



Georgia Department of Education

Approved Copy  
September 28, 2023

# School Improvement Action Plan



School Year:	FY24
School Name:	Smitha Middle School
Principal Name:	Chris Salter
Date Submitted:	May 2023; September 28, 2023
Revision Dates:	August 2023, September 2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Cobb County School District
<i>Team Lead</i>	Smitha Middle School
<i>Position</i>	William Grant
<i>Email</i>	Assistant Principal
<i>Phone</i>	<a href="mailto:William.grant@cobbk12.org">William.grant@cobbk12.org</a>
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	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: Spring 2023 EOG and EOC results were triangulated with three rounds of Reading and Math Inventory screenings along with trend data (Reading/Math) available through SLDS. Additionally, these results were compared with classroom grades, the Common Summative results of CCCs, and RTI probe data.

The following comprised the steps taken in developing Smitha Middle School's Title I School Improvement Plan derived from the advice of stakeholders:

1. In April 2023, all core academic teachers (in their Cardinal Collaborative Communities (CCCs)) were asked to examine Smitha's Title I goals for SY23 mirrored against their collective perspectives of the most persistent problems encountered while engaged in teaching their content/curriculum. English Language Arts (ELA) and Reading teachers recognized that literacy skills of the students remained a persistent problem. Teachers voiced a particular concern for the lack of progress being experienced by SWD and ELL students. The ELA and Reading teachers recommended a need to improve the literacy skills of our students so that they can more effectively read text and write across genres. The ELA & Reading CCCs concluded that this root cause should be addressed with a seamless alignment of assessments, instruction, resources, support, enrichment, and strategies. Math teachers concluded that Math literacy continues to be a challenge for all students. Most notably, students with disabilities (SWD) and English limited students continue to display moderate to significant decline over previous gains in demonstrating growth on the Math Milestones End of Grade Assessment (EOG). The Math teachers offered that the root cause centered around instructional strategies. In order to address this root cause, the Math stated that it was incumbent on the CCCs to devise impactful strategies and interventions targeting students who are not responding to instruction; and Social Studies and Science teachers asserted their findings to be centered around vocabulary and contextual reading skills. A few Social Studies and Science teachers have created an interdisciplinary CCC to increase collaboration amongst all content area CCCs in order to better inform literacy instructional strategies used in the Social Studies and Science classrooms. (See Appendix B and C)
2. After receiving teacher input, school leadership discussed both EOG/EOC data along with data derived from SLDS and the inventory screeners. School leadership arrived at a consensus as to the root causes to present for discussion with the basic teacher leadership team.
3. The basic leadership team would constitute the CNA Team (a.k.a. Design Team) which was comprised of administrators, academic coaches, the school Special Education Administrator (SSA), guidance counselors, the Media Specialist, and staff specializing in instruction for Students with Disabilities (SWD) as well as English Language Learners (ELL). The team discussed and advised the refining of the CNA.
4. The CNA was drafted and presented to local school stakeholders via an electronic meeting platform in order to solicit input. (See Appendix D)
5. The Title I SIP and related goals was then developed being informed by the CNA which was inclusive of input and advice derived from all stakeholders. (See Appendix A.)

## 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**

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):	5/18/23
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Position/Role	Printed Name	Signature
Chris Salter/Principal	Chris Salter	<i>Chris Salter</i>
William Grant/Assistant Principal	William Grant	<i>William Grant</i>
Sarah Drake/Assistant Principal	Sarah Drake	<i>Sarah Drake</i>
Dr. Amanda Shaw/Assistant Principal	Amanda Shaw	<i>Dr. Amanda Shaw</i>
Joseph McRoberts/Math Chair		
Bina Patel/ELA Chair		
Lindsey Thurman/Reading Chair		
Kayla Daniel Murphy/Social Studies Chair	Kayla-Danielle Murphy	<i>Kayla-Danielle Murphy</i>
Dean Speer/Science Chair	Dean Speer	<i>Dean Speer</i>
Risa McCowan/6 <sup>th</sup> Grade Teacher		
Dr. Brian Nichols/Connections Chair		
Sandra Davis/Design Team Lead		
Angela Burris/Parent Facilitator	Angela Burris	<i>Angela Burris</i>
Parent		
Parent		

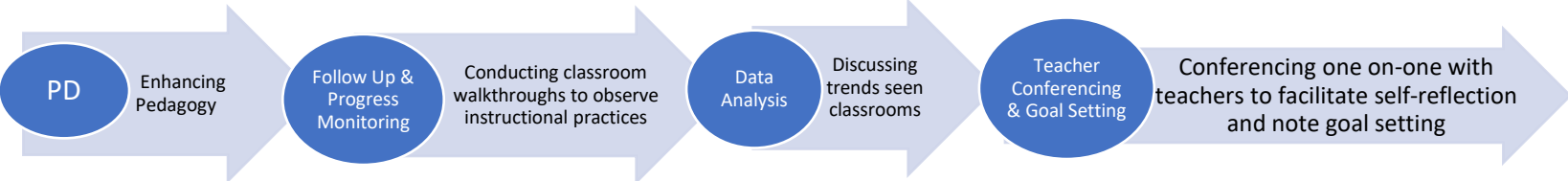
Parent		
Parent		
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## Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

