



School Improvement Plan

Title I, Part A and 1003a School Improvement Grant



School Year:	2024 - 2025
School Name:	City View Elementary
Principal Name:	Dr. Barbara Swinney
Date Submitted:	6/6/24
Revision Date:	6/17/24; 6/20/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	City View Elementary School
<i>Team Lead</i>	Dr. Barbara Swinney
<i>Position</i>	Principal
<i>Email</i>	barbara.swinney@cobbk12.org
<i>Phone</i>	770-819-2553

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response:
The school sought and included advice from various stakeholders through a series of structured meetings and feedback sessions. Teachers and staff participated in departmental meetings, classroom observations, data presentations, and surveys to share their insights. School, state, and district leaders organized regular forums with teachers and other specialized instructional support personnel to gather their perspectives. Parents were engaged through surveys, parent-teacher association (PTA) meetings, ensuring their voices were heard. Additionally, the school collaborated with community partners and other stakeholders to integrate diverse viewpoints into decision-making processes.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**


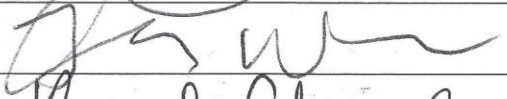
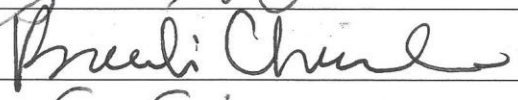

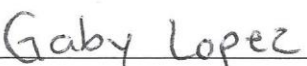
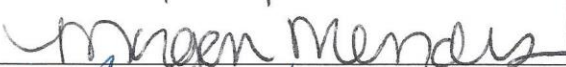




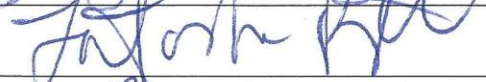

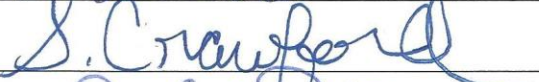

Positions and Roles to consider when developing the SIP Committee.

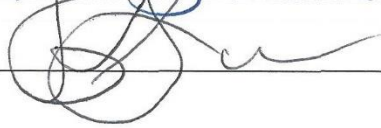
1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE - City View Elementary School

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	June 2024
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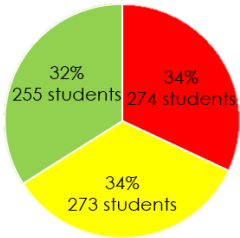
Position/Role	Printed Name	Signature
Assistant Principal	Jane Steiner	
Media Specialist	Tanya Walker	
ELA Coach	Brandi Chastain	
K Teacher	Sharisse Wilson	
ESOL	Gaby Lopez	
Special Ed	Morgan Mendes	
5th Lead	Ariana Alexander	
5th Data	Paris Johnson	
3rd Lead	Daphne Harp	
4th Lead	Shawn Langley	
EIP	LaTasha Bell	
2nd Grade Teacher	Camille Norris	
Computer Lab Specialist	Shantae Crawford	
Assistant Principal	Darline Douangvilay	

Position/Role	Printed Name	Signature
Assistant Principal	Maxine Miller	Maxine Miller
Principal	Barbara Swinney	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	By May 2024, the number of students who will meet or exceed proficiency in writing as measured by local school writing assessment will increase from 44% (approximately 332) 1st-5th students to 49% (approximately 440) K-5th students (teacher-scored writing rubrics).
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<ul style="list-style-type: none"> The goal was 49% Proficiency. Based on the locally developed City View ES Writing Rubric, 32% (255 students) were Proficient (On or Above) in Writing. Thirty-Four percent (34%) of students scored at Developing level (273 students). <p>4th Quarter Post Writing</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>Below = 1.5 or lower</p> <p>Developing = 2.0; 2.5</p> <p>On or Above = 3 or higher</p> </div> </div>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> Consistency in the implementation of the instructional framework Develop collaborative planning guides Implement a Tiered Coaching Support Plan for teachers (data driven instructional support, Coaching cycle and rotation). Use data from walks/feedback to adjust /inform instruction. Use student work to determine next steps in small group instruction. ELA Coaches provide Professional Learning on collaborative scoring, teacher/student conferencing, and using data results from rubrics to plan mini lessons.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> N/A

Previous Year's Goal #2

By May 2024, 140 or 32% of students in grades K, 1, and 2 will meet or exceed proficiency in reading as measured by the Amira assessment.

By May 2024, the number of students who will meet or exceed proficiency in reading as measured by the Reading Inventory will increase from 28% (approximately 130) to 36% (approximately 171) in grades 3, 4, and 5.

Was the goal met? YES NO

What data supports the outcome of the goal?

Based on the teacher administered Jan Richardson running record given in May of 2024, 39% of students scored on or above, while 61% of students score approaching and below. Based on the Jan Richardson running records the k,1, and 2 grade students meet the goal.

Based on the results of the Reading Inventory assessment administered in May 34% of student in grades 3, 4, and 5 were scored in the proficient or advanced range, 66% scored basic or below basic.

Grade 3 (142 total students)

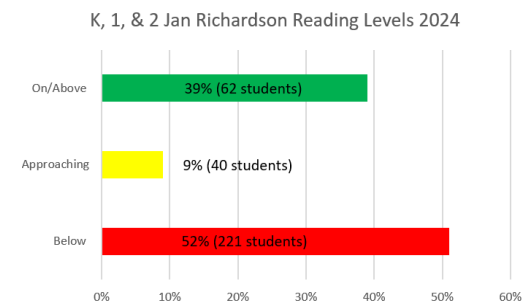
PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	12	8%
Proficient	26	18%	40	28%
Basic	31	22%	31	22%
Below Basic	85	60%	59	42%

Grade 4 (138 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	2%	10	7%
Proficient	16	12%	30	22%
Basic	24	17%	35	25%
Below Basic	95	69%	63	46%

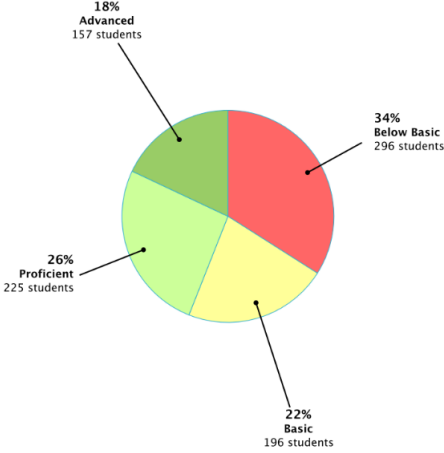
Grade 5 (145 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	12	8%	27	19%
Proficient	25	17%	26	18%
Basic	37	26%	46	32%
Below Basic	71	49%	46	32%



Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none">• Text dependent writing prompts connected to reading that addresses each genre of writing.• Strategic small flexible group instruction utilizing decodable text on student’s instructional level• Use of direct and explicit phonics or advanced word student and vocabulary instruction that teaches students independent word learning strategies.• Collaborative planning and sharing student data
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #3</p>	<p>By May of 2024, the number of students that will meet or exceed proficiency in math as measured by performance on the Math Inventory will increase from 28% (approximately 245) to 35% (approximately 350) K-5 students.</p>															
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>																
<p>What data supports the outcome of the goal?</p>	<p>Based on the result of the Math Inventory given in May of 2024, 44% of student grades k-5 score proficient or advanced, while 22% score basic, and 34% score below basic.</p>  <table border="1" data-bbox="533 380 974 829"> <caption>Student Performance Data</caption> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>18%</td> <td>157</td> </tr> <tr> <td>Proficient</td> <td>26%</td> <td>225</td> </tr> <tr> <td>Basic</td> <td>22%</td> <td>196</td> </tr> <tr> <td>Below Basic</td> <td>34%</td> <td>296</td> </tr> </tbody> </table>	Performance Level	Percentage	Number of Students	Advanced	18%	157	Proficient	26%	225	Basic	22%	196	Below Basic	34%	296
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>																
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ul style="list-style-type: none"> • Daily implementation of the Math Workshop Model with consistency and fidelity contributed to the success of reaching the goal. • Mini-lessons independent work time, closing • Individual and small flexible group instruction • Teacher provided meaningful feedback/commentary • Interactive math journals • Number Talks/Building Fact Fluency • Dreambox software and lesson completion incentives across grade level. • Implementation of common assessment across grade levels. • Collaborative planning 															

Previous Year's Goal #4	By May 2024, discipline referrals will decrease from 146 to 132 by reestablishing clarity, consistency, and continuity in the PBIS Framework school-wide implementation.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Discipline referrals for SY2023-24 Total=309 Based on the total number of referrals the goal of reducing the total number of discipline referrals was not met.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Morning Meeting • PBIS Reward Point. Incentive for teachers rewarding students for positive behavior • Consistency in the implementation of Tiered behavior strategies • Creating consistency in classroom rules, routines, and procedures. Need for monitoring and retraining.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<ul style="list-style-type: none"> • 39% of students in grades K-2 scored on or above grade level based on the Jan Richardson running record data. • 34% of students in grades 3, 4, and 5 scored in the proficient or advanced range as measured by the Reading Inventory. • Based on the locally developed City View ES Writing Rubric, 32% (255 students) were Proficient (On or Above) in Writing in grades k-5. 	<ul style="list-style-type: none"> • 61% of students grades K,1, and 2 scored approaching and below grade level based on the Jan Richardson running record data. • 66% of students scored basic or below basic as measured by the Reading Inventory assessment. • 34% of students scored at Developing level (273 students) and 34% of students scored Below level (274) on the teacher-scored rubric. 	<ul style="list-style-type: none"> • GADOE/GSCI Comprehensive Needs Assessment April 2024 • Jan Richardson Running Records K,1, and 2/Reading Inventory • Teacher-Scored Writing Genre based rubrics. • Instructional walks data from the Leadership Team.
<p align="center">Math</p>	<ul style="list-style-type: none"> • 44% of students in grades K-5 scored proficient or advanced as measured by the Math Inventory. 	<ul style="list-style-type: none"> • 22% of students in grades K-5 scored basic, and 34% scored below basic as measured by the Math Inventory. 	<ul style="list-style-type: none"> • GADOE/GSCI Comprehensive Needs Assessment April 2024 • Math Inventory • Instructional walks data from the Leadership Team
<p align="center">Science</p>	<ul style="list-style-type: none"> • 41% of students in developing, proficient, and distinguished range of the milestone assessment. Indicates that learning is occurring. 	<ul style="list-style-type: none"> • 59% of 5th graders score in the beginning range on the Georgia Milestone assessment. Indicating inconsistency in content instruction as noted in the Instructional Walks and Focus Walks. 	<ul style="list-style-type: none"> • GADOE/GSCI Comprehensive Needs Assessment April 2024 • 5th Grade Georgia Milestone Data • Instructional Walk conducted by Leadership Team
<p align="center">Social Studies</p>	<ul style="list-style-type: none"> • Variety of virtual and hands-on provided to classroom teachers. 	<ul style="list-style-type: none"> • Based on focus walk observational feedback there is limited integration of Social Studies content standards being integrated into the ELA curriculum. 	<ul style="list-style-type: none"> • GADOE/GSCI Comprehensive Needs Assessment April 2024 • Instructional Walk conducted by leadership team.

Discipline / School Climate Data	<ul style="list-style-type: none"> Only 2 % of students have more than 3 discipline referrals. PBIS Reward (teacher award points for positive behavior). 		<ul style="list-style-type: none"> Referral Data Instructional walks
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> Continued training around Learning Target and Success criteria 	<ul style="list-style-type: none"> Inconsistencies in classroom implementation of Learning Targets and Success Criteria 	<ul style="list-style-type: none"> GADOE/GSCI Comprehensive Needs Assessment April 2024 2023-2024 Local School PL Calendar
Coherent Instruction			
Processes	Strengths <ul style="list-style-type: none"> Teachers are attempting to implement an appropriate instructional framework with a sense of urgency about how time is used. 	Concerns <ul style="list-style-type: none"> Inconsistencies in communicating success criteria needs to be aligned to the rigor of the standards and clearly communicated Inconsistencies in communicating clear learning targets aligned to the rigor and intent of the standard addressed Inconsistent use of high- yield instructional practices explicitly aligned to the rigor and intent of the standard addressed. 	<ul style="list-style-type: none"> GADOE/GSCI Comprehensive Needs Assessment April 2024 Instructional focus walks conducted by leadership team
	Effective Leadership		
Processes	Strengths <ul style="list-style-type: none"> Leadership Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. The Leadership Team has a year-long schedule and meets a minimum of twice per month. 	Concerns <ul style="list-style-type: none"> High variability in instruction from classroom to classroom. Inconsistently provides targeted feedback based on instructional focus walks. High variability in the lesson planning process. Need to use a calibration process that reviews collaborative planning documentation of shared understandings of Georgia K12 Standards, instructional practices, assessment practices, and remediation and enrichment plans. 	<ul style="list-style-type: none"> GADOE/GSCI Comprehensive Needs Assessment April 2024 Instructional focus walks conducted by leadership team

