



School Improvement Action Plan



School Year:	2024-2025
School Name:	Green Acres Elementary School
Principal Name:	Maria Braswell
Date Submitted:	5/28/24
Revision Dates:	6/3/24, 6/13/24, 7/22/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Green Acres Elementary School
<i>Team Lead</i>	Maria Braswell
<i>Position</i>	Principal
<i>Email</i>	Maria.Braswell@cobbk12.org
<i>Phone</i>	678-842-6905
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: We met with the staff to analyze data, then brainstormed root causes and possible actions as a school. The Guiding Coalition has continually reviewed and revised the plan in order to ensure that it aligns with the current needs. We held input sessions so that parents and other community stakeholders could share their opinions related to our plan and how we are progressing toward our goals.

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):	April 17, July 23
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Position/Role	Printed Name	Signature
Principal	Maria Braswell	
Assistant Principal	Adrienne Martin	
Instructional Support Specialist	Michele Bice	
Instructional Support Specialist	Melissa Gottschalk	
Instructional Support Specialist	Jennifer Murchie	
Teacher	Jennifer Mitchell	
Teacher	Tina Stevenson	
Teacher	Tara Hope	
Teacher	Samantha Massey	
Teacher	Geena Frikor	
Teacher	Katelyn Ladd	
Teacher	Nicole Barnett	
Teacher	Emily Garcia	
Teacher	Rebecca Pulicare	
Teacher	Kerri Konchar	
Counselor	Frankie Towner	
Paraprofessional	Penny Sharpton	

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	<p>Increase the number of students demonstrating grade level mastery of reading skills by:</p> <ul style="list-style-type: none"> • In Kindergarten, increase the percentage of students reading on grade level as measured by the NSGRA from 1% to 6% of students by the end of the school year. • In 1st grade, increase the percentage of students reading on grade level as measured NSGRA from 24% to 29% of students by the end of the school year. • In 2nd grade, increase the percentage of students scoring proficient or above on the Reading Inventory from 3% to 8% of students by the end of the school year. • In 3rd grade, increase the percentage of students reading within or above grade band on the Lexile measure of the Georgia Milestones ELA EOG from 38% to 43% of students. • In 4th grade, increase the percentage of students reading within or above grade band on the Lexile measure of the Georgia Milestones ELA EOG from 36% to 41% of students. • In 5th grade, increase the percentage of students reading within or above grade band on the Lexile measure of the Georgia Milestones ELA EOG from 49% to 54% students. 				
Was the goal met? <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO					
What data supports the outcome of the goal?	NSGRA August to May Comparison				
	Grade	August	December	May	Change
	K	Proficient/Advanced – 1% (1 of 83 students)	Proficient/Advanced – 36% (30 of 83 students)	Proficient/Advanced – 22% (18 of 83 students)	+21% (+17)
	1 st	Proficient/Advanced – 24% (24 of 101 students)	Proficient/Advanced – 48% (45 of 93 students)	Proficient/Advanced – 37% (37 of 101 students)	+13% (+13)
	Reading Inventory August to May Comparison				
Grade	August	December	May	Change	
2 nd	Proficient/Advanced – 3% (3 of 101 students)	Proficient/Advanced – 11% (12 of 110 students)	Proficient/Advanced – 17% (20 of 115 students)	+14% (+17)	
3 rd	Proficient/Advanced – 12%	Proficient/Advanced – 20%	Proficient/Advanced – 24%	+12% (+14)	

	(14 of 115 students)	(21 of 107 students)	(28 of 115 students)	
4 th	Proficient/Advanced – 16% (12 of 76 students)	Proficient/Advanced – 22% (17 of 79 students)	Proficient/Advanced – 26% (20 of 76 students)	+10% (+8)
5 th	Proficient/Advanced – 19% (14 of 75 students)	Proficient/Advanced – 27% (22 of 82 students)	Proficient/Advanced – 33% (27 of 82 students)	+14% (+13)

