meet student needs. CES will also utilize Wit and Wisdom as a researched based curriculum to promote higher level thinking skills and a comprehensive approach to literacy that strengthens skills in the area of writing as well. To complement the balanced literacy program in the early grades. CES utilizes SAXON phonics to promote mastery of phonics and phonemic awareness. CES will continue to utilize educational software such as Lexia, MyOn, and IXL to address skill specific needs for individual students as their unique learning paths. CES also focuses on a growth mindset. Students and teachers engage in a future focused initiative where students set individual goals and self monitor. Students meeting individually set goals participate in incentive and reward programs throughout the school year.

To address identified areas of weakness in the content area of mathematics, CES has worked diligently to vertically align standard instruction and to provide consistent and common mathematical vocabulary K-5. Teachers are utilizing vocabulary tools through Eureka math. Teachers have also collaborated on the creation of effective spiral review. CES staff will continue the implementation of Eureka math with fidelity. Identified students will also receive tutor opportunities in the area of mathematics to include multiple sessions per week for 30-45 minutes at a minimum. CES will continue the utilization of educational software such as Dreambox, Reflex Math, and IXL to address skill specific needs for individual students and their unique learning paths. Teachers use effective tools such as anchor charts and graphic organizers to support concrete visual patterns and complex idea thought processes. CES also focuses on a growth mindset. Students and teachers engage in a future focused initiative where students set individual goals and self monitor. Students meeting individually set goals participate in incentive and reward programs throughout the school year.

CES boasts about 5000 volunteer hours per school year. Through these efforts, CES is offered the opportunity for identified students to participate in mentoring programs. CES school counselors play an impactful role in providing support for academic success through advisement lessons, small group sessions, and individual counseling.

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

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

Central Elementary School is participating in a district student advisement initiative that focuses on developing college and career awareness for all students. Field trips for our 3rd,

4th, and 5th grade students are planned each year. 3rd grade- College and Career Academy, 4th grade- West Georgia Technical College, 5th grade- University of West Georgia. Students in grades K-5 participate in a schoolwide career day. This school year academic advisement lessons have been expanded to include grade k-2. We have academic advisement lessons which educate our students about MOWR and other opportunities to obtain different job related skills once in middle school.

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

Discuss PBIS or other behavioral programs being implemented at your school. Discuss the RTI Process at your school. Discuss your EIP program.

The Central Elementary faculty and staff are committed to providing a premier learning environment for all of our students. We sincerely want our students to achieve their maximum potential. That is why our key discipline objectives are to ensure a school climate that is safe and enriching, promote learning and responsibility, and to create a common language and expectation of excellence within our building. The key to providing a safe and orderly environment is consistency, especially in regards to high expectations within each classroom and the school. Our school PBIS committee has led a positive initiative to create a framework of consistent language and expectations. Their efforts have produced a positive system and are now supporting the implementation of the Watch Us Roar program. At Central we believe that discipline should be viewed as a positive tool for teaching responsibility. This is why our plan is based on the values of citizenship, respect for others, respect for one's self, and a raised responsibility system. One of our primary goals is to teach students how to choose behaviors that are in the best interest of themselves and others. We also feel that the plan will help make students aware of pro-social skills and positive work habits.

We have created a tiered matrix to the Watch us Roar system. We have created posters which outline behavioral expectations for all common areas such as exploratory, the cafeteria, hallways, playgrounds, bus, and media center. You will see those posted around our school. Each classroom teacher has been provided a Watch us Roar poster to complement their own classroom management plans. Each of the posters will serve as a visual reminder of behaviors that exemplify expected and responsible behaviors. Faculty and staff will present the Watch us Roar expectations in conjunction with their classroom procedures during the first few weeks of school.

Desired behaviors are recognized and rewarded in multiple ways. Students can earn ROAR Bucks throughout the week. Classroom teachers and teams recognize desired behaviors in the classroom. At each PTO meeting a nominated student from each classroom is recognized. Central Elementary offers advisement lesson opportunities each month. Advisement lessons have been expanded to include kindergarten through second grade. In conjunction to these lessons, the CES counselors provide guidance lessons on a continual rotation. Topics include lessons that focus on goal setting, being kind, communication, and character development. The CES school counselors also supported students throughout the school year by offering individual and small group counseling opportunities. This year CES is continuing the implementation of a character education program titled Core Essential Values. The school counselors have been instrumental in providing resources and the framework for this school wide emphasis. It includes a recognition component. recognition for demonstrating positive character traits. To also aid in promoting positive relationships with stakeholders, CES utilizes SEESAW as a school wide communication app.

Central Elementary School utilizes the MTSS Multi Tier Support System process to ensure all students have access to a premier education by maximizing the learning potential of students through the implementation of researched-based interventions that promote measurable, academic progress and success.