	<ul style="list-style-type: none"> • Leadership Team (LT) Agendas are created for all meetings and distributed prior to meetings. • Agendas are reviewed at the beginning of LT meetings and revised, if necessary. • Minutes are recorded for all LT meetings and distributed within 48 hours to leadership team members. • The principal attends every LT meeting. Assistant principals attend most meetings. Leadership team members are expected to be present. 	<ul style="list-style-type: none"> • Building the capacity of the Leadership Team by regularly engaging the team in opportunities for professional growth and to enhance their capacity as school leaders through professional development. • The overall professional capacity of the school will be best supported by a focus on specific targeted needs identified by the school’s data to increase the quality of the staff’s knowledge and skills through intentional PL and the PL calendar. • The development, implementation, and monitoring of a routine Coaching Cycle system based on specific targeted needs will increase the individual professional capacity of all teachers to be most beneficial to student achievement. This will be supported by increasing the professional capacity of instructional coaches on implementing coaching processes and cycle protocols. 	
Professional Capacity			
	<p>Strengths</p> <ul style="list-style-type: none"> • There is time allotted in the schedule each week, for teachers to collaborate as a professional learning community, to enhance individual and collective performance and to improve instructional quality in all classrooms. 	<p>Concerns</p> <ul style="list-style-type: none"> • Building the capacity of the Leadership Team by regularly engaging the team in opportunities for professional growth and to enhance their capacity as school leaders through professional development. • The overall professional capacity of the school will be best supported by a focus on specific targeted needs identified by the school’s data to increase the quality of the staff’s knowledge and skills through intentional PL and the PL calendar. • The development, implementation, and monitoring of a routine Coaching Cycle system based on specific targeted needs will increase 	<ul style="list-style-type: none"> • GADOE/GSCI Comprehensive Needs Assessment April 2024 • Instructional focus walks conducted by leadership team

		<p>the individual professional capacity of all teachers to be most beneficial to student achievement. This will be supported by increasing the professional capacity of instructional coaches on implementing coaching processes and cycle protocols.</p>	
Supportive Learning Environment			
	<p>Strengths</p> <ul style="list-style-type: none"> • Teachers establish and implement rules, schedules, practices, and procedures to maximize student learning. • Majority of classrooms created by the teacher, their peers, and other pro-social resources are supportive. • Implementation of PBIS support to encourage positive student behaviors and consistent attendance. • A positive impact of the diversity of both the staff and students and the positive interactions between staff and students. 	<p>Concerns</p> <ul style="list-style-type: none"> • Loss of instructional time with transitions, warm-ups, and restroom breaks. This may be indicative of a need for the examination and monitoring of current processes, procedures, and expectations for both students and staff. Upon review there may be a need to revise each in a way that maximizes student learning and staff effectiveness. 	<p>* GADOE/GSCI Comprehensive Needs Assessment April 2024 * Focus Walk Data</p>

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Listening and reading • Consistency in the use of the eight-frame graphic organizer. • Newcomers provided login and consistent access to the Imagine Learn software. • Reduced class size model with 82% of City View homeroom teachers have the ESOL endorsement. Push-in and pull-out support is provided by the ESOL support team. 	<ul style="list-style-type: none"> • Speaking and writing are the two lowest domains as measured by the ACCESS for ELLs • 14% of ESOL students had no or negative growth in score • 47 students in band one that are not newcomers • Lack of cohesiveness across grade levels in decomposing standard, presenting learning targets, and identifying success criteria. • Teachers need understanding on which specific strategies can be used to meet the instructional needs of ELs 	<ul style="list-style-type: none"> • Access Exam • Teacher Scored Writing Assessments • Imagine Learn usage report. • RI data reports/Jan Richardson Reading Levels.
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Daily time scheduled for Math instruction. • Explicit vocabulary instruction • Small flexible group instruction. • Collaborative planning weekly. • Consistent use of Dreambox. 	<ul style="list-style-type: none"> • Inconsistent use of hands-on learning/manipulative • Lack of cohesiveness across grade levels in decomposing standard, presenting learning targets, and identifying success criteria. • Lack of planning instruction to meet the needs of all students ex. Tier 1 instruction 	<ul style="list-style-type: none"> • Focus Learning Walks • TKES observational data
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Science in daily instructional schedule. • Student exposed to grade level standards in the Science lab. 	<ul style="list-style-type: none"> • Lack of professional development in the integration of Science Standards. 	<ul style="list-style-type: none"> • Learning focus walks • PL calendar • TKES observational data

Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Variety of resources both virtual and hands-on 	<ul style="list-style-type: none"> Lack of professional development in the integration of Social Studies Standards. 	<ul style="list-style-type: none"> Learning focus walks PL calendar TKES observational data
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> PBIS-Tier I strategies Staff, Family, and Community events Restorative Practices Staff and students feel safe in the school 77% of students are actively engaged during instruction. 	<ul style="list-style-type: none"> Inconsistent use of morning meetings Inconsistent use of de-escalation strategies 	<ul style="list-style-type: none"> PBIS data Teacher survey TKES data School climate survey Referral data
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Instructional Coaches (coaches' corner) modeling and providing schedules for teacher observations. The impact has led to an increase in instructional knowledge and best practices. Redelivery of Professional Learning from conferences. 	<ul style="list-style-type: none"> Inconsistency in the structure and procedures to work through the PLC/CCC process. Inconsistent use of teachers modeling/shadowing for their colleagues. Low use of teacher mentor program 	<ul style="list-style-type: none"> Coaches Corner Schedule. CCC agenda and minutes

