

**Asheville City Schools**  
**Title 1 Program**  
**School-based Comprehensive School-wide Plan of**  
**School Goals, Strategies, and Funding**

**DIRECTIONS:** *Based on the data identified in the School Comprehensive Needs Assessment, list the goals (and supporting strategies) for the coming year. All goals listed must be measurable and describe how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment.*

<b>SCHOOL NAME:</b>	<b>Claxton Elementary School</b>
<b>SCHOOL CODE:</b>	<b>111-312</b>
<b>SCHOOL YEAR:</b>	<b>2021-2022</b>

**GOAL # 1: 80% of K-3 student meet the End-of-Year mClass composite score benchmark showing at-or above-grade-level performance.**

Use bullet points to list strategies that will be used to meet this goal. Strategies should be detailed descriptions.

- PLCs will examine core instruction using the data 2.0 data analysis process to determine if rigorous core instruction is being offered to all students.
- If students do not meet the Tier 1 goal that each grade level determines during benchmarks, they will be considered for intervention from Title 1 tutors, paid for by Title 1 funds.
- Students who are determined to need Tier 3 intervention will meet with Title 1 tutors more frequently and in smaller groups.
- Students will track their progress on Title 1 goals in their leadership portfolios. Student goal setting and action-taking will be taught explicitly.
- Title 1 tutors are doing less pull-out and more push-in to support more “just-in-time” intervention rather than traditional remediation.
- The student services team will consider invitations to the 21st century after school program (Busy Bees) based on reading proficiency levels.
- The school will use remediation funds to purchase additional Foundations Support Materials for interventionists and classroom teachers.
- Administration & instructional facilitator will do Implementation checks for Foundations.
- Use “Wildly Important Goals” from The Leader in Me curriculum, that align with Tier 1 Goals for each grade level, every 4-6 weeks. These goals will be communicated to parents, and strategies will be shared with after school programs and parents, to help students meet their goals.
- Identify after school programs for each student who has not met Tier 1 goals each 6 weeks, and send resources for after-school to support achievement of this goal.
- Share parent strategies with parents of students who have not yet met Tier 1 goal.

How much of your budget do you anticipate will be allocated for this goal?

**GOAL #2: Claxton will show 20% growth in proficiency for black students in grades 3, 4, and 5 on the Reading EOG with a score of 3 or higher.**

Use bullet points to list strategies that will be used to meet this goal. Strategies should be detailed descriptions.

- PLCs will examine core instruction using the data 2.0 data analysis process to determine if rigorous core instruction is being offered to all students.
- If students do not meet the Tier 1 goal that each grade level determines during benchmarks, they will be considered for intervention from Title 1 tutors, paid for by Title 1 funds.
- Students who are determined to need Tier 3 intervention will meet with Title 1 tutors more frequently and in smaller groups.
- Students will track their progress on Title 1 goals in their leadership portfolios. Student goal setting and action-taking will be taught explicitly.
- The student services team will consider invitations to the 21st century after school program (Busy Bees) based on reading proficiency levels.
- The leadership team will consider how to use arrival time to offer intervention and reading support.
- The counselor will meet with small groups of students during the second semester to work on social/emotional strategies to deal with frustration during difficult academic tasks.
- The school will continue work in learning about and using culturally responsive teaching strategies, with a specific focus on goal-setting, growth mindset, and social/emotional readiness for information processing.
- Third grade will provide learning recovery opportunities for Level 2 foundations.
- Fourth and fifth grades will use a Just Words program and Heggerty 3-5 (structured literacy programs) to support students who were not proficient on EOG in reading and/or are below grade level in STAR.
- Use “Wildly Important Goals” from The Leader in Me curriculum, that align with Tier 1 Goals for each grade level, every 4-6 weeks. These goals will be communicated to parents, and strategies will be shared with after school programs and parents, to help students meet their goals.
- Identify after school programs for each student who has not met Tier 1 goals each 6 weeks, and send resources for after-school to support achievement of this goal.
- Share parent strategies with parents of students who have not yet met Tier 1 goal.

How much of your budget do you anticipate will be allocated for this goal?

**GOAL #3: Claxton will show 20% growth in proficiency for black students in grades 3, 4, and 5 on the Math EOG with a score of 3 or higher.**

Use bullet points to list strategies that will be used to meet this goal. Strategies should be detailed descriptions.

- PLCs will examine core instruction using the data 2.0 data analysis process to determine if rigorous core instruction is being offered to all students.
- If students do not meet the Tier 1 goal that each grade level determines during benchmarks, they will be considered for intervention from Title 1 tutors, paid for by Title 1 funds.
- Students who are determined to need Tier 3 intervention will meet with Title 1 tutors more frequently and in smaller groups.
- Students will track their progress on Title 1 goals in their leadership portfolios. Student goal setting and action-taking will be taught explicitly.
- The student services team will consider invitations to the 21st century after school program (Busy Bees) based on math proficiency levels.
- The leadership team will consider how to use arrival time to offer intervention and reading support.

- The counselor will meet with small groups of students during the second semester to work on social/emotional strategies to deal with frustration during difficult academic tasks.
- The school will continue work in learning about and using culturally responsive teaching strategies, with a specific focus on goal-setting, growth mindset, and social/emotional readiness for information processing.
- Implementing Bridges (with fidelity) for the first year ever.
- Utilizing the modified Bridges pacing guide that allows for reteaching of math content after each module.
- Use “Wildly Important Goals” from The Leader in Me curriculum, that align with Tier 1 Goals for each grade level, every 4-6 weeks. These goals will be communicated to parents, and strategies will be shared with after school programs and parents, to help students meet their goals.
- Identify after school programs for each student who has not met Tier 1 goals each 6 weeks, and send resources for after-school to support achievement of this goal.
- Share parent strategies with parents of students who have not yet met Tier 1 goal.