GaDOE

Georgia Department of Education

School Improvement Action Plan

School Year:	2023-2024
School Name:	Sedalia Park Elementary School
Principal Name:	William Dryden
Date Submitted:	June 5, 2023
Revision Dates:	August 10, 2023

District Name	Cobb County School District
School Name	Sedalia Park Elementary
Team Lead	William Dryden
Position	Principal
Email	William.Dryden@cobbk12.org
Phone	770-509-5162

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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

School Response: The school leaders began to develop the plan through grade-level Cobb Collaborative Community meetings. Each team analyzed grade and school data and discussed trends and contributing factors. They also shared ideas for professional support in FY24. Then, the new administration team examined the mid- and end-of-year SY23 SIP data and looked at trends and patterns to lead to specific root causes. We used this information to create goals and develop actions steps. The committee also reviewed school-wide instructional strategies, planned for professional development, and brainstormed ways to increase parent involvement.

The following individuals participated in the development, revision, and review of this plan: the school administrative team, the academic coach, the school counselor, the parent facilitator, the bookkeeper, grade-level team representatives, parents, and community members. Each member actively participated in the development and annual review of this School-wide Title I plan.

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 12, 2023, April 19, 2023

Position/Role	Printed Name	Signature
Principal	William Dryden	
Assistant Principal	Adam Casey	
Assistant Principal	Tracie Bucy	
Student and Services Administrator	Jessica Cooper	
Bookkeeper	Sheila DeGrossi	
Academic Coach	Jennifer Mayo	
Parent Facilitator	Ximena Tapia-Gonzalez	
Counselor	Bridgette Turner	
Grade 5 Team Leader	Emily Tongamoa	
Grade 4 Team Leader	Angelica Justiz	
Grade 3 Team Leader	Anna-Maria Reyes	

Grade 2 Team Leader	Priya Aiyer	
Grade 1 Team Leader	Mary Adkins	
Grade K Team Leader	Kristin Cross	
ESOL Team Leader	Taya Nelson	
Specialized Instruction Team Leader	Toni Barolette	
Non-CCSD Employee-Parent	Lauren Murray	

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).

Previous Year's Goal #1	**Our goal is for all students to read at a proficient level or above. We measure progress using the Reading Inventory**. **Grade K:** Increase the percentage of students taking the Reading Comprehension Assessment (RCA) to at least 25% of the grade level in May 2023. **Grades 1-5**: Increase the percentage of students scoring proficient or advanced in Reading, as measured by the Reading Comprehension Assessment (RCA) to at least 60% of the grade level in May 2023.
Was the goal met? ☒ YES ☒ NO	

| | What data supports the outcome of the goal? | Grade 1 met the goal; grades K, 2, 3, 4, 5 did not. |

Grade 1 met the goal; grades K, 2, 3, 4, 5 did not.

Grade K	May 2023	Goal
	14 students RI assessed	27 students

Grade 1 (RCA)	SY 2023 Assessment Dates	Proficient/ Advanced Reading Performance
	August	50%
	October	
	December	47%
	March	68%
	May	60%
	Goal	60%

Grade 1 student performance increased 10 percentage points.
October assessment not taken
Students take the assessment after achieving a readiness score on FRA

Grade 2 (RCA)	SY 2023 Assessment Dates	Proficient/ Advanced Reading Performance
	August	34%
	October	37%
	December	46%
	March	60%
	May	52%
	Goal	60%

Grade 2 student performance increased 18 percentage points.
August – March-students take the assessment after achieving a readiness score on FRA
End-of-Year-all students complete RCA

Grade 3 (RCA)	SY 2023 Assessment Dates	Proficient/ Advanced Reading Performance
	August	39%
	October	45%
	December	44%
	March	53%
	May	59%
	Goal	60%

Grade 3 student performance increased 20 percentage points.

Grade 4 (RCA)	SY 2023 Assessment Dates	Proficient/ Advanced Reading Performance
	August	40%
	October	43%
	December	45%
	March	49%
	May	54%
	Goal	60%

Grade 4 student performance increased 14 percentage points.

Grade 5 (RCA)	SY 2023 Assessment Dates	Proficient/ Advanced Reading Performance
	August	37%
	October	43%
	December	50%
	March	53%
	May	58%
	Goal	60%

Grade 5 student performance increased 21 percentage points.