Statement of Concern #1	Lexile Proficiency Rates (Source: GADOE Needs Assessment, April 2024) 3rd Grade at 42%; 4th Grade at 36%; 5th Grade at 47%
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instructional practices are needed to ensure that lessons are structured with clear learning targets and success criteria as well as specific strategies aligned to content area and grade level. Teachers need specific strategies to help them deliver content instruction to English Language Learners. [55% of students are English language learners]
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Structured, small group instruction is needed, with Grouping based on student data.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for scaffolding and differentiation for ELA lesson content, also specifically aligned to the standard. For example, students would benefit from specific, differentiated lessons to develop background knowledge and improve vocabulary.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Many students lack background knowledge and vocabulary.
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<ul style="list-style-type: none"> • The percentage of K-2nd grade students at City View ES demonstrating at or above grade level reading ability will increase by at least 5% from the August 2024 (Fall) to May 2025 (Spring) as measured by Lexile Scores. • The percentage of students in 3rd-5th grade scoring Developing (Level 2) or higher in ELA, on the Georgia Milestones End-of-Grade Assessment will increase from 33% to 45% as measured by the 2024-2025 Georgia Milestone Assessment administered in May 2025.

Statement of Concern #2	A large percentage of students are performing below proficiency level in mathematics.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need additional support in understanding the standards, and the embedded skills, then crafting and implementing specific strategies (across various student levels) to reach the stated learning target.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There have been inconsistencies in the use of high- yield instructional practices explicitly aligned to the rigor and intent of the standard addressed.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Contributing Factors (Outside of control)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<ul style="list-style-type: none"> The percentage of students in 3rd-5th grade at City View ES scoring Developing (Level 2) or higher in Math, on the Georgia Milestones End of Grade Assessment will increase from 40% to 44% as measured by the 2024-2025 Georgia Milestone Assessment administered in May 2025.

Statement of Concern #3	Large percentage of 5 th grade students performing below proficiency in science as demonstrated on the Georgia Milestone exam.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited time in the instructional schedule to dedicate to explicit Science instruction.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need strategies to help them integrate Science with other content areas in ways that produce higher proficiency in Science assessments.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students need background knowledge and key vocabulary terms related to Science content.</p> <p>Teachers need support with instructional strategies for teaching Science vocabulary and content aligned to the rigor of the Standards</p>
<p align="center">Contributing Factors (Outside of control)</p>	
<p align="center">Goal</p> <p align="center"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Science will be integrated in Math and ELA.

Statement of Concern #4	The percentage of schoolwide process indicators for collaborative planning are operational at 0% as indicated by the GADOE/GSCI Comprehensive Needs Assessment April 2024.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Collaborative communities have not created a mission and vision statement to describe the purpose/function and create a visualization of the collaborative planning team.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need professional development in the data analysis process.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need professional development in the process of aligning the learning targets to their daily lessons and formative assessments.
Contributing Factors (Outside of control)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<ul style="list-style-type: none"> By May 2025, increase the percentage of indicators below operational from 12% (3 areas) to 80% (20 areas), as indicated by the GADOE/GSCI Comprehensive Needs Assessment April 2024.

Statement of Concern #5	66% of schoolwide process indicators for collaborative planning are not operational, as indicated by the GADOE/GSCI Comprehensive Needs Assessment April 2024.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Leadership Team has not created a mission and vision statement to describe the purpose/function and create a visualization of the collaborative planning team.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Leadership Team has not created norms to consistently follow and review for effectiveness.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Leadership Team does not have a clearly defined process for shared decision making and problem solving to guide school improvement work.
Contributing Factors (Outside of control)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<ul style="list-style-type: none"> By May 2025, increase the percentage of indicators below operational from 12% (3 areas) to 80% (20 areas), as indicated by the GADOE/GSCI Comprehensive Needs Assessment April 2024.

City View Elementary School – FY25 School Improvement Goals

Include goals on the parent compacts and policy

Goal #1 ELA/Literacy	<ul style="list-style-type: none">• The percentage of K-2nd grade students at City View ES demonstrating at or above grade level reading ability will increase by at least 5% from August 2024 (Fall) to May 2025 (Spring) as measured by Lexile Scores.• The percentage of students in 3rd-5th grade scoring Developing (Level 2) or higher in ELA, on the Georgia Milestones End-of-Grade Assessment will increase from 33% to 45% as measured by the 2024-2025 Georgia Milestone Assessment administered in May 2025.
Goal #2 Math	<ul style="list-style-type: none">• The percentage of students in 3rd-5th grade at City View ES scoring Developing (Level 2) or higher in Math, on the Georgia Milestones End of Grade Assessment will increase from 40% to 44% as measured by the 2024-2025 Georgia Milestone Assessment administered in May 2025.
Goal #3 Processes	<ul style="list-style-type: none">• By May 2025, increase the percentage of indicators below operational from 12% (3 areas) to 80% (20 areas), as indicated by the GADOE/GSCI Comprehensive Needs Assessment April 2024.

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Literacy Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The literacy coach serves as an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach analyzes data from diagnostic/ formative/ summative assessments, and teacher observations to pinpoint areas for improvement. Collaborate with teachers to design and implement evidence-based strategies tailored to individual or group needs. Provide ongoing professional development for teachers, focusing on effective literacy instruction techniques. Identify appropriate resources and materials to support literacy instruction. Work directly with teachers in the classroom to model effective literacy strategies.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator improves the collaboration between parents, school personnel and community members; increases parent involvement in the educational process of their child; helps close the achievement gap between students in Title I and non-Title I schools; improves the communication among school personnel and non-English speaking parents; assists with the facilitation of School Improvement Plan goals, organizes, and submits all state and federal compliance documentation. The parent facilitator will provide parents with resources and materials that align with the school's curriculum and improvement goals. Will assist in coordinating and conduct workshops that equip parents with strategies to support their children's learning at home. Topics may include reading strategies, math games, and using educational technology effectively.
Instructional Paraprofessionals	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Paraprofessionals will work with students to complete educational activities under the classroom teacher's supervision. The paraprofessional will provide targeted instruction to small groups of students who need additional help with specific skills or concepts, allowing for more individualized attention and differentiated instruction. Assist the teacher in managing the classroom, ensuring a positive and conducive learning environment. This includes helping to maintain order, facilitating transitions, and supporting classroom routines. The paraprofessional will help the teacher prepare instructional materials and resources, such as creating visual aids, organizing manipulatives, and setting up technology for lessons. The paraprofessional may lead or assist with learning activities, centers, and educational games that reinforce the lesson objectives. This hands-on involvement helps engage students in active