EOG Reading Levels Year-Over-Year			
Grade	2023	2024	Total Change
3 rd	Above/Within Stretch Band – 38% (30 of 80 students)	Above/Within Stretch Band – 38% (41 of 109 students)	+0%
4 th	Above/Within Stretch Band – 36% (29 of 81 students)	Above/Within Stretch Band – 30% (22 of 74 students)	-6%
5 th	Above/Within Stretch Band – 49% (42 of 85 students)	Above/Within Stretch Band – 49% (41 of 83 students)	+0%

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	The goal was met for K-2, but not for 3-5. Our intermediate teachers need additional training on morphology and phonics instruction in the intermediate grades. They also need training and support on the implementation of rigorous and relevant reading instruction that supports comprehension in the reading classroom. We should increase our focus on content integration in the reading classroom.
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?	The implementation of explicit and systematic phonics instruction using UFLI and Heggerty in K-2. The student support model used for EIP and ESOL in which support staff pushed in for a reading segment schoolwide.

Previous Year's Goal #2	<p>Increase the number of students demonstrating grade level mastery of math skills by:</p> <ul style="list-style-type: none"> In Kindergarten, increase the percentage of students who are proficient or advanced as measured by the Math Inventory from 0% to 5% of students by the end of the school year.
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- In 1st grade, increase the percentage of students who are proficient or advanced as measured by the Math Inventory from 6% to 11% of students by the end of the school year.
- In 2nd grade, increase the percentage of students who are proficient or advanced as measured by the Math Inventory from 6% to 11% of students by the end of the school year.
- In 3rd grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 25% to 30%.
- In 4th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 23% to 28%.
- In 5th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 16% to 21%.

Was the goal met? YES NO

What data supports the outcome of the goal?	Math Inventory August to May Comparison				
	Grade	August	December	May	Change
	K	Proficient/Advanced – 0% (0 of 83 students)	Proficient/Advanced – 39% (32 of 83 students)	Proficient/Advanced – 63% (52 of 83 students)	+63% (+52)
	1 st	Proficient/Advanced – 6% (6 of 102 students)	Proficient/Advanced – 23% (24 of 104 students)	Proficient/Advanced – 42% (44 of 105 students)	+36% (+38)
	2 nd	Proficient/Advanced – 6% (6 of 105 students)	Proficient/Advanced – 12% (13 of 111 students)	Proficient/Advanced – 27% (30 of 110 students)	+21% (+24)
	3 rd	Proficient/Advanced – 8% (8 of 105 students)	Proficient/Advanced – 37% (39 of 106 students)	Proficient/Advanced – 45% (50 of 111 students)	+37% (+42)
	4 th	Proficient/Advanced – 12% (9 of 76 students)	Proficient/Advanced – 18% (14 of 78 students)	Proficient/Advanced – 31% (23 of 75 students)	+19% (+14)
	5 th	Proficient/Advanced – 10% (7 of 70 students)	Proficient/Advanced – 15% (12 of 81 students)	Proficient/Advanced – 25% (21 of 82 students)	+15% (+14)

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	We do not have our EOG data to assess our goal for 3-5. In K-2, we met the goal.
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<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>All grades completed data cycles that include unpacking standards, creating common assessments, and data analysis. Additionally, we held two rounds of instructional rounds focused on math to build efficacy and improve Tier 1 instruction.</p>
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	K-2 exceeded their goal by more than 10%	Despite meeting our goals, 2 out of 3 students in grades 3-5 are not scoring at a level 3 or 4 on the EOG. In all of our grade levels have less than 50% of students reading on or above grade level.	Reading Inventory NSGRA EOG Lexile
Math	K-2 exceeded their goal by more than 20%	All grade levels have less than 50% of students performing proficient or advanced in math with the exception of kindergarten.	Math Inventory EOG
Science	We do not have any notable strengths.	Only 12% (10) of 5 th graders scored a level 3 or 4 on the science EOG.	EOG Interims
Social Studies	We do not have any notable strengths.	Social studies instruction is limited. Teachers spend insufficient time explicitly teaching social studies content.	Interims
Discipline / School Climate Data			
Professional Learning What’s been provided? What is the impact?	A condensed version of the “Skilled Teachers Build Skilled Readers” professional learning series was provided to the entire staff. All teachers have a foundational understanding of the science of reading.	While teachers are beginning to build their understanding of best practice in reading, we have far to go to have the necessary skills to develop skilled readers.	PL Agendas CCC Meeting Minutes