	SY 2023	% and # Proficient/ Advanced Reading Performance		% and # Proficient Reading Performance		% and # Advanced Reading Performance		Total students assessed
Grades K-5	August	38%	138 students	26%	95 students	12%	43 students	361
	October	44%	163 students	30%	112 students	14%	51 students	376
	December	45%	177 students	30%	118 students	15%	59 students	387
	March	54%	211 students	32%	126 students	22%	85 students	389
	May	56%	235 students	33%	140 students	22%	95 students	425
	May Goal	60%						

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to	The percentage of students reading at proficient and advanced levels increased at every level, however, most of our students perform below grade level in reading. Actionable strategies: • Teachers use the *Next Step Forward in Guided Reading Plan* with fidelity to support small group instruction, intervention, and extension.

address the area of need?	• Intervention and extension grounded in common formative assessments, Early Literacy Framework (ELF) Data, and Next Steps Forward in Guided Reading Data. Tutors and Teachers use standardized supplemental resources to support instruction. • Refine the rigor of CCC discussions to specify students that need additional support, standards/skills to address, and common strategies to measure growth.
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?	Action steps that contributed to increased student performance outcomes on the Reading Inventory include: • Use of CTLS resources and K-2 Early Learning Framework (ELF) for planning, instruction, and assessment • Weekly team planning collaboration • Cobb Collaborative Community (CCC) Data Team Meetings • Coaching practices (modeling lessons, teacher feedback, professional learning) • Administrative instructional guidance and feedback • In-school small-group tutoring for students striving in literacy (Grade 1)

Previous Year's Goal #2	Our goal is for all students to perform at a proficient level or above in mathematics. We measure progress using the Math Inventory. **Grades K-5:** Increase the percentage of students performing at proficient or advanced levels in Math, as measured by the Math Inventory, to at least 60% of the grade level in May 2023.
	Was the goal met?　　　☒ YES　　　☒ NO

What data supports the outcome of the goal?	Grades 1, 2, 3, 4, and 5 met the goal; grade K did not.

Grade K

SY 2023 Assessment Dates	Proficient/Advanced Math Performance
September	9%
December	23%
March	41%
May	59%
Goal	60%

Grade K student performance increased 50 percentage points

Grade 1

SY 2023 Assessment Dates	Proficient/Advanced Math Performance
August	22%
October	
December	44%
March	61%
May	61%
Goal	60%

Grade 1 student performance increased 39 percentage points

Grade 2

SY 2023 Assessment Dates	Proficient/Advanced Math Performance
August	22%
October	43%
December	45%
March	63%
May	68%
Goal	60%

Grade 2 student performance increased 46 percentage points

Grade 3

SY 2023 Assessment Dates	Proficient/Advanced Math Performance
August	25%
October	45%
December	50%
March	67%
May	73%
Goal	60%

Grade 3 student performance increased 48 percentage points.

Grade 4

SY 2023 Assessment Dates	Proficient/Advanced Math Performance
August	23%
October	37%
December	48%
March	61%
May	63%
Goal	60%

Grade 4 student performance increased 40 percentage points.

Grade 5

SY 2023 Assessment Dates	Proficient/Advanced Math Performance
August	29%
October	35%
December	48%
March	59%
May	64%
Goal	60%

Grade 5 student performance increased 35 percentage points.

<table>
<tr><th rowspan="2">Grades K-5</th><th>SY 2023</th><th colspan="2">% and # Proficient/ Advanced Math Performance</th><th colspan="2">% and # Proficient Math Performance</th><th colspan="2">% and # Advanced Math Performance</th><th>Total students assessed</th></tr>
</table>

	SY 2023	% and # Proficient/ Advanced Math Performance		% and # Proficient Math Performance		% and # Advanced Math Performance		Total students assessed
Grades K-5	**August**	24%	113 students	18%	86 students	6%	27 students	476
	October	37%	172 students	29%	136 students	8%	36 students	475
	December	43%	246 students	31%	177 students	12%	69 students	576
	March	59%	323 students	33%	180 students	26%	143 students	552
	May	65%	360 students	29%	159 students	36%	201 students	557
	May Goal	60%						