The Early Intervention Program is a valued tool utilized by Central Elementary School. We use a hybrid model of both resource and co-teaching models. Students are identified through a compilation of screenings including but not limited to universal screeners, formative assessments, checklists, and teacher recommendations. Students have opportunities to be served in both reading and mathematics.

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

PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:

Teachers participate in site level - job embedded professional learning and data review each Tuesday and Thursday. To enhance school based professional learning, CES provides release time for collegial planning twice per year. Teachers also participate in county professional learning days scheduled throughout the school year. Teachers are also given opportunities to attend professional learning opportunities through local RESA and advertised conferences. All professional learning is linked to our school improvement plan. Professional Learning Opportunities for the year will include:

- Teacher Keys Effectiveness System Orientation

- Digital Tools
- Effective ways to foster student engagement
- Effective vocabulary instruction
- Implementation of Wit and Wisdom
- Specific Written Response embedded in Wit and Wisdom for Kindergarten Paraprofessionals
- Effective uses of google classroom
- Effective Implementation of instructional software
- High Leverage Practices
- STEM professional learning opportunities
- Meeting the needs of ELL learners
- Meeting Social/Emotional Wellness Needs
- MTSS and PBIS protocols, interventions, and progress monitoring

Efforts to recruit and retain effective teachers in high need content areas:

At the present time, all certified staff members are highly-qualified, therefore the need to address certification deficiencies does not exist. In the future, any Central Elementary School teacher who is not highly qualified will receive support from the Carroll County School System in following the necessary path required to obtain the appropriate credentials to become highly qualified.

Central Elementary has had a long-standing relationship with the University of West Georgia. Throughout the school year, faculty members serve in the role of supervising teachers for students completing requirements in Block 1, Block 3, and Block 4 field experiences. During the 2021-2022 school year, Central Elementary teachers will be working in conjunction with the University of West Georgia to facilitate a professional development school format for teacher candidates. There are also opportunities for students involved in the UTeach programs to fulfill requirements in conjunction with our school. Central Elementary also works in conjunction with Carroll County's College and Career Academy to host on-site field experiences for teacher cadets.

Our staff is greatly valued. We hold to the belief that what we want for our students, we should want for our teachers; that schools should be a place of joy and learning for them as well. We make great efforts to ensure opportunities for common planning and professional learning. We maintain a teacher induction program and meet with new staff members on a consistent basis to support their transition to Central regardless if they are a first year teacher or a veteran teacher simply new to our staff. Central Elementary prides itself on the established reputation of collegiality and community that exists. Central is a desirable school and receives numerous applications for posted positions. Central adheres to a quality hiring protocol, and takes the opportunity during interviews to ensure candidates of the high expectations, established culture of excellence, and collegiality that exists at Central.

For the 2021-2022 school year, Central Elementary has designed a formal mentoring program for new teachers. All mentors and protégés will meet once per month with the Central Elementary Mentor Teacher. All staff members are encouraged to attend independent sessions that offer topics of need or interest. Currently, a teacher leader serves as the facilitator for these specific tasks.

In addition to participating in the Teacher of the Year program, Central Elementary periodically recognizes staff members for “Lion Pride” awards. Staff members receive certificates.

Strategies for assisting preschool children in the transition from early childhood education to elementary schools.
N/A for middle schools

Our Pre-Kindergarten team holds a thorough parent orientation prior to the beginning of school. The agenda includes logistical information regarding school procedures and policies, as well as, suggestions for supporting your child as they begin school and welcome activities to be completed as a family.

Central Elementary works with local day care facilities to arrange and provide guided tours to students who are rising prospective Pre-K or kindergarten students.

The Central administrative staff offers both scheduled and unscheduled tours of our facilities to prospective students and their families. For students from home, private, or other public schools who enroll after the original start date, they are given information packets that contain numerous school information documents. The documents included in the packet are a copy of the family engagement plan, a copy of the school compact, family handbook, PTO information, Parents Right to Letter, Login information for schoolwide communication app, and other notification tools regarding various upcoming school events and ways to participate.

EVALUATION OF SCHOOLWIDE PIAN-34CFR /200.26

III.

A. Address the regularly monitoring and the implementation of, and results achieved by the schoolwide program, using data from the States’ annual assessments and other indicators of academic achievement.

B. Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

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

During Central Elementary School's summer school improvement board meeting, administrators, teachers and key county office personnel review current student data to identify areas of strengths and weaknesses. The committee also reviews root causes and determines academic goals for the year. The committee identifies research based strategies, professional learning opportunities, and needed resources for the upcoming year. These components in conjunction with the review of the previous year's school wide plan supports the development of the current school wide plan. The plan is reviewed throughout the school year during periodic checkpoints of student data to determine instructional decisions. Grade level, as well as, specific content teams regularly review STAR data throughout the school year and disaggregate data to address specific standard deficits. Tutors and support staff work closely with teachers to plan specific interventions and plans for remediation and/or acceleration. Extended Learning Time is also utilized school wide.