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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	The number of English Language Learners scoring proficient and advanced on the RI increased from 5% to 14%.	Overall, our data continues to show weaknesses in reading achievement among our English Language Learners. Additionally, the progression of growth is slow from grade level to grade level.	Reading Inventory NSGRA EOG Lexile
Math	<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	Although many students are not achieving at proficient or advanced levels, math is a relative strength for our English Language Learners. Students are progressing steadily out of the below basic band.	Instructional strategies to promote critical thinking and reasoning skills are not used with fidelity. Manipulatives are not used consistently in classrooms. Many teachers spend an excessive amount of time remediating and insufficient amounts of time exposing students to the grade level standards.	Math Inventory Common Assessments EOG
Science	<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			
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			

Discipline / School Climate Data	<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			
Professional Learning	<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	Our EL teachers are equipped with strategies for language acquisition.	As a whole, our staff lacks the professional knowledge necessary to effectively support ELLs.	PL Agendas CCC Meeting Minutes
Other	<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			

Statement of Concern #1	The majority of students are not meeting or exceeding grade-level expectations for reading.
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	Our teachers lack the pedagogy to support reading proficiency in students. Our teachers are not skilled at identifying student needs in reading and providing explicit instruction to support student growth and proficiency in reading.
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	Our teachers are not consistently using data intentionally to plan for instruction and intervention.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Students are not reading outside of school because parents are not equipped to support the students' reading lives outside of the classroom.
Contributing Factors (Outside of control)	<p>Many families speak a language other than English at home.</p> <p>Many students enroll with a lack of exposure to language to the degree that it is needed to be successful in school.</p>

Goal

***Specific, Measurable, Achievable, Relevant,
Timebound***

Increase the percentage of students reading on grade level:

- In 1st grade, increase from 29% to 34% as measured by the Lexile from BEACON by the end of the school year.
- In 2nd grade, increase from 17% to 22% as measured by the Lexile from BEACON by the end of the school year.
- In 3rd grade, increase from 38% to 41% of students as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG.
- In 4th grade, increase from 30% to 35% as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG.
- In 5th grade, increase from 49% to 54% as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG.

Statement of Concern #2	The majority of students are not meeting or exceeding grade-level expectations for math.
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 are not administering assessments that provide data that can drive their instruction. Because achievement is low on the assessments, teachers spend the majority of their instructional time on prerequisite skills rather than addressing the grade-level standards and scaffolding accordingly.
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	Teachers are not using math manipulatives consistently to support a concrete understanding of math concepts.
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	Teachers are not providing students with sufficient opportunities to problem solve or use critical thinking in the math classroom.
Contributing Factors (Outside of control)	Many families speak a language other than English at home which can create a challenge when the math involves reading. Families are not exposing children to numeracy or critical thinking outside of school.

Goal

***Specific, Measurable, Achievable, Relevant,
Timebound***

Increase the percentage of students meeting or exceeding the grade level expectation for math:

- In 1st grade, increase the percentage of students who score in the proficient or advanced Quantile from 42% to 47% of students as measured by BEACON by the end of the school year.
- In 2nd grade, increase the percentage of who score in the proficient or advanced Quantile from 27% to 32% of students as measured by BEACON by the end of the school year.
- In 3rd grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 30% to 35%.
- In 4th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 28% to 33%.
- In 5th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 21% to 26%.