		Reflecting on Outcomes

| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | The percentage of students performing at proficient and advanced levels increased 35 percentage points at every level, however, 35% of students school-wide perform at basic and below basic levels.
 Actionable strategies:

• Teachers implement guided math using *Math In Practice* books with fidelity to support small group instruction, intervention, and extension.
• Intervention and extension grounded in common formative assessments, Math Fluency Framework Data, and Guided Math Data.
• Refine the rigor of CCC discussions to specify students that need additional support, standards/skills to address, and common strategies to measure growth. Examine data to support a trend to move more students from Basic and Below Basic performance bands to Proficient |
| 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? | Action steps that contributed to increased student performance outcomes on the Math Inventory include:

• Use of CTLS resources and Math Fluency Framework (MFF) for planning, instruction, and assessment
• Weekly team planning collaboration
• Cobb Collaborative Community (CCC) Data Team Meetings
• Coaching practices (modeling lessons, teacher feedback, professional learning)
• Administrative instructional guidance and feedback
• Teacher on Special Assignment/ Interventionist and Instructional Paraprofessional-small group and pull-out intervention with grade 5 students during Panther Intervention and Extension (PIE) time |

Previous Year's Goal #3	**Our goal is for all students to write at a proficient level or above. Grade 4 and 5 students complete Write Score assessments in Opinion and Informational genres during the year. Progress toward the goal is measured with the quarter 4 assessment.** **Grades 4-5** Increase the percentage of students performing at average and above levels to 60% as measured by the April 2023 Write Score Assessment.

Was the goal met? ☐ YES ☒ NO

What data supports the outcome of the goal?

Grade 4 Informational Pre-Post

	Below	Average	Above	Ave/Above	# Students
October	55.7% 34 students	37.7% 23 students	6.6% 4 students	44.3% 27 students	61
April	58.8% 40 students	26.5% 18 students	14.7% 10 student	41.2% 28 students	68

Grade 5 Opinion Writing Pre-Post

	Below	Average	Above	Ave/Above	# Students
October	76.2% 61 students	22.5% 18 students	1.3% 1 student	23.8% 19 students	80
April	52.3% 45 students	40.7% 35 students	7% 6 student	47.7 41 students	86

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	To bolster student writing performance, we are implementing the use of Write Score standards-based resources for grades K-5. • Teachers will engage in virtual professional learning with Write Score before September 1, 2023 • Grades K-2- Write Score-All teachers plan writing instruction using the platform resources at least 4 weeks per quarter. Twice per quarter, grade-level CCCs meet and collaboratively score student samples to inform next steps with whole group and targeted (small group) instruction. In April, all students complete an opinion or informational piece (paper copy) and submit it to Write Score for independent scoring. • Grades 3-5 – Write Score- All teachers plan writing instruction using the platform resources at least 4 weeks per quarter. At the mid-point of each quarter, grade-level CCCs meet to collaboratively score student samples to inform next steps with whole group and targeted (small group) instruction. At the end of each quarter, all students complete an opinion, informational, or narrative piece via the digital platform and submit it to Write Score for independent scoring. Teacher teams collaborate to analyze Write Score assessments to inform next steps with whole group and targeted (small group) instruction.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	• School-wide student performance on the Reading Inventory increased 18 percentage points (138 of 361 students increased to 235 of 425 students). Students performing in the proficient and advanced levels improved from 38% to 56%.	• End-of-year school-wide student performance on the Reading Inventory shows 45% of our students (190 of 425 students) read at Basic and Below Basic levels.	Reading Inventory Early Literacy Framework Data Reports (CTLS) ELA Interim Assessment Data