			<p>learning. The paraprofessional will assist in collecting and organizing data related to student performance, attendance, and behavior. This data is crucial for identifying trends and making data-driven decisions. The paraprofessional will use positive reinforcement strategies to encourage good behavior and academic effort. This might include setting up reward systems or providing verbal praise and encouragement. The paraprofessional will assist in collecting and organizing data related to student performance, attendance, and behavior. This data is crucial for identifying trends and making data-driven decisions.</p>
Tutors	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Tutors will support and provide instruction for students that enables them to learn and achieve to the maximum of their abilities. Tutors will provide individualized instruction to students who need intensive support in specific subjects. This one-on-one attention helps address gaps in knowledge and build foundational skills. Tutors will work with small groups of students who have similar academic needs. These sessions will focus on reinforcing classroom learning, providing additional practice, and promoting collaborative learning among peers. Tutors will work on phonics, decoding, and reading fluency with students, using structured programs and materials designed to improve these foundational skills. Tutors will assist students in mastering basic math skills, such as addition, subtraction, multiplication, and division through targeted practice and use of manipulatives. Tutors will regularly assess student progress through formative assessments and observations. This data will be used to tailor instruction to meet each student's needs and track their improvement over time. Tutors will work with students to set academic goals and create action plans to achieve them. This process empowers students to take ownership of their learning and strive for continuous improvement.</p>

<p>GOAL #1 ELA/Literacy</p>	<ul style="list-style-type: none"> The percentage of K-2nd grade students at City View ES demonstrating at or above grade level reading ability will increase by at least 5% from August 2024 (Fall) to May 2025 (Spring) as measured by Lexile Scores. The percentage of students in 3rd-5th grade scoring Developing (Level 2) or higher in ELA on the Georgia Milestones End of Grade Assessment will increase from 33% to 45% as measured by the 2024-2025 Georgia Milestone Assessment administered in May 2025. 					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p>People Responsible</p>
<p><u>Instructional Framework K-2</u></p> <p>Teachers in Grades K-2 will consistently implement the instructional framework for ELA daily (120-minute Literacy Block) and adjust instruction based on Walkthrough and student growth data.</p>	<p>CTLS</p> <p>GaDOE instructional Resources</p>	<p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> 100% of teachers in Grades K-2 will implement all components of the ELA Instructional Framework by the end of Quarter 1. <p>Implementation Plan:</p> <ol style="list-style-type: none"> Create a timeline for Action Step implementation Provide PL on the 120-minute Literacy Block Create “Look For” document related to each component of the Instructional Framework Create a Walkthrough Schedule Conduct Walkthroughs to gather baseline data on the framework components Use walkthrough schedule to monitor for consistent implementation Implement assessment plan and administer summative assessment <p>Artifacts</p> <ul style="list-style-type: none"> PL Agendas “Look For” Document re: Components of the ELA Instructional Framework Walkthrough Schedule Assessment Plan Action Step Timeline Summative Assessment 	<p>Evaluation Performance Target:</p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to the summative assessment <p>Evaluation Plan</p> <ul style="list-style-type: none"> Administrators and leadership team analyze data from learning walks and Summative Assessments. <p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> Data from “Look For” Document re: Components of the Instructional Framework Data from student Summative Assessments Leadership Team Data Analysis Workbook 	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>

<p><u>Instructional Framework 3-5</u></p> <p>Teachers in Grades 3-5 will consistently implement the instructional framework for ELA daily (120-minute Literacy Block) and adjust instruction based on Walkthrough and student growth data (for all student subgroups).</p>	<p>CTLS GaDOE instructional Resources</p>	<p>Title I</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> 100% of teachers in Grades 3-5 will implement all components of the ELA Instructional Framework by the end of Quarter 1. <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> Create a timeline for Action Step implementation, including PL Training Plan Provide PL on the 120-minute Literacy Block/Instructional Framework Create “Look For” document related to each component of the Instructional Framework Create a Walkthrough Schedule Conduct Walkthroughs to gather baseline data on the framework components Use walkthrough schedule to monitor for consistent implementation Implement assessment plan and administer summative assessment <p><u>Artifacts</u></p> <ul style="list-style-type: none"> PL Agendas PL Training Plan Document “Look For” Document re: Components of the ELA Instructional Framework Walkthrough Schedule Assessment Plan Action Step Timeline Summative Assessment 	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to summative assessments <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> Administrators and leadership team analyze data from learning walks and Summative Assessments. <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> Data from “Look For” Document re: Components of the Instructional Framework Data from student Summative Assessments Leadership Team Data Analysis Workbook 	<p>Admins Leadership Team Academic Coaches</p>
<p><u>Collaborative Planning</u></p> <p>Teachers in grades K-5 will collaboratively plan lessons and assessments aligned to the instructional framework and content standards.</p>	<p>GaDOE Collaborative Planning Rubric</p>	<p>Title I</p>	<p>June 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> 100% of Collaborative Planning Teams will implement lessons aligned to standards by the end of each quarter. <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> Create a collaborative planning schedule & timeline (for 90 minute meetings) and include SWD, ESOL, and EIP teachers in the planning process. 	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> Administrators and leadership team analyze data from learning walks, 	<p>Admins Leadership Team Academic Coaches</p>