<b>Previous Year's Goal #1</b>	Improve reading comprehension and vocabulary attainment to increase the percentage of students performing at the proficient and advanced level on the Reading Inventory (RI) by at least 10% (270 out of 773 students) between the Fall 2022 administration and the Spring (411 out of 861 students) 2023 administration. Decrease the percentage of English Learners performing at Below Basic on the Reading Inventory (RI) by at least 10% (141 out of 472) between the Fall 2022 administration and the Spring 2023 administration.																																																																																
<b>Was the goal met?</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>																																																																																	
What data supports the outcome of the goal?	<p>Schoolwide RI data for the 2022 – 2023 school year supports the outcome of the goal. The number of students scoring at Proficient &amp; Advanced increased from 270 students in the Fall to 411 students, <b>which is a 13% increase.</b></p> <p><b>Schoolwide</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 20%;">Testing Window</th> <th style="width: 20%;">Fall</th> <th style="width: 20%;">Winter</th> <th style="width: 20%;">Spring</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Group</td> <td>ALL (Schoolwide)</td> <td>ALL (Schoolwide)</td> <td>ALL (Schoolwide)</td> <td></td> </tr> <tr> <td>Number Students</td> <td>773</td> <td>752</td> <td>861</td> <td></td> </tr> <tr> <td>% Proficient &amp; Advanced</td> <td>35%</td> <td style="color: green;">41% (+6)</td> <td style="color: green;">48% (+7)</td> <td style="color: green;">13% increase Fall to Spring</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 20%;">Testing Window</th> <th style="width: 20%;">Fall</th> <th style="width: 20%;">Winter</th> <th style="width: 20%;">Spring</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Group</td> <td>LEP (Schoolwide)</td> <td>LEP (Schoolwide)</td> <td>LEP (Schoolwide)</td> <td></td> </tr> <tr> <td>Number Students</td> <td>472</td> <td>450</td> <td>493</td> <td></td> </tr> <tr> <td>% Proficient &amp; Advanced</td> <td>29%</td> <td style="color: green;">45% (+16)</td> <td style="color: green;">44%</td> <td style="color: green;">15% increase Fall to Spring</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 20%;">Testing Window</th> <th style="width: 20%;">Fall</th> <th style="width: 20%;">Winter</th> <th style="width: 20%;">Spring</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Group</td> <td>SWD (Schoolwide)</td> <td>SWD (Schoolwide)</td> <td>SWD (Schoolwide)</td> <td></td> </tr> <tr> <td>Number Students</td> <td>109</td> <td>111</td> <td>116</td> <td></td> </tr> <tr> <td>% Proficient &amp; Advanced</td> <td>17%</td> <td style="color: green;">19% (+2%)</td> <td style="color: green;">27% (+8)</td> <td style="color: green;">10% increase Fall to Spring</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Testing Window</th> <th style="width: 20%;">Fall</th> <th style="width: 20%;">Winter</th> <th style="width: 20%;">Spring</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>Group</td> <td>Gifted (Schoolwide)</td> <td>Gifted (Schoolwide)</td> <td>Gifted (Schoolwide)</td> <td></td> </tr> <tr> <td>Number Students</td> <td>66</td> <td>61</td> <td>65</td> <td></td> </tr> <tr> <td>% Proficient &amp; Advanced</td> <td>80% (28% Prof; 52% Adv)</td> <td style="color: green;">88% (+8) – (21% Prof; 67% Adv)</td> <td style="color: green;">96% (+8) - (22 Prof; 74% Adv)</td> <td style="color: green;">16% increase Fall to Spring</td> </tr> </tbody> </table> <p><a href="#">22 23 RI Data Analysis.docx</a></p>	Testing Window	Fall	Winter	Spring		Group	ALL (Schoolwide)	ALL (Schoolwide)	ALL (Schoolwide)		Number Students	773	752	861		% Proficient & Advanced	35%	41% (+6)	48% (+7)	13% increase Fall to Spring	Testing Window	Fall	Winter	Spring		Group	LEP (Schoolwide)	LEP (Schoolwide)	LEP (Schoolwide)		Number Students	472	450	493		% Proficient & Advanced	29%	45% (+16)	44%	15% increase Fall to Spring	Testing Window	Fall	Winter	Spring		Group	SWD (Schoolwide)	SWD (Schoolwide)	SWD (Schoolwide)		Number Students	109	111	116		% Proficient & Advanced	17%	19% (+2%)	27% (+8)	10% increase Fall to Spring	Testing Window	Fall	Winter	Spring		Group	Gifted (Schoolwide)	Gifted (Schoolwide)	Gifted (Schoolwide)		Number Students	66	61	65		% Proficient & Advanced	80% (28% Prof; 52% Adv)	88% (+8) – (21% Prof; 67% Adv)	96% (+8) - (22 Prof; 74% Adv)	16% increase Fall to Spring
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<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p><b>Note</b> – LEP goal fell short. Schoolwide there was a 9% decrease in the percentage of ELs performing at Below Basic between the Fall (141 out of 472) and (108 out of 493) Spring. It should be noted that 44 IEL students were enrolled following the Fall RI administration. IEL enrollment increased by 61% (27 students Fall to 44 students Spring). More targeted support is needed for ELs. Success block should be considered as a targeted intervention time to support this subgroup.</p>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p><b>We exceeded our goal.</b> The emphasis on student engagement (across content areas, ELs, SWDs, and ACs) had a major impact on the outcome. This outcome is attributed to the following steps for implementation:</p>  <pre> graph LR     A((PD)) -- Enhancing Pedagogy --&gt; B((Follow Up &amp; Progress Monitoring))     B -- Conducting classroom walkthroughs to observe instructional practices --&gt; C((Data Analysis))     C -- Discussing trends seen classrooms --&gt; D((Teacher Conferencing &amp; Goal Setting))     D -- Conferencing one on-one with teachers to facilitate self-reflection and note goal setting --&gt; E[ ]   </pre>