	• In Grade K, student performance on Early Literacy Framework (ELF) Assessment Cycles 3-13 were all 81% and above. • In Grade 1, student performance on ELF-Reading Foundation Standards for cycles 12 and 13 were 81% • In Grade 2 student performance on ELF-Reading Foundation Standards 8 of 13 cycles the grade level average was 80% and higher. • Write Score- Grade 4 increase of 8.1 percentage points of student performance in writing in above level range. Grade 5 increase of 23.9 percentage points of student performance in writing in the average and above range. **Milestone Reading Student Performance Data** (Preliminary results) Grade 3 - 74.5% (76 of 102 students) Grade level or above Grade 4 – 55.7% (53 of 95 students) Grade level or above Grade 5 - 63.8% (60 of 94 students) Grade level or above **Milestone Writing Student Performance Data** (Preliminary results) Grade 3 - 21.6% (22 of 102 students) perform at accelerate learning achievement level Grade 4 – 20% (17 of 85) students perform at accelerated learning achievement level Grade 5 - 23.4% (22 of 94 students) perform at accelerate learning achievement level	• 64% of rising Grade 1 students are not proficient with sight words. • 27% of rising Grade 1 students need additional support with writing upper and lowercase letters. • 59% of rising Grade 2 students need additional support with using common spelling patterns. • 29% of rising Grade 3 students need additional support with generalizing learned spelling patterns. • Write Score- Grade 4-18.8 percentage points away from student performance goal. Grade 5- 12.3 percentage points away from student performance goal. **Interim Student Performance Data** Grades 1-5 average student performance 63% 1- 67% 2- 69% 3- 53% 4- 60% 5- 62% **Milestone Reading Student Performance Data** (Preliminary results) Grade 3 - 25.5% (26 of 102 students) perform at below grade level Grade 4 – 49.4% (47 of 95 students) perform below grade level Grade 5 - 36.2% (34 of 94 students) perform at below grade level **Milestone Writing Student Performance Data** (Preliminary results) Grade 3 - 78.4% (80 of 102 students) perform at remediate or monitor achievement levels Grade 4 – 80% (68 of 85) perform at remediate or monitor achievement levels Grade 5 - 76.6% (72 of 94 students) perform at remediate or monitor achievement levels	Georgia Milestones End-of-Grade Assessment (Preliminary data)

Math	• School-wide student performance on the Math Inventory increased 41 percentage points (113 students of 476 increased to 360 of 557 students) In the proficient and advanced levels, student performance improved from 24% to 65%. • Math Fluency Framework (MFF) diagnostic assessments demonstrated steady growth in accuracy and automaticity in grades K-3. **Interim Student Performance Data** Grade 2-80% **Milestone Student Performance Data** (Preliminary results) Grade 3- 42.9% (45 of 105 students) perform at proficient and distinguished achievement levels Grade 4- 47.5% (38 of 80 students) perform at proficient and distinguished achievement levels Grade 5- 36.1% (34 of 97 students) perform at proficient and distinguished achievement levels	• End-of-year school-wide student performance on the Math Inventory shows 35% of students (197 of 557 students) perform at Basic and Below Basic levels in Math. • MFF diagnostic assessments show that automaticity performance averages are consistently lower than accuracy ones. Subtraction (K-2) and division (3) performance averages are consistently lower than addition (K-2) and multiplication (3) • In grades 4-5, MFF focuses on decimal comparison and operations. Diagnostic Assessment average: Grade 4- 66% Diagnostic Assessment average: Grade 5-72% **Interim Student Performance Data** (4-quarter average) Grade 1-74% Grade 3-70% Grade 4-70% Grade 5-58% **Milestone Student Performance Data** (Preliminary results) Grade 3 - 57% (60 of 105 students) perform at developing and beginning achievement levels Grade 4- 47.5% (42 of 80 students) perform at developing and beginning achievement levels Grade 5 -64.9% (63 of 97 students) perform at developing and beginning achievement levels	Math Inventory Math Fluency Initiative Data Reports (CTLS) CTLS Math Interim Assessment Data Georgia Milestones End-of-Grade Assessment- (Preliminary data)