Statement of Concern #3	Students are not performing within the developing or expanding band of the Oral Language domain on the ACCESS test.
Root Cause #1 - (Within control) Impacts which system(s): <input 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	Students need more opportunities for speaking and listening across all content areas.
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 to expand their knowledge of effective instructional strategies that promote academic discourse.
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	There is a limited ability for teachers to monitor student progress toward proficiency for speaking and listening.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Students lack speaking and listening skills even in their native languages.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Increase the percentage of students scoring within the developing and expanding band within the Oral Language domain (Speaking and Listening): <ul style="list-style-type: none"> • In 1st grade, increase from 10% to 15% as measured by ACCESS by the end of the school year. • In 2nd grade, increase from 39% to 50% as measured by ACCESS by the end of the school year. • In 3rd grade, increase from 35% to 45% as measured by ACCESS by the end of the school year. • In 4th grade, increase from 46% to 56% as measured by the ACCESS by end of the school year. • In 5th grade, increase from 52% to 62% as measured by the ACCESS by end of the school year.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1

Increase the percentage of students reading on grade level:

- In 1st grade, increase from 29% to 34% as measured by the Lexile from BEACON by the end of the school year.
- In 2nd grade, increase from 17% to 22% as measured by the Lexile from BEACON by the end of the school year.
- In 3rd grade, increase from 38% to 41% of students as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG.
- In 4th grade, increase from 30% to 35% as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG.
- In 5th grade, increase from 49% to 54% as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG.

Goal #2

Increase the percentage of students meeting or exceeding the grade level expectation for math:

- In 1st grade, increase the percentage of students who score in the proficient or advanced Quantile from 42% to 47% of students as measured by BEACON by the end of the school year.
- In 2nd grade, increase the percentage of who score in the proficient or advanced Quantile from 27% to 32% of students as measured by BEACON by the end of the school year.
- In 3rd grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 30% to 35%.
- In 4th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 28% to 33%.
- In 5th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 21% to 26%.

Goal #3

Increase the percentage of students scoring within the developing and expanding band within the Oral Language domain (Speaking and Listening):

- In 1st grade, increase from 10% to 15% as measured by ACCESS by the end of the school year.
- In 2nd grade, increase from 39% to 50% as measured by ACCESS by the end of the school year.
- In 3rd grade, increase from 35% to 45% as measured by AC
- CESS by the end of the school year.
- In 4th grade, increase from 46% to 56% as measured by the ACCESS by end of the school year.
- In 5th grade, increase from 52% to 62% as measured by the ACCESS by end of the school year.

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?
Gabriela Gonzalez	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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 type="checkbox"/> Family Engagement	Class size reduction teacher to provide additional small group instruction to students needing additional support.
Brittni Bivins	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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 type="checkbox"/> Family Engagement	Class size reduction teacher to provide additional small group instruction to students needing additional support.
Erika Guzman	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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 checked="" type="checkbox"/> Family Engagement	She provides engagement and instruction to parents so they may better access their child's education.
	<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	

<p style="text-align: center;">GOAL #1</p>	<p>Increase the percentage of students reading on grade level:</p> <ul style="list-style-type: none"> In 1st grade, increase from 29% to 34% as measured by the Lexile from BEACON by the end of the school year. In 2nd grade, increase from 17% to 22% as measured by the Lexile from BEACON by the end of the school year. In 3rd grade, increase from 38% to 41% of students as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG. In 4th grade, increase from 30% to 35% as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG. In 5th grade, increase from 49% to 54% as measured by the within or above grade band Lexile measure of the Georgia Milestones EOG. 					
<p style="text-align: center;">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 style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">People Responsible</p>
<p>K-2 teachers will implement phonics using decodables, dictation routine, and syllable division as evidenced by growth in phonics domain of iREADY.</p>	<p>iReady Decodables UFLI Georgia Learns CTLS</p>	<p>Title I District Funds</p>	<p>07/31</p>	<p>Implementation Performance Target: 100% of teachers will use decodables, consistent dictation routines, and syllable division as part of their daily instruction.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <i>Pre-planning:</i> K-2 Teachers will receive training on how to use aligned phonics lessons and decodables during literacy block <i>Early August:</i> K-2 Teachers will receive training on dictation routines <i>Mid-August:</i> K-2 Teachers are implementing phonics lessons with appropriate decodables 	<p>Evaluation Performance Target: 50% of students will demonstrate growth on the phonics domain of iReady from August to May.</p> <p>Evaluation plan: Students will use iReady 30 to 40 minutes per week and their domain report will be analyzed monthly to direct instruction.</p> <p>Evidence: iREADY phonics domain report</p>	<p>Teachers Instructional Specialists Admin</p>