<p><b>Previous Year’s Goal #2</b></p>	<p>Increase the number of students performing at proficient or higher on the Math Inventory by at least 10% (from 67 student fall SY23 to 222 students Spring SY23) from August 2022 to May 2023.</p>
<p>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>Spring SY23 MI data: <u>AS A PERCENTAGE OF ALL STUDENTS TESTED...</u> the percent of students performing at proficient or higher on the Math Inventory increased by 18%.</p> <p>Consider this; when viewed as an <i>overall percent increase</i>, Smitha recognized a <b>236% increase in the number of students performing at Proficient or higher</b> (from 68 students in Fall SY23 to 222 students in Spring SY23).</p> <p>SWD Increase in Proficient or higher 9% (with a 29% decrease in Below Basic)  ESOL Increase in Proficient or higher 19% (with a 28% decrease in Below Basic)</p> <p><a href="#">Spring SY23 Disaggregated Data MI .pptx</a></p> <p><a href="#">8 Year MI Data Trend SY16 thru SY23.pptx</a></p>
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**Reflecting on Outcomes**

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Having iXL available for students  Having Milestones Preparation Workbooks available for students  PD and modeling on rich, open math problems in context  PD and modeling on purposeful questioning  Targeted Focus Walks with feedback  PD and modeling on 5 Practices in Practices  Classroom modeling on Visible Learning and 360 Classrooms  Extended Day Tutoring in Math  Success Block Math Intervention Program</p>

<p><b>Previous Year's Goal #3</b></p>	<p>From the end of the 2023 school year to end of the 2024 school year, increase the percentage of students with zero referrals all year (69%, 615 of 891 students) by at least 10% as measured by the Comprehensive Discipline Summary Report.</p>
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Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	CSIS and PBIS Referral Data <a href="#">Behavior Data Quick Share for Committee 5-10-23.pptx</a> -Spring SY23 69% of students have zero referrals for the year -Our SY23 Goal was for 80% of students to have zero referrals for the year
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<p><b>Continued refinement of our Positive Behavior Interventions and Supports (PBIS):</b> PBIS is a proactive approach to school-wide discipline that emphasizes positive behavior. This research-based approach aims to create a positive school culture by setting clear expectations for behavior, teaching students these expectations, reinforcing positive behavior, and intervening when students struggle to meet these expectations. PBIS has been shown to reduce discipline problems in middle schools and improve academic outcomes.</p> <p><b>Restorative Justice:</b> Restorative justice is an approach to discipline that focuses on repairing harm and restoring relationships between students and the school community. This approach emphasizes accountability, empathy, and mutual respect, and aims to empower students to take responsibility for their actions and make amends for any harm caused. Restorative justice has been shown to reduce suspension rates, improve school climate, and reduce the likelihood of repeat offenses.</p> <p><b>Trauma-Informed Practices:</b> Trauma-informed practices recognize the impact of trauma on students' behavior and seek to create a safe and supportive learning environment that promotes healing and resilience. These practices include building positive relationships with students, providing opportunities for choice and autonomy, creating a predictable and structured environment, and offering targeted supports for students who have experienced trauma. Trauma-informed practices have been shown to reduce discipline issues and improve academic outcomes for students who have experienced trauma.</p>
If the goal was <b>met or exceeded</b> , 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)

Data	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<p>6<sup>th</sup> – 8<sup>th</sup> ELA &amp; RDG ongoing student conferencing has helped students identify their area of weakness and work towards improvement.</p>	<p>6<sup>th</sup> – Informational Writing  <i>40% (103 out of 238) of students were proficient (80 or above) on summative assessment.</i>                      7<sup>th</sup> – Informational &amp; Narrative Writing                      Data                      8<sup>th</sup> – Argumentative &amp; Informational Writing                      Data                      6<sup>th</sup> – 8<sup>th</sup> More systematic approach to student writing portfolios</p>	<p>Common Formative                      Common Summative</p>
<b>Math</b>	<p>6<sup>th</sup> Measure of center and variation                      7<sup>th</sup> Volume &amp; Area. Ratios &amp; Proportions, Cross sections                      8<sup>th</sup> Pythagorean Theorem</p> <p>16% overall schoolwide increase in proficient or higher (133 students)                      22% increase in proficient or higher in 8<sup>th</sup> grade (53 students)                      ESOL students recognized a 16% Increase in Proficient or Higher (88 students).</p> <p><a href="#">Spring SY23 Disaggregated Data MI .pptx</a></p>	<p>6 Fact Fluency, Decimal/Fraction/Precents, using formulas, evaluating expressions                      7 Fact Fluency, Integer Rules                      8 Fact Fluency, Integer Rules, System of Equations</p> <p>7<sup>th</sup> Grade only recognized a 8% increase in proficient or higher (23 students). This grade level accounts for 57% of all referrals in the building.                      While recognizing a 26% Reduction in Below Basic (39 students), 64% of SWD students (73 students) remain Below Basic at Spring SY23 MI administration.</p> <p><b>SWDs Below Basic by grade level:</b>                      6<sup>th</sup> Grade SWDs 64% BB (29 students)                      7<sup>th</sup> Grade SWDs 70% BB (19 students)                      8<sup>th</sup> Grade SWDs 55% BB (23 students)</p>	<p>MI, iXL, Interims,                      Common Formative,                      Common Summative</p>