				<ol style="list-style-type: none"> 2. Use the developed Lesson Plan Template and Lesson Plan rubric to include checks for understanding, that are aligned to learning targets/intentions. 3. Collaboratively design bi-weekly formative assessments aligned to the standards taught. 4. Use collaborative planning rubric and provide calibrated feedback to admin, coaches and teachers. 5. Design a Feedback Form for calibrated feedback 6. Implement collaboratively designed assessments <p>Artifacts:</p> <ul style="list-style-type: none"> • Collaborative Planning Rubric • Data Analysis Protocol • Assessment Plan & Calendar • Lesson Plan Rubric • Common Assessments • Feedback Forms • Meeting Minutes 	<p>Collaborative Planning Rubric, Lesson Plan Rubric Feedback Form, Meeting Minutes and Summative Assessments.</p> <p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> • Collaborative Planning Rubric Data • Lesson Plan Rubric data • Feedback Form Data • Meeting Minutes Data 	
<p><u>Professional Learning</u></p> <p>Teachers will participate in professional learning on high-impact instructional strategies designed to support the Instructional Framework and content standards and apply these strategies in daily instruction.</p>	<p>GaDOE Resources for PL</p>	<p>Title I</p>	<p>June 2024</p>	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> • 100% of teachers will implement instructional strategies from PL sessions conducted in each Quarter. <p>Implementation Plan:</p> <ol style="list-style-type: none"> 1. Use baseline data to develop a PL Training Plan with timelines <ol style="list-style-type: none"> A. Design surveys to gather baseline data on PL needs B. Conduct Walkthroughs to gather baseline data on teachers' implementation of high-impact instructional strategies 2. Provide PL on high-impact instructional strategies aligned to the standards 3. Conduct walkthroughs to monitor implementation of strategies 	<p>Evaluation Performance Target:</p> <ul style="list-style-type: none"> • 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments <p>Evaluation Plan:</p> <ul style="list-style-type: none"> • Administrators and leadership team analyze data from learning walks aligned to the Professional Learning, and Summative Assessments. <p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> • PL Surveys 	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>

				<p>4. Collect data to create Plan of Support for teachers</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • PL Training Plan • PL Agendas • PL Surveys • Walkthrough forms re: High-Impact Strategies from PL 	<ul style="list-style-type: none"> • Walkthrough forms re: High-Impact Strategies from PL • Leadership Team Data Analysis Workbook 	
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GOAL #2 Math	<ul style="list-style-type: none"> The percentage of students in 3rd-5th grade at City View ES scoring Developing (Level 2) or higher in Math on the Georgia Milestones End of Grade Assessment will increase from 40% to 44% as measured by the 2024-2025 Georgia Milestone Assessment administered in May 2025. 					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
<p><u>Instructional Framework K-2</u></p> <p>Teachers in Grades K-2 will consistently implement the instructional framework for Math daily and adjust instruction based on Walkthrough and student growth data (for all student subgroups).</p>	<p>CTLS</p> <p>GaDOE instructional Resources</p>	<p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> 100% of teachers in Grades K-2 will implement all components of the Math Instructional Framework by the end of Quarter 1. <p>Implementation Plan:</p> <ol style="list-style-type: none"> Create a timeline for Action Step implementation Provide PL on the Math Instructional Framework Create “Look For” document related to each component of the Instructional Framework Create a Walkthrough Schedule Conduct Walkthroughs to gather baseline data on the framework components Use walkthrough schedule to monitor for consistent implementation Implement summative assessment <p>Artifacts</p> <ul style="list-style-type: none"> PL Agendas “Look For” Document re: Components of the Instructional Framework Walkthrough Schedule 	<p>Evaluation Performance Target:</p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to the summative assessment <p>Evaluation Plan</p> <ul style="list-style-type: none"> Administrators and leadership team analyze data from learning walks and Summative Assessments. <p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> Data from “Look For” Document re: Components of the Instructional Framework Data from student Summative Assessments 	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>

<p><u>Instructional Framework 3-5</u></p> <p>Teachers in Grades 3-5 will consistently implement the instructional framework for Math daily and adjust instruction based on Walkthrough and student growth data (for all student subgroups).</p>	<p>CTLS</p> <p>GaDOE instructional Resources</p>	<p>Title I</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> 100% of teachers in Grades 3-5 will implement all components of the Math Instructional Framework by the end of Quarter 1. <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> Create a timeline for Action Step implementation Provide PL on the Math Instructional Framework Create “Look For” document related to each component of the Instructional Framework Create a Walkthrough Schedule Conduct Walkthroughs to gather baseline data on the framework components Use walkthrough schedule to monitor for consistent implementation Implement summative assessment <p><u>Artifacts</u></p> <ul style="list-style-type: none"> PL Agendas “Look For” Document re: Components of the Instructional Framework Walkthrough Schedule 	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to the summative assessment <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> Administrators and leadership team analyze data from learning walks and Summative Assessments. <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> Data from “Look For” Document re: Components of the Instructional Framework Data from student Summative Assessments 	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>
<p><u>Science Integration</u></p> <p>Teachers in Grades K-5 will integrate Science content standards with ELA and Math curriculum.</p>	<p>CTLS</p> <p>GaDOE instructional Resources</p> <p>GaDOE Collaborative Planning Rubric</p>	<p>Title I</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> 100% of teachers in Grades K-5 will implement components of the Science curriculum with Math & ELA by the end of Quarter 1. <p><u>Implementation Plan:</u></p> <ul style="list-style-type: none"> Create a timeline for Action Step implementation Provide PL on Science Integration Organize CCC meetings to support collaboration for Science Integration 	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to the summative assessment <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> Administrators and leadership team analyze data from learning walks and Summative Assessments. 	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>

				<ul style="list-style-type: none"> • Create “Look For” document related to science integration strategies/components • Create a Walkthrough Schedule • Use walkthrough schedule to monitor for consistent implementation • Implement summative assessment <p>Artifacts</p> <ul style="list-style-type: none"> • PL Agendas • Collaborative Planning Rubric • Lesson Plan Rubric re: Science Integration • Meeting Minutes • “Look For” Document re: Science Integration Strategies/Components • Walkthrough Schedule 	<p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> • Data from Collaborative Planning Rubric • Data from Lesson Plan rubric re: Science Integration • Data from “Look For” Document re: Science Integration Strategies/Components • Data from student Summative Assessments 	
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GOAL #3 Processes	<ul style="list-style-type: none"> By May 2025, increase the percentage of indicators below operational from 12% (3 areas) to 80% (20 areas), as indicated by the GADOE/GSCI Comprehensive Needs Assessment April 2024. 					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Establish, implement, and evaluate a comprehensive monitoring system which includes collaborative planning, assessment, instruction and school climate processes using tools established by the local school.	CTLS collaborative planning guides GaDOE collaborative planning tools District CCC Resources	Title I	June 2024	<p>Implementation Performance Target: Using the designated tools, 100% of administrators and instructional support staff will effectively and efficiently implement monitoring procedures for each area (collaborative planning, assessment, instruction, and school climate).</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> Gather baseline and analyze monthly data on implementing the processes for collaborative planning, assessment, instruction, intervention, SWD program, attendance, and discipline. Review and revise protocols and processes for the collaborative planning, instruction, and assessment. Use a decision-making process and data analysis tool to address areas of improvement. Provide PL to administrators and leadership team members on the systems and monitoring practices. <p>Artifacts:</p>	<p>Evaluation Performance Target: At least 80% of the processes for collaborative planning, classroom instruction, assessment, subgroups, attendance and PBIS will function at the operational level by the end of Quarter 4.</p> <p>Evaluation Plan: Plan will be evaluated through the annual comprehensive needs assessments. Also, through administration participation in the collaborative planning sessions.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Leadership Team Meeting Agendas and Minutes GaDOE Collaborative Planning Rubric GaDOE Leadership Team HIP Rubric GaDOE Instructional Awareness Walkthrough Leadership Team Data Analysis Workbook PBIS Report MTSS Report SWD/EL Data Attendance Data Discipline Data 	GaDOE and District Support Team Local School Administration and leadership Team