Science	School-Wide STEM Day (May 18, 2023). Pre-K, Autism units, Specialists, and K-5 Class participation. CCSD and Title I colleagues observed learning and provided feedback based on STEM certification rubric. **Interim Student Performance Data** (highest average score) Grade 1-Unit 4 (Life Cycle) 90% Grade 2-Unit 6 (Life Cycle) 89% Grade 3-Unit 7 (Heat) 83% Grade 4-Unit 3 (Food Chain) 72% Grade 5-Unit 5 (Physical/Chemical Change) 76% **Milestone Student Performance Data** (Preliminary results) Grade 5 -37.1% (36 of 97 students) perform at proficient and distinguished achievement levels	**Interim Student Performance Data** (science Unit average) Grade 1-76% Grade 2-86% Grade 3 72% Grade 4 53% Grade 5 71% The averages reflect missing unit assessments and low percentages of students completing some assessments. The Science and Social Studies teachers planning instruction will be responsible for leading CCCs after each unit FY 24. **Milestone Student Performance Data** (Preliminary results) Grade 5 -62.9% (61 of 97 students) perform at developing and beginning achievement levels	CTLS Science Interim Assessment Data Georgia Milestones End-of-Grade Assessment-(Preliminary data)
Social Studies	All grade levels planned, implemented, and assessed learning using CTLS standards-based plans and resources. **Interim Student Performance Data** (Social Studies Unit average) Grade 2-83% **Interim Student Performance Data** (highest average score) Grade 1-Unit 8 (Civil Rights) 80% Grade 2-Unit 5 (Georgians and Civil Rights) 86% Grade 3-Unit 4 (American Indians) 65% Grade 4-Unit 7 (Personal Finance) 82% Grade 5-Unit 4 (Great Depression/New Deal) 82%	**Interim Student Performance Data** (Social Studies Unit average) Grade 1-73% Grade 3 61% Grade 4 56% Grade 5 62% The averages reflect missing unit assessments and low percentages of students completing some assessments. The Science and Social Studies teachers planning instruction will be responsible for leading CCCs after each unit FY 24.	CTLS Interim Data

Discipline / School Climate Data	All grade levels participate in a school-wide behavior plan PBIS with embedded school-wide rewards. Staff awarded 283,654 points to students over the course of the school year.	The chart below shows the number of referrals completed during the school year. | Disruption	Grand Total
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Disruption	14
Harassment	10
Insubordination	3
Lying/Cheating	1
Out of Area	1
Physical Aggression	12
Profanity	12
Rough or Boisterous	16
Sexual Misconduct	1
Weapons/Ammo	1
2023 Total	**71**
Grand Total	**71**		PBIS portal
Professional Learning What's been provided? What is the impact?	*Academic Coach:* Next Step in Guided Reading -ELA small group-Response to Intervention (RtI) -Reading Inventory-18 percentage point increase Small Group Strategies-Math -Math Inventory-41 percentage point increase Write Score-Collaborative Scoring - Grade 4 increase of 8.1 percentage points of student performance in writing in above level range. Grade 5 increase of 23.9 percentage points of student performance in writing in the average and above range. Panther Pride (New Teachers Cohort) Monthly sessions for teachers with 3 years or less experience/new to the school -Teachers participated in monthly reflection of their practice and use of Reflectivity to record, watch, and plan ways to improve their practice *Title I Math Coaches* – Using Math Manipulatives to Support Student Success Math Inventory-41 percentage point increase *CCSD ELA Department* – Science of Reading 101	The challenge of meeting the individual needs of all teachers during the professional learning sessions.	Reading Inventory Math Inventory Exit Tickets Coaching Notes

	-Reading Inventory-18 percentage point increase *CCSD STEM Department*- STEM Integration Teachers participated in PL to strengthen planning and implementation of STEM integration and received timely feedback on end-of-year STEM projects		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	In the 2021-2022 school year, 83.3% of kindergarteners scored a 1.9 and under on their Access test. For the 2022-2023 school year, we allotted for a newcomer group comprised of Kindergarten and Grade 1 students who scored 1.0-1.9 on their screener. This group focused on language acquisition, basic vocabulary, and conversational skills related to academic learning within the school building. At the end of the 2022-2023 school year, our test scores reflected only 43% of	During the 2022-2023 school year, our ACCESS results showed the least proficiency in the writing domain with only about 2% scoring in the proficient range. This is an area we are working to strengthen in the coming school year using county provided resources for Speaking and Writing to target students' expressive language skills. Data also showed our Grade 2 and 3 students all scored a 4.4	-ACCESS Assessment Data -ESOL CCC Notes -Reading Inventory: Demographic Growth Report

		kindergarteners scoring 1.9 or under. These results show a 40.3 percentage point increase of students now in the proficient range of 2.0 or higher. Demographic Reading Inventory Data is a summary over time. 387 students completed the fall/spring assessment within the CCSD selected period. Some students are members of more than one demographic group and are counted more than once. Grade K is not included in this summary. All groups increased the percentage of students performing in the **proficient and distinguished range on the Reading Inventory**. The student numbers represent the total amount of students in each group. - Asian: 38