<b>Science</b>	6 <sup>th</sup> -8 <sup>th</sup> Students are actively engaged in experiential discovery science labs.	6 <sup>th</sup> -8 <sup>th</sup> students continue to struggle with inquiry and investigation in science classes.	Common Formative, Common Summative, Interims
<b>Social Studies</b>	Cross-curricular collaboration has successfully built student background knowledge. This knowledge has allowed teachers to increase the depth of the content.	6 <sup>th</sup> – 8 <sup>th</sup> students struggle with utilizing comprehension and text based questions across the content areas.	Cross-curricular meeting notes <a href="#">Cross-Curricular Collaboration</a>
<b>Discipline / School Climate Data</b>	70 % of our students have had zero referrals all year. 6 <sup>th</sup> 87% with zero referrals 7 <sup>th</sup> 56% with zero referrals 8 <sup>th</sup> 71% with zero referrals	Core groups of students resistant to change and compliance. Need for better agreement about common expectations, their enforcement, and our tiered consequence plan.	PBIS, CSIS
<b>Professional Learning</b> What's been provided? What is the impact?	<u>Student Engagement</u> More students are actively engaged in class <u>ESOL</u> Teachers are intentionally providing opportunities for students to have discussions in class. Students are able to share their understanding with peers and make cognitive adjustments if needed <u>Student Conferencing</u> Students are able to discuss their weakness(es), set a goal and analyze progress	<u>Student Engagement</u> More time is needed to plan engaging lessons <u>ESOL</u> Teachers that are unfamiliar with newcomers need to learn effective instructional practices that promote speaking. Veteran ESOL Teachers need to extend their instructional practices to promote speaking. <u>Student Conferencing</u> Vertical alignment is needed for student portfolios and conferencing documentation	End-of-year department reflection and ESOL feedback
<b>Other</b>			

## Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<input 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	<p><u>Schoolwide</u></p> <p><b>ALL</b> - Proficient &amp; Advanced 13% increase Fall to Spring</p> <ul style="list-style-type: none"> <li>Advanced Fall - 99 students (13%) vs Advanced Spring - 181 students (21%)</li> </ul> <p><b>LEP</b> - Proficient &amp; Advanced 15% increase Fall to Spring</p> <ul style="list-style-type: none"> <li>Advanced Fall – 47 students (10%) vs Advanced (79)</li> </ul> <p><b>SWD</b> – Proficient &amp; Advanced 10% increase Fall to Spring</p> <ul style="list-style-type: none"> <li>Advanced Fall – 3 students (3%) vs Advanced Spring 13 students (12%)</li> </ul> <p><u>6th</u></p> <p><b>ALL</b> – Proficient &amp; Advanced 22% increase Fall to Spring</p> <p><b>SWD</b> – Proficient &amp; Advanced 18% increase Fall to Spring</p>	<p><u>8<sup>th</sup></u></p> <p><b>ALL</b> – Proficient &amp; Advanced level increased 7% from Fall to Spring which is a lower improvement compared to other grade levels</p> <p><b>SWD</b> – Proficient &amp; Advanced level decreased 2% from Fall to Spring. At the Winter administration of the RI, students dropped 6%. Although students improved 4% at the Spring administration of the RI, it was still 2% lower than the Fall.</p>	<p>RI Fall, Winter and Spring SY23</p>
<b>Math</b>	<input 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	<p>SWD -Operations with Fractions, decimals and percentages improvement</p> <p>19% overall schoolwide increase in proficient or higher</p> <p>30% increase in proficient or higher in 8<sup>th</sup> grade</p> <p>ESOL students recognized a 20% Increase in Proficient or Higher.</p>	<p>SWD – 61% below basic (70)</p> <p>ESOL – 40% below basic (213)</p> <ol style="list-style-type: none"> <li>Basic Math facts: Multiplication Facts, Long Division (Numbers and Operations)</li> <li>Integer rules in isolation</li> <li>Integer rules in equations</li> </ol> <p><a href="#">Smitha Math Focus Priority Standards SY24.docx</a></p>	<p>MI Spring SY23</p> <p><b>Advanced 10%, 85 students</b></p> <p><b>Proficient 16%, 137students</b></p> <p><b>Basic 35%, 299 students</b></p> <p><b>Below Basic 39%, 330 students</b></p> <p>iXL, Dreambox, RTI Probes CSIS, Interims</p>
<b>Science</b>	<input 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			

<b>Social Studies</b>	<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			
<b>Discipline / School Climate Data</b>	<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	69% of our students have had zero referrals all year. 6 <sup>th</sup> 84% with zero referrals 7 <sup>th</sup> 55% with zero referrals 8 <sup>th</sup> 68% with zero referrals	Core groups of students resistant to change and compliance. Need for better agreement about common expectations, their enforcement, and our tiered consequence plan.	CSIS PBIS Rewards
<b>Professional Learning</b>	<input 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	<u>ELA &amp; Math</u> Professional development opportunities have been critical in improving our Math and ELA instruction this year. We participated in workshops, trainings, as well as CCC collaboration. We implement what we learned by incorporating new strategies, technology, and assessments into our teaching practice including.  <u>ELA</u> one-on-one conferencing, goal setting and Go-To strategies  <u>Math</u> The 5 Practices in Practice, Thinking Classrooms, Opening Math Problems, Rich Math in Context, and Purposeful Questioning.	SpEd, ESOL & GenEd teachers need more professional development to better serve our EIs and SWDs	
<b>Other</b>	<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			



<b>Statement of Concern #1</b>	Schoolwide we still have 20% (175/861) of our students performing at Below Basic on the RI at the Spring administration.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> X Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need more frequent feedback on their proficiency with responding to text.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> X Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need more modeling of comprehension and writing strategies along with feedback on their ability to apply the strategies.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> X Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need to see the wide use of vocabulary terms across content areas (Tier II words along with Greek and Latin prefixes, suffixes and root words).
<b>Contributing Factors</b> (Outside of control)	A limited group of students use websites to practice skills outside of school.
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Increase the number of students performing proficient and advanced on the Reading Inventory (RI) assessment by at least 12%; from 38% (309 of 826 students) in August 2023 to 50% of the assessed students by May 2024.