				<p>4. <i>Late August:</i> K-5 Teachers will receive training on syllable division</p> <p>5. <i>September:</i> K-2 Teachers/Instructional Specialists/Admin will reflect on and discuss the implementation of phonics lessons in CCCs</p> <p>6. <i>Mid-September:</i> Admin and Coaches will conduct dictation walks</p> <p>7. <i>Late September:</i> Peer observations of syllable division and CCC discussion debrief</p> <p>Artifacts: CCC minutes; Training PowerPoints; Peer observation notes; Dictation walk forms</p>		
K-5 teachers will appropriately select tier 1, tier 2, and tier 3 vocabulary and incorporate them into instruction as evidenced by their vocabulary lists for each unit.	LETRS CTLS	Title I District Funds	07/31	<p>Implementation Performance Target: 100% of teachers will select tiered vocabulary words and incorporate the vocabulary into their daily instruction.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <i>Pre-planning:</i> Train teachers on selecting tier 1-3 vocabulary words <i>August-May:</i> Teachers will select tiered 	<p>Evaluation Performance Target: 50% of students in grades 1-5 will demonstrate growth on the vocabulary domain of BEACON from August to December.</p> <p>Evaluation plan: Teachers will assess students on vocabulary words using BEACON in August, December, and May.</p> <p>Evidence:</p>	Teachers Instructional Specialists Admin

				<p>vocabulary words in CCCs by unit</p> <ol style="list-style-type: none"> 3. <i>August-May</i>: Teachers will provide vocabulary instruction using district-established vocabulary routines. 4. <i>August – May</i>: Coaches/Admin will monitor vocabulary lists. 5. <i>Early October</i>: Coaches will conduct vocabulary walks. <p>Artifacts: Vocabulary word list per grade level; CCC minutes; Vocabulary walk forms; Training PowerPoints</p>	BEACON assessment data	
3-5 Teachers will implement district provided morphology routine daily as evidenced by student success on common morphology assessments.	Morpheme Magic CTLS	Title I District Funds	w/o 08/05	<p>Implementation Performance Target: 100% of teachers will implement morphology routine daily.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> 1. <i>August</i>: Train 3-5 teachers on morphology routine 2. <i>August</i>: Collaborate with Birney & Belmont Hills regarding how they implement the morphology routines 3. <i>August</i>: Teachers will implement morphology routine 	<p>Evaluation Performance Target: 50% of students will demonstrate growth on Morpheme Magic skill assessments administered after each skill is taught.</p> <p>Evaluation plan: Teachers will assess students by skill beginning in late August using Morpheme Magic assessments.</p> <p>Evidence: Morpheme Magic assessment data</p>	Teachers Instructional Specialists Admin