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

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

b). The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

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

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education

programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

The school wide comprehensive plan is made available for review and stakeholder input in a variety of ways during its composition. The Title I Schoolwide Plan is developed with the involvement of all stakeholders including teachers, administrators, paraprofessionals, and community representatives. It is also developed in coordination and integration with other Federal, State, and local services and programs. Once the plan has been approved, hard copies are available in the parent resource center and digital copies are shared via school website. It remains in effect for the duration of the school year, with the implementation of the plan under regular review and monitoring of action steps.

V. Define how your interventions are evidence-based, or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Reducing Class Size	All Content Areas	X				What Works Clearinghouse
Tutoring/Extended Learning Time	All Content Areas	x				What Works Clearinghouse
Renaissance Learning	Reading and Mathematics	X				Core Progress for Reading Core Progress for Math https://resources.relearnrp.com
Lexia	Reading			X		https://www.lexialearning.com/sites/default/files/resource/Brochure-%20Lexia%20Research%20Brochure.pdf
Dreambox	Mathematics		X			https://www.evidenceforessa.org/programs/math/elementary/dreambox-learning
Wit and Wisdom	Reading and ELA		X			https://gm.greatminds.org/unlock-greatness-in-every-child-with-universal-design-for-learning-udl
SAXON Phonics	Reading		X			https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd
Reflex Math	Mathematics		X			https://www.reflexmath.com/research
IXL	Reading and Mathematics	X				Direct Data Study https://www.ixl.com/inspiration/research
SeeSaw	Comprehensive Communication Tool			X		https://sophia.stkate.edu/maed/283/ https://www.commonense.o

						rg/education/app/seesaw-the-learning-journal
MyOn	Reading, Science Social Studies			X		doc.renlearn.com/KMNet/R62045.pdf
PearDeck Pro				X		https://www.peardeck.com/efficacy
STEM Education Sewing Machines	Math, Science	x				https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2016170.pdf
Eureka Math			X			Engage New York https://www.engageny.org/subject/math
Accelerated Reader	Reading	x				http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf

- A. Jointly develop with, and distribute to parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable format and to the extent practical, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and school.

The budget is established during and in conjunction with the process of revising the school improvement plan. If the need arises, the school improvement committee and administrative team will occasionally utilize the amendment process. It is also revisited after the carryover budget is released.

The comprehensive school wide plan is made available to the LEA, parents, and the public in a variety of ways. The plan is available as a link on the school website. Multiple copies of the plan are easily accessible for review. They are available in the main office and the parent resource center. Copies of the plan are also available for review at all Title I meetings. We utilize a schoolwide Communication App and various social media platforms to announce the location of plans available for review.

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

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

Discuss transition activities for parents and students from elementary to middle or from middle to high school.

Central Elementary School works cooperatively with Central Middle School to provide a smooth transition for rising sixth graders. An annual step up day field trip is planned each spring where students and teachers travel to the middle school and participate in a thorough orientation, facility tour, and an overview of extracurricular opportunities. The elementary school also works closely with the middle school to advertise upcoming events such as the parent night orientation for rising sixth graders, communications for team tryouts, and application submission deadlines for other opportunities.

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

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

While CES maintains a commitment to closing the achievement gap, they also provide ample opportunities for acceleration. CES has two gifted facilitators who serve students who have been identified as gifted. CES begins the identification process as early as kindergarten and first grade with planned experiences as one method of identification. These classrooms are identified as standards plus and give students opportunities to explore project based instruction on a consistent basis. Through periodic data review, grade levels and teacher teams identify students performing at or above grade level and plan acceleration opportunities. CES offers multiple extra curricular activities to provide additional opportunities for academic challenge. These opportunities include but are not limited to Robotics, Girls Who Code, Academic Team, Reading Bowl, History Bowl, Jr. Beta, and Student Council. During the 20-21 school year, CES' Jr Beta competition team qualified and competed at the National level. CES also has two counselors on staff. They work consistently with students providing monthly advisement lessons, as well as planning field trips to local institutions of higher learning. They also plan and host an annual career day events.

b. Title I Budget Crosswalk with Title I Schoolwide Plan

Title I Budget Crosswalk

List all expenditures included in Title I Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Reducing Class Size	page 9	Strong
Tutoring/Extended Learning Time	page 9	Strong
Renaissance Learning	page 9	Strong
Lexia	page 10	Moderate
Dreambox	page 10	Moderate
Wit and Wisdom	page 9	Moderate
SAXON Phonics	page 9	Moderate
Reflex Math	page 10	Moderate
IXL	page 10	Strong
SeeSaw	page 12	Promising
MyOn	page 10	Promising
PearDeck Pro	page 12	Promising
STEM Education Sewing Machines	page 12	Strong
Eureka Math	page 10	Moderate
Accelerated Reading	page 9	Strong

Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence

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

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

Principal

Date

Title I Specialist

Date of Approval

Title I Coordinator

Date

Superintendent

Date