<b>Statement of Concern #2</b>	<b>A significant number of students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade are performing at below basic (43% 124-6<sup>th</sup>, 49% 125-7<sup>th</sup>, 26% 81-8<sup>th</sup>) and basic (29% 84-6<sup>th</sup>, 33% 85-7<sup>th</sup>, 40% 123-8<sup>th</sup>) levels in mathematics.</b>																																		
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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>Student’s lack of knowledge in integer rules and basic computational skills  <a href="#">Smitha Math Focus Priority Standards SY24.docx</a></p> <table border="1"> <thead> <tr> <th colspan="2">Number of Remediations (out of 259 students) Per Domain 7<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td>Ratios &amp; Proportions</td> <td>190</td> </tr> <tr> <td>Number System</td> <td>199</td> </tr> <tr> <td>Expressions &amp; Equations</td> <td>202</td> </tr> <tr> <td>Geometry</td> <td>199</td> </tr> <tr> <td>Stats. &amp; Probability</td> <td>178</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Number of Remediations (out of 315 students) Per Domain 8<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td>Num. Expressions, Equations</td> <td>209</td> </tr> <tr> <td>Algebra &amp; Functions</td> <td>215</td> </tr> <tr> <td>Geometry</td> <td>231</td> </tr> <tr> <td>Stats. &amp; Probability</td> <td>156</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Number of Remediations (out of 282 students) Per Domain 6<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td>Ratios &amp; Proportions</td> <td>214</td> </tr> <tr> <td>Number System</td> <td>210</td> </tr> <tr> <td>Expressions &amp; Equations</td> <td>205</td> </tr> <tr> <td>Geometry</td> <td>209</td> </tr> <tr> <td>Stats. &amp; Probability</td> <td>213</td> </tr> </tbody> </table>	Number of Remediations (out of 259 students) Per Domain 7 <sup>th</sup> Grade		Ratios & Proportions	190	Number System	199	Expressions & Equations	202	Geometry	199	Stats. & Probability	178	Number of Remediations (out of 315 students) Per Domain 8 <sup>th</sup> Grade		Num. Expressions, Equations	209	Algebra & Functions	215	Geometry	231	Stats. & Probability	156	Number of Remediations (out of 282 students) Per Domain 6 <sup>th</sup> Grade		Ratios & Proportions	214	Number System	210	Expressions & Equations	205	Geometry	209	Stats. & Probability	213
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<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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 receive intervention and support based on their cut score on an assessment as opposed to identified misconceptions or approach to solving a problem.</p>																																		
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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 do not receive immediate feedback and commentary on their work, particularly during the work session. Teachers need additional professional development in sequencing and connecting as defined by the 5 practices to address students who do not master standards.</p>																																		
<b>Contributing Factors</b> <b>(Outside of control)</b>	<p><b>Student’s current reading level upon entering. Students’ past academic success in math. Familial support with math and/or literacy. Attendance, Apathy, Transiency, lack of engagement</b></p>																																		

<p><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Increase the number of students performing proficient and advanced on the Math Inventory (MI) assessment by at least 30%; from 9% (71 of 787 students) in August 2023 to 39% of the assessed students by May 2024.</p>
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<b>Statement of Concern #3</b>	Discipline referrals remain high and negative behaviors are impacting climate and achievement.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input 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	Many new to Smitha teachers as some veterans teachers do not yet have buy-in and acceptance of the Schoolwide PBIS plan.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input 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	Inconsistent interpretation and administration of consequences of behaviors
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input 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	A small percentage of students are not responding to the behavior plan and are repeatedly being referred to the office for disruption and insubordination, especially following transitions.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Reassigned teachers, teacher/student relationships, teacher efficacy, student efficacy, home-school communication & parent involvement & follow through.
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Increase the number of students with zero referrals all year by at least 10%. For SY23 69% of students, 615 of 891, had zero referrals.

<b>Statement of Concern #4</b>	<p>What concern are we addressing with AVID? What is the expected impact of this intervention?</p> <p>Students need to develop academic skills that enable them to successfully complete college and career preparatory curriculum and experiences. Students need to know that they are able to persist through obstacles, set goals, and make choices that support their navigation to the next level.</p>
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> X Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Data from 2022-2023 school year revealed that schoolwide WICOR implementation was limited to the AVID Elective classroom and AVID-Site-Team instructed courses.</p>
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> X Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students struggle with the rigor of reading and writing tasks.</p>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> X 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 have limited knowledge and understanding of their college-bound potential.</p>
<b>Contributing Factors</b> <b>(Outside of control)</b>	<p>Due to our transiency rate (SY23: 18.81% school vs 25.97% district) and students that are still learning English (Active ELL - 30%):</p> <ul style="list-style-type: none"> <li>• Many students struggle with the rigor of reading and writing tasks</li> <li>• Many students are unaware of college requirements and opportunities</li> </ul>

<p><b>Goal</b></p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of SY-2024, the AVID elective teacher and at least 50% of content level teachers schoolwide will routinely incorporate WICOR strategies to increase access to rigor as measured by lesson plans and classroom walk throughs.</p>
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<p><b>School Improvement Goals</b></p> <p><i>Include goals on the parent compacts and policy</i></p>	
<b>Goal #1</b>	<p>Increase the number of students performing proficient and advanced on the Reading Inventory (RI) assessment by at least 12%; from 38% (309 of 826 students) in August 2023 to 50% of the assessed students by May 2024.</p>
<b>Goal #2</b>	<p>Increase the number of students performing proficient and advanced on the Math Inventory (MI) assessment by at least 30%; from 9% (71 of 787 students) in August 2023 to 39% of the assessed students by May 2024.</p>
<b>Goal #3</b>	<p>Increase the number of students with zero referrals all year by at least 10%. [For SY23 69% of students, 615 of 891, had zero referrals.]</p>
<b>Goal #4</b>	<p>By the end of ST 2024, the AVID elective teacher and at least 50% of content level teachers schoolwide will routinely incorporate WICOR strategies to increase access to rigor as measured by lesson plans and classroom walk throughs.</p>