				<p>4. <i>September:</i> Admin/Coaches will conduct morphology walks</p> <p>5. <i>October:</i> Peer observations and feedback across schools</p> <p>Artifacts: Morphology walk forms; Peer observation notes; Training PowerPoints</p>		
3-5 teachers will implement the EL curriculum daily to support reading comprehension.	Expeditionary Learning (EL) Trade books	District funds	08/01	<p>Implementation Performance Target: 100% of teachers will implement EL daily.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <i>August:</i> Provide 3-5 teachers with EL overview in CCCs <i>August – May:</i> Teachers will provide daily reading comprehension instruction using EL. <i>September:</i> Conduct EL walks at Belmont Hills and Due West to calibrate expectations 	<p>Evaluation Performance Target: 50% of students will read on or above grade level on the BEACON Lexile by December.</p> <p>Evaluation plan: Teachers will assess students BEACON Lexile level in August, December, and March.</p> <p>Evidence: BEACON data</p>	Teachers Instructional Specialists Admin

<p style="text-align: center;">GOAL #2</p>	<p>Increase the percentage of students meeting or exceeding the grade level expectation for math:</p> <ul style="list-style-type: none"> In 1st grade, increase the percentage of students who score in the proficient or advanced Quantile from 42% to 47% of students as measured by BEACON by the end of the school year. In 2nd grade, increase the percentage of who score in the proficient or advanced Quantile from 27% to 32% of students as measured by BEACON by the end of the school year. In 3rd grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 30% to 35%. In 4th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 28% to 33%. <p>In 5th grade, increase the percentage of students who score a level 3 or 4 on the Georgia Milestones Math EOG from 21% to 26%.</p>					
<p style="text-align: center;">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 style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>K-5 teachers align the learning targets and skills they identified upon unpacking the standard(s) with their assessments as evidenced by collaboratively developed common formative assessments for each standard or unit.</p>	<p>Targets and Proficiency Scales CTLS Green Acres Assessment Blueprint</p>	<p>Title I District Funds</p>	<p>w/o 08/12</p>	<p>Implementation Performance Target: 100% of K-5 teachers will build math assessments that align to the standards and administer these common formative assessments by standard or unit.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <i>August:</i> Teachers will review Targets and Proficiency Scale documents and update as needed. <i>August:</i> Teachers will start building common formative assessments using the Green Acres assessment blueprint. <i>August-May:</i> Teachers will utilize these common formative 	<p>Evaluation Performance Target: 100% of math assessments will be aligned to the learning targets and skills listed in the Targets and Proficiencies document for each standard.</p> <p>Evaluation plan: Admin/Coaches will analyze assessments as they are created to ensure they are calibrated.</p> <p>Evidence: Assessments</p>	<p>Teachers Instructional Specialists Admin</p>

				<p>assessments to drive their instruction.</p> <p>4. <i>September</i>: Teachers will build assessment plans quarterly beginning with quarter 2.</p> <p>Artifacts: Assessments; Assessment plan, CCC minutes</p>		
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<p style="text-align: center;">GOAL #3</p>	<p>Increase the percentage of students scoring within the developing and expanding band within the Oral Language domain (Speaking and Listening):</p> <ul style="list-style-type: none"> In 1st grade, increase from 10% to 15% as measured by ACCESS by the end of the school year. In 2nd grade, increase from 39% to 50% as measured by ACCESS by the end of the school year. In 3rd grade, increase from 35% to 45% as measured by ACCESS by the end of the school year. In 4th grade, increase from 46% to 56% as measured by the ACCESS by end of the school year. <p>In 5th grade, increase from 52% to 62% as measured by the ACCESS by end of the school year.</p>					
<p style="text-align: center;">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 style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>K-5 teachers will increase student opportunities for speaking and listening in the classroom as evidenced by regular academic discourse in classrooms.</p>	<p>Book Creator Imagine Learning ELlevation WIDA Model</p>	<p>Title I District Funds</p>	<p>07/31</p>	<p>Implementation Performance Target: 100% of K-5 teachers will increase the amount of academic discourse in the classroom through the implementation of learned strategies for promoting speaking and listening.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <i>Pre-planning:</i> Teachers will receive training on Imagine Learning and ELlevation with a focus on how both programs can support speaking and listening in the classroom. <i>August:</i> Teachers will receive training from TTIS team on Book Creator with practical examples provided for increasing speaking and listening using this digital platform. 	<p>Evaluation Performance Target: 50% of students will demonstrate growth on the speaking and listening assessments of the WIDA Model.</p> <p>Evaluation plan: Teachers will assess students on speaking and listening using WIDA Model in August and May.</p> <p>Evidence: WIDA Model speaking and listening assessments</p>	<p>Teachers Instructional Specialists Admin TTIS</p>