				<ul style="list-style-type: none"> • Instruction Framework for ELA, Math, Science, Social Studies • School-specific implementation guides • Pacing Guide (Year-at-a-Glance) • Unit Pacing Guide/Calendar • Lesson Plan Template & Rubric • CP Data worksheets • Classroom observations data • Schedule for CP & Classroom • Leadership Team Data Analysis and Decision-making Protocol 		
<p><u>Collaborative Planning</u></p> <p>Create, implement, and monitor a comprehensive Collaborative Planning System focused on data-driven instruction.</p>	<p>GaDOE Collaborative Planning Rubric</p>	<p>Title I</p>	<p>June 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> • 100% of Collaborative Planning Teams will implement lessons aligned to standards by the end of each quarter. <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> 1. Create a collaborative planning schedule & timeline (for 90 minute meetings) and include SWD, ESOL, and EIP teachers in the planning process. 2. Use the developed Lesson Plan Template and Lesson Plan rubric to include checks for understanding, that are aligned to learning targets/intentions. 3. Collaboratively design bi-weekly formative assessments aligned to the standards taught. 4. Use collaborative planning rubric and provide calibrated feedback to admin, coaches and teachers. 	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> • 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> • Administrators and leadership team analyze data from learning walks, Collaborative Planning Rubric, Lesson Plan Rubric Feedback Form, Meeting Minutes and Summative Assessments. <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> • Collaborative Planning Rubric Data • Lesson Plan Rubric data • Feedback Form Data • Meeting Minutes Data • Leadership Team Data Analysis Workbook 	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>

				<p>5. Design a Feedback Form for calibrated feedback</p> <p>6. Implement the assessment plan and administer collaboratively designed common formative assessments</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Collaborative Planning Rubric • Data Analysis Protocol • Assessment Plan & Calendar • Lesson Plan Rubric • Common Formative and Summative Assessments • Feedback Forms • Meeting Minutes 		
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Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Teachers will support students in small group strategic reading instruction, small group math instruction, and individual student writing conferences. In addition, small group tutoring will be provided during the school day. Title I-funded paraprofessionals will support small-group instruction in grades K, 1 and 2.</p>	<p>Instructional materials, certified and classified staff</p>	<p>1003a SIG Title I</p>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>City View Elementary School uses the state approved Innovative Delivery Model which incorporates the reduced class size model with 82% of City View homeroom teachers able to support MLs in the classroom all day. Push-in and pull-out support is provided by the ESOL Lead Team and includes support for non-endorsed homeroom teachers, newcomer classes and focused instruction on one of the 4 domains (speaking for upper grades and listening for lower grades). The Innovative Model is the most effective delivery model for City View allowing us to maximize our resources and use data to drive instruction.</p> <p>The lead ESOL team is able support our students and teachers by providing language intervention guidance for students on Tier 2/3, helping assess new students with limited language, making recommendations for classroom accommodations/differentiation, and sharing/interpreting Access data for classroom teachers. The lead ESOL team was able to provide two presentations to staff this year, including a county presentation on the Go-To Strategies. The lead ESOL team was able to support our parents by providing a Spanish language seminar on the ESOL program and Access.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Promote speaking/writing in the classroom by having teachers complete the Strengthen Writing and Speaking Skills module in Ellevation. • Work closely with coaches and teachers to develop lesson plans/units using Ellevation collections • Continue targeted instruction/practice in Speaking for 4/5 graders simulating the testing environment where students record, listen, and evaluate their speaking and peers' speaking (expand to other grade levels if possible) 	<p>Administrator, ESOL certified staff, Imagine Learn software</p>	<p>1003a SIG Title I</p>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Collaborative Planning schedule that includes the participation of ESOL, SWD, and EIP teachers.</p>	<p>SWD, EIP and ESOL staff members.</p>	<p>1003a SIG Title I</p>

<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Master schedules to include and ensure all sub-groups have equitable access to tier 1, standards-based instruction and to ensure SWD and ESOL students receive the required service hours for cotaught and collaborative instruction.		1003a SIG Title I
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Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 30, 2024</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	Sept. 19, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	Oct. 10, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 16, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	Sept. 10, 2024		
	Nov. 19, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	Feb. 4, 2024		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	April 15, 2024		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: New Kindergarten students and parents will visit the school to take a tour and experience a typical day in the life of a Kindergartener at City View. Fifth grade students will take a tour with teachers, counselors and administrators through campus to experience a typical day of a sixth-grade student.</p>	TBD		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i> The school will request assistance and interpreters for school events such as Parent/Teacher conferences, RTI meetings, IEP meetings, and PTA meetings via the International Welcome Center and bilingual district staff availability.</p>	<p><i>List documents translated for parents:</i> School CTLS School Policies (upon request) School Compact Parent Engagement Academic Meetings Parent Communication/Presentations PTA Meetings</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Family Literacy Meeting	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	ELA resources and learning materials	Title 1	TBD	Flyer/advertisement, sign-in sheet, handouts, and survey results	Brandi Chastain
Family Math Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math Manipulatives and learning materials	Title 1	TBD	Flyer/advertisement, sign-in sheet, handouts, and survey results	Monica Baxter
Science and Art Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Science and Art learning materials	Title 1	TDB	Flyer/advertisement, sign-in sheet, handouts, and survey results	Kinla Nelson

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

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

1. Cobb County’s schoolwide plans are 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. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**
2. Cobb County’s schoolwide plans are 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 other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**
3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, 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. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**
4. Cobb County’s schoolwide plans are 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. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**
5. Describe how the schoolwide plan has been 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. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

The City View Elementary Schoolwide plan has been developed in coordination and integration of the following Federal, State, and local services, resources, and programs:

- City View Elementary receiving support from the GaDOE and the school district support personnel.
- City View Elementary has been selected for the FFVP (Fresh Fruit and Veggie Program) grant. This grant allows fresh fruit and vegetables (nutrition) to be provided separately from lunch and breakfast meals during the school day.
- City View Elementary works with the area social worker to provide information on local services and targeted support. The information is shared directly with parents through the CTLS (Cobb Teaching and Learn Support) parent messaging system. This targeted support is provided through a weekly email highlighting federal, state, and local agencies in the areas of housing, childcare, financial assistance, and educational and career

programs. Information and assistance are provided to obtain assistance from federal housing programs, Cobb Works training and job employment programs, federal food assistance programs, and childcare through ASP (after-school program) scholarships.