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

*SWP Checklist 2.c(iv)*

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Math Academic Coach	<input 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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> <li>•Continue to provide job embedded professional learning and differentiated instructional strategies around the 5 math practices.</li> <li>•Facilitate CCC's with a focus on data analysis and developing lessons to address learning deficits in math and science</li> <li>•Monitor and support teacher implementation of evidence-based interventions.</li> </ul>
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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	

<b>GOAL #1</b>	Increase the number of students performing proficient and advanced on the Reading Inventory (RI) assessment by at least 12%; from 38% (309 of 826 students) in August 2023 to 50% of the assessed students by May 2024.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source (s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
Monitor teacher conferencing: <ul style="list-style-type: none"> <li>• RDG - For commentary on reading behaviors, goal setting and performance in Word Up or Read 180/S44;</li> <li>• ELA – for commentary on writing behaviors, goal setting and performance on writing summatives;</li> </ul> Monitor student portfolios;  Provide writing professional development as needed	Flocabulary Word Up  Academic Coach  District Coaches  <a href="https://us.corwin.com/books/writtenow-271562">https://us.corwin.com/books/writtenow-271562</a>	Title I	August 2023	Implementation: individualized teacher training, classroom visits, Writescore implementation and follow-up collaboration, and one-on-one teacher follow up   Artifacts: student portfolios, teacher reflections,	Evaluation of Impact: Students and teachers will be able to identify individual areas of strength and weakness in RDG and Writing   Evidence: lesson plans, RI data, Word Up or Read 180/S44 data, WordUp data, Common Summative data, classroom visit data, WriteScore data	
Provide yearlong Specialized Instruction professional development through the Shared Teaching framework and monitor progress through SpEd classroom visits	District SpEd Program Specialist  Academic Coach  SMS PD Plan -	Title I	July 2023	Implementation: Shared Teaching/IRR PD (August – March), SpEd classroom visits and one-on-one teacher follow up   Artifacts: lesson plans and teacher reflection	Evaluation of Impact: Students and teachers will be able to identify specialized instruction needed to complete various tasks.   Evidence: lesson plans, RI data, Common Summative data; classroom visit data	
Provide yearlong ELL professional development and monitor progress through Ellevation classroom visits	District ESOL Consultant  Academic Coach  SMS PD Plan -	Title I Title III	July 2023	Implementation: ELlevation PD (August – April), ELlevation classroom visits and one-on-one teacher follow up   Artifacts: lesson plans and teacher reflection	Evaluation of Impact: Teachers will be able to identify ELL strategies that support the access level of students in the classroom.	



					Evidence: lesson plans, RI data, Common Summative data; Classroom visit data	
Support cross-curricular collaboration; Provide cross-curricular rubrics that support Claim, Evidence and Reason (CER)	Academic Coach, RDG, SS & SC Teachers  Title I District Coaches	Title I	Aug 2023	Implementation: CCC collaboration  Artifacts: collaboration meeting minutes, lesson plans, exemplars and student samples	Evaluation of Impact:  Evidence: RI data, Common Summative Assessment data	

<b>GOAL #2</b>	Increase the number of students performing proficient and advanced on the Math Inventory (MI) assessment by at least 30%; from 9% (71 of 787 students) in August 2023 to 39% of the assessed students by May 2024.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
<p>Implementation of the Purposeful Questioning &amp; Open, Rich, Math in Context in support of the 360 Thinking Classroom. Specifically building on SY23 work by addressing</p> <ul style="list-style-type: none"> <li>Teacher will conference with individual students after each MI</li> <li>Student's will set indivial MI goals for the next administration</li> </ul>	<p>Math 360 5 practices (texts)  Job-embedded PD (instruction Books)  District math coaches</p>	<p>Local school  Title I</p>	<p>August 2023</p>	<p><b>Implementation:</b> Conduct focus walks and provide feedback (follow coaching cycles every 9 weeks)  <b>Artifacts:</b> Rubric, written expectations and look for, sign-in sheet, walk through data</p>	<p>Desired Outcome: Students can explain their progress towards mastery of standards.  Teachers will consistently implement 5 practices.  <b>Evidence:</b> The 75% or more of math teachers implementing the "5 Practices Strategies" on walk-thru data.</p>	<p>Academic Coach  Title I District Math Coaches  Admin Math Supervisor</p>
<p>Review of performance of ESOL students on EOG and MI. Coordinate with Smitha and District ESOL staff to develop and provide teachers of math with ESOL specific strategies to improve achievement through ELlevation</p> <p>Creation and implementation of ELL Math Support Classroom</p>	<p>Local School Allotment</p>	<p>Local School  Title 1</p>	<p>October 2023  8/23-5/24</p>	<p><b>Implementation:</b> Academic Coach will create a Professional Learning schedule and secure PD on ESOL specific mathematics strategies to be provided by Blake McIntire  <b>Artifacts:</b> PD Calendar, Agendas, Sign-in sheet; Walk-through schedule (look -Fors)</p>	<p>Desired Outcome: Teachers will implement ESOL specific strategies in daily lessons. Increase in ESOL students performing at proficient  <b>Evidence:</b> Classroom observation data, CCC notes and agenda, and lessons plans , MI Data</p>	<p>Academic Coach  ESOL Lead  Building Principal</p>