				<p>3. <i>August</i> – Admin and coaches meet with Chrissy Dunn and Jeff Chandler to select high-yield speaking and listening strategies to focus on for the school year.</p> <p>4. <i>August-May</i>: Teachers will implement learned strategies and will utilize Imagine Learning and Book Creator to support speaking and listening in the classroom.</p> <p>5. <i>August-April</i>: At every staff meeting, an instructional strategy that supports academic discourse will be modeled and discussed.</p> <p>6. <i>November</i>: Admin and coaches will conduct Academic Discourse walks.</p> <p>Artifacts: Creations from Book Creator; Imagine Learning data; Academic discourse walk forms; Staff meeting presentations; Imagine Learning training PowerPoint; TTIS training PowerPoint</p>		
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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 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	<p>All teachers will receive professional learning to support their understanding of best practice for teaching multilingual learners.</p> <p>The parent facilitator and instructional support specialists will collaborate to offer parent workshops aimed at helping parents understand how to support literacy development at home.</p>	Instructional Resources ELlevation	Title I and ESOL Department
<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			
<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>1. Required <u>Annual Title I Meeting – Deadline September 29, 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>	August 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 October 31, 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>	October 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 29, 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>	March 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 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	September 2024		<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
	November 2024		
	February 2025		
	April 2025		
<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: Kindergarten orientation</p>	April 2025		<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></p>	<p><u>List documents translated for parents:</u> Title I policy and compact Communication regarding family engagement events Grade level newsletter School newsletter</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
CTLS/ParentVue Support Sessions	<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 checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Laptops		7/30 8/5 8/7 8/9	The parent facilitator will collect sign in sheets.	Parent Facilitator
Kindergarten Preview	<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 checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Jump Start Kits	Title I	4/17	The parent facilitator will use a Sign Up Genius to register participants. All participants will sign in on the day of the event.	Parent Facilitator
	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

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: Our schoolwide plan was developed in coordination with our district academic and ESOL departments. Our academic division provides licenses for our iReady reading intervention software and provides our school with two Teachers on Special Assignment who support targeted intervention in math and reading. We also receive support and targeted resources from our Title III (ESOL) department through the purchasing of a site license for Imagine Learning. All of the resources and materials references support our goals and action steps.

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: Our leadership team, instructional support specialists, and administration monitor the implementation of the plan and review data at every Guiding Coalition meeting. The leadership team and academic coaches conduct frequent classroom walks to assess the level of success of our implementation.

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: As an administrative team, we review data monthly to assess the achievement and growth of our students. We review data with our Guiding Coalition monthly and with the staff at-large quarterly. In addition, we discuss the actions and goals of our plan regularly to determine if they need to be adjusted or modified.

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 we monitor our goals and action steps through data discussions, classroom walks, and review of artifacts, our team will make adjustments to the plan.

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: Green Acres follows the Response to Intervention process (RTI). Our RTI coordinator meets with teachers continually to discuss concerns and determine interventions needed to support 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 development that connects to our goals and action steps is provided for all teachers and paraprofessionals on an ongoing basis. New teachers are assigned a mentor and attend monthly meetings to guide them in improved instruction and use of data to make instructional decisions.

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: Our 5th grade students attend a transition workshop with our school counselor. After the transition workshop the students go on a tour of the middle school. Our rising kindergarteners attend Kindergarten orientation with their families. At this event, they tour the school and learn about a typical day at school and all of the resources and programs available to them.

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: NA

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**