- City View Elementary partners with local agencies that provide targeted assistance on an as-needed basis, such as Sweetwater Mission, Must Ministries, and Family Life Restorations.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. 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 and uniform format and, to the extent practicable, 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 the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

By implementing Professional Learning Communities, City View Elementary can regularly monitor the implementation of strategies and student achievement. The school will collect data from various sources including the State's annual assessments, such as standardized tests administered to students across various grade levels and subjects. This data provides a benchmark against state academic standards.

- Collaborative communities will meet weekly to create unit plans based on grade-level priority standards and learning targets. The scheduled meetings include analyzing data from State annual assessments, district-provided assessments, and common formative assessments. The results help determine the next steps and individualized needs of both teachers and students.
- The Building Leadership Team establishes the systematic process for the PLC responding to data results ascertained from State annual assessments, district-required assessments, and local school assessments.
- ESOL lead teachers use the WIDA data results to determine growth and create a strategic plan to serve multilingual students.

8. Describe how the school determines 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. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

By gathering the baseline data on student achievement level, the school can define clear, measurable goals for improvement in student achievement. These goals align with state academic standards and should consider the specific needs of students who are currently below proficiency levels. The effectiveness of a schoolwide program is determined by input from stakeholders and relevant data. Stakeholders are provided reports from state, district, and local school assessment data results during the scheduled fall and spring input meetings and other state-of-the-school meetings conducted by the local school administrators. During the meetings, the stakeholders present and analyze data from various local, district, and statewide assessments. The data is disaggregated to monitor the achievement of different sub-groups and grade levels. The school plans continually monitor the progress of targeted students

through formative assessments, benchmark assessments, standardized tests, and other measures through the collaborative process. The school will collect data on student growth and achievement at regular intervals to track their progress toward meeting state standards. Through the analysis, stakeholders determine the effectiveness of schoolwide programs. This is done by requiring the stakeholders to identify concerns and patterns in the data. Stakeholders are directed to identify specific student groups or grade levels that comprise most of the identified concerns. In this way, the data leads to a deeper understanding of programs, and stakeholders can determine the effectiveness of schoolwide programs in increasing student achievement.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

As City View Elementary School implements a school-wide improvement plan, the plan will be monitored regularly to ensure continuous improvement. Regularly collect data on student performance, behavior, attendance, and other relevant metrics will be collected. This data should be disaggregated to identify trends among different student groups (e.g., by grade level, demographic background). The plan includes specific strategies to address school-wide goals for improving student performance in ELA and Math. Analyze the data to identify areas of strength and weakness within the schoolwide program. This will involve looking at specific subjects, grade levels, or student subgroups monitor for expected outcomes. Strategies implemented include small group instruction, an innovative ESOL instructional model, and a reduced class size EIP instructional model in grades k-5. To support the vast needs of the students and their families, City View offers comprehensive educational services that include a social worker, counselors, psychological services, literacy specialists, instructional coaches, and interventionists. This plan will be continually revised and edited as the effectiveness of programs and the needs of students become evident. Monitoring meetings will be scheduled to make revisions as necessary. By gathering input from teachers, administrators, support staff, parents, and students themselves we will gain diverse perspectives on what aspects of the schoolwide program are working well and what needs improvement.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will 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. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: 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 - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your 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.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

City View Elementary School has worked to establish PBIS. PBIS includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom and school-wide PBIS strategies have been identified to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. The PBIS Professional Learning Community/Team uses a data-driven process to determine the needs of students, assess and evaluate the effectiveness of the approach, and provide alternative solutions to problematic behavior. This team includes general and special education teachers, counselors, psychologists, administrators, and the school nurse. Students who do not respond to Tier 1 PBIS Strategies will utilize Tier 2 and Tier 3 PBIS Strategies, such as check-in/check-out and check and connect. The PBIS team will continually review the data to monitor the program's effectiveness and adjust as needed. Students struggling with behavior will be referred to RTI tiers 2 and 3. Interventionist will work to provide intervention for students that have behavior concerns that require additional Tier interventions to be successful. The PBIS team collaborated with the classroom teachers to implement specific strategies for those students.

14. Describe 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. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

Professional Learning Communities (PLCs) or Cobb Collaborative Communities (CCC)- This is a focused professional development based on high standards of teaching and learning. It is essential to improving teaching and increasing student achievement. It must be focused on student learning and help teachers determine the next step for their students. Ultimately, professional development builds collaborative communities committed to analyzing data to inform on student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Target student outcomes and goals of schools and districts
- New Teacher mentor program
- Professional learning for paraprofessional to target skills.
- Scheduled time aside to allow teachers to implement new techniques and to plan collaboratively
- Establish Teacher Teams and Guiding Coalitions (leadership team)
- Involve all teachers in a collaborative process, including Special Education, ESOL, paraprofessionals, and specialists (music, art, science, math, and physical education)

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

Administrators, teachers, the parent facilitator, counselors, and the PBIS CCC team will meet to schedule, plan, and promote opportunities for preschool students to participate in transition activities. Local preschool programs will be contacted to promote the transition meetings. Teachers, counselors, and the PBIS CCC will plan and facilitate activities to transition children from early childhood preschool to local elementary school programs. Additionally, administrators, teachers, the parent facilitator, counselors, and the PBIS CCC team will meet to schedule, promote, and plan transition activities for fifth-grade students transitioning from City View Elementary school to the middle school program.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware 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. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers 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 State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*