Provide opportunities for students to receive remediation and enrichment by working independently on skills toward standards mastery while addressing deficits in math via R.E.A.C.H. (Smitha's Intervention Period)	Dreambox  DeltaMath	Title I	August 2023	Implementation: Teachers schedule students for pre-assessment and then create a rotation with individualized targeted instruction on math skills and standards.  Artifacts: Student schedules and assessment data from DeltaMath; Usage report	Desired Outcome: Close the achievement gap and address pre-requisite standards students are missing  Evidence: Growth Reports from DeltaMath and MI	Academic Coach
Provide yearlong Specialized Instruction professional development through the Shared Teaching framework; Monitor progress through classroom visits	District SpEd Program Specialist  Academic Coach  <a href="#">SpEd Professional Development Plan 2023 2024</a>	Title I	July 2023	Implementation: teacher training, SpEd classroom visits and one-on-one teacher follow up  Artifacts: lesson plans and teacher reflection	Evaluation of Impact:  Evidence: RI data, Common Summative data; Classroom visit data	

<b>GOAL #3</b>	From the of the 2023 school year to end of the 2024 school year, increase the percentage of students with zero referrals all year (69%, 615 of 891 students) by at least 10% as measured by the Comprehensive Discipline Summary Report.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
<ul style="list-style-type: none"> <li>Implementation and usage of behavior rewards and incentives to include but not limited to process related items such as scheduling to allow for Fresh Air Friday Implementation and usage of PBIS Rewards</li> </ul>	PBIS Rewards	Local School Funds  PBIS	August 2023	<p>Implementation: Provide PBIS Rewards training for all staff and students</p> <p>Communicate expectations for implementing PBIS rewards.</p> <p>Use software to monitor teacher’s usage of rewards monthly</p> <p>Artifacts: PBIS Rewards reports to include “awarded by staff” and “awarded by grade level”</p>	<p>Desired Outcome: 90 – 100% of staff will consistently implement all components of PBIS Rewards program.</p> <p>Evidence: Students will understand and follow PBIS intervention/ rewards guidelines.</p> <p>There will be consistent communication regarding behavior school-wide/ common language &amp; expectations</p>	
Implementation and usage of PBIS Rewards Continue implementation and usage of behavior rewards and incentives to include but not limited to process related items such as scheduling to allow for Fresh Air Friday (FaF)		Local School	August 2023	<p>Implementation: : Provide PBIS Rewards training for all staff and students</p> <p>Artifacts: CSIS referral reports</p>	<p>Desired Outcome: Increase the percentage of students with zero referrals by 10% [from 69% EOY SY23 to 79% EOY SY24]</p> <p>Evidence:</p>	
Implementation and usage of Cardinal Class & PBIS Lessons				<p>Implementation:</p> <p>Artifacts:</p>	<p>Evaluation of Impact:</p> <p>Evidence:</p>	

				Implementation:  Artifacts:	Evaluation of Impact:  Evidence:	
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<b>GOAL #4</b>	By the end of SY 2024, the AVID elective teacher and at least 50% of content level teachers schoolwide will routinely incorporate WICOR strategies to increase access to rigor as measured by lesson plans and classroom walk throughs.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored?</b> <b>What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact?</b> <b>What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
Provide yearlong WICOR strategy training.	AVID (WICOR strategies)	Local school	July 2023	Implementation: Provide WICOR strategy training for all staff and students.  Artifacts: lesson plans, work samples, teacher reflections and monthly subject area meeting "Shout Out"	Evaluation of Impact: Students and teachers will be able to identify WICOR strategies that support critical reading, note-taking and vocabulary.  Evidence: lesson plans, RI data, Common Summative data; classroom visit data	
All departments will choose a specific WICOR strategy taught during classroom instruction.	AVID (WICOR strategies)	Local school	September 2023	Implementation: All teachers will implement a specific WICOR strategy to improve critical reading, note-taking or vocabulary.  Artifacts: lesson plans, work samples, classroom walkthroughs	Evaluation of Impact: Students and teachers will be able to identify WICOR strategies that support critical reading, note-taking and vocabulary.  Evidence: lesson plans, RI data, Common Summative data; classroom visit data	
				Implementation:  Artifacts:	Evaluation of Impact:  Evidence:	

				Implementation:  Artifacts:	Evaluation of Impact:  Evidence:	
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**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> <b>Special Ed.</b> <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide yearlong Specialized Instruction professional development through the Shared Teaching framework, monitoring progress through SpEd classroom visits and teacher follow up.	ELlevation	Local School
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> <b>English Learners</b> <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide yearlong ELL professional development and monitoring progress through the use of Ellevation, classroom visits and teacher follow up.	SpEd PD, SWD Strategy Bank	Local School
<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			
<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			
<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			



Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )			
Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p><b>1. Required</b> <u>State of the School Meeting – Deadline September 30, 2023</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>	9/13/2023		<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><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2023</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>	10/02/2023 - 10/27/2023		<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><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 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>	4/17/2024		<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><b>4. Required</b> <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 9/21/23   PL#2 12/8/23   PL#3 2/16/24   PL#4 4/26/24</p>	9/14/2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	11/09/2023		
	01/25/2024		
	04/11/2024		
<p><b>5. Required</b> <u>Transition Activities for 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.  <b>Briefly describe the transition activities here:</b> Magnet School Parent Information Session (9-07), Osborne High School Spring Open House (1-25), Rising 6<sup>th</sup> Grade Parent Orientation (3-28)</p>	09/07/2023 01/25/2024 03/28/2024		<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><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>            Smitha households' primary languages are English and Spanish. Parent programs, meetings and activities will have interpreters provided by International Welcome Center (IWC). Print/ digital materials for family engagement activities/meetings are translated in Spanish and other languages upon request.</p>	<p><b><i>List documents translated for parents:</i></b>            Family School Engagement Policy            School-Parent Compact            State of the School Information            Fall/ Spring Input Survey            Academic Support &amp; Resources (ex. Conference week packet/ tutoring)</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)**

<b>School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>“Shall” Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s) <i>SWP Checklist 5.e</i></b>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
<u>Family Assisted Study Time (FAST)- Reading</u> Parents learn how to help their child apply reading engagement strategies to deepen comprehension, expand vocabulary through hands-on practices with websites and guidance to increase independent reading.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Goal 1	Spring Board WordUp (Flocabulary) Reading Inventory	Title I	11/29/23 01/31/24 03/27/24	Parent Survey and Sign-In Sheet	ELA/Reading Teachers AVID Teacher Academic Coaches
<u>Family Assisted Study Time (FAST)- Math</u> Parents learn about foundational math skills for each grade level, hands-on practice on websites and study materials, receive free math resources to support student home study.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Goal 2	Delta Math Dreambox iXL Desmos	Title I	11/08/23 01/10/24 03/06/24	Parent Survey and Sign-In Sheet	Math Teachers AVID Teacher Academic Coaches
<u>Family Assisted Study Time (FAST)- Tech Check</u> Families will receive training on the implementation of CTLS features for academic support, family-school engagement and monitor academic progress.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Goal 1 Goal 2	CTLS Parent CTLS Learn ParentVUE Computers	Title I	10/03/23	Parent Survey and Sign-In Sheet	Parent Facilitator

**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”)

<b>School Improvement Plan Required Questions</b>
<b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>
<p>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. <b>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)</b></p>
<p>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. <b>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)</b></p>
<p>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. <b>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)</b></p>
<p>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. <b>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)</b></p>
<p>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. <b>SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></b></p> <p><b>SCHOOL RESPONSE:</b></p> <p>Smitha Middle School receives funding from Title I and Title III to support our Read 180 program. During the 2022-2023 school year Title I funded two of our Math Connections teachers to support our Math Fluency Initiative. <b>(Monitoring)</b> The School Improvement plan remains in effect for the duration of the</p>

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. **(Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

**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:** School leadership, academic coaches, and teachers will use Reading Inventory (RI) as well as the Math Inventory (MI) screeners in combination with academic progress reports (IE report cards, On-track student academic performance, and CTLs assessment platform) to identify students as in need of tutoring to target specific needs. Students therefore are ranked for service by grade point averages, and screener scores. EOG Data is used to determine academic needs of students regarding on-level, advance content or remedial classes (Read 180 and Math Connections).

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:** A monitoring schedule is created and implemented each school year and includes regular classroom observations and feedback for teachers to ensure the instructional strategies and interventions included in the SIP are implemented consistently. Teachers meet regularly to analyze data and monitoring students' progress towards standards mastery. School leadership and the academic coaches will review data from the Reading Inventory (RI) and Math Inventory (MI) from August to December then again from January to April of the school year to see if students are closing the achievement gap. In addition, school leadership and academic coaches will monitor student progress on district required assessments.

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:** School leadership will revisit the schoolwide plan in January 2024 to determine if the students of Smitha Middle School are closing the achievement gap based on data from fall to winter RI and MI data. If students are not making sufficient increases to close the achievement gap Smitha will

offer tutoring to its students. Smitha will also make some changes to the schoolwide plan or provide additional professional learning as needed to support teachers in addressing students not mastering standards.

**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:** At Smitha Middle School, we have instituted Positive Behavioral Intervention Strategies (PBIS). The PBIS program outlines a school-wide discipline plan that is tiered and serves as a guideline for teachers’ response to behaviors. Teachers receive yearly training in identifying and distinguishing between minor and major infractions. Discipline is progressive. Multiple steps are required before a student is referred for minor discipline; major discipline infractions are addressed by administration, but even at that point, structures are in place to directly involve parents in fostering an understanding. Student voice is listened to. Monthly discipline reviews inform staff of the state of behavior, key students needing additional support, and aspects of the school day that require teachers’ awareness in order to supervise efficiently (as a proactive approach). In total, these approaches generate a wealth of communication to bridge gaps in understanding and foster partnerships (between parents, teachers, and administrators) to address desired changes in behaviors. We also use MTSS to address academic needs of students through its tiered process. All students enter on Tier I, students are monitored and assessed to determine if they need to move to Tiers II or III. At each tier students are provide with strategies and support to determine if they should move up or down the tiered process.

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:**

- Provide on-going learning opportunities for all during the 2023-2024 school year Smitha is offering PD for shared teachers and PD for ESOL for the entire staff

- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers 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, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:** Smitha Middle School’s leadership and guidance counselors will collaborate with district resource personnel, high school leadership, local businesses, and local colleges to promote matriculation to secondary school. Career and classroom guidance lessons will provide the basis of informing students of requirements for matriculation as well as for graduation from high school. Before and after school forums for parents will be held to convey requirements and opportunities afforded students as they prepare for high school. 8<sup>th</sup> grades students will participate in surveys that upon completion will present students with an inventory of interests to better inform students and families of potential career paths. All Smitha students will be provided with an opportunity to interact with community businessmen and women, secondary educators, post-secondary educators, and other professionals during Career and College Day or Reality University to inform and support Students’ aspirations. Excursions to college campuses will be planned for Smitha students to become familiar with and learn about the offerings/courses of study featured at local universities (IE Clark-Atlanta, Spellman, Georgia State, Georgia Tech, and Kennesaw State). Rising 6<sup>th</sup> graders and families are afforded multiple opportunities to tour the school, interact with school leadership, receive school program information through a variety media, and prior to the opening of school participate in class meetings as a means of pre-viewing the upcoming school year.

**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:**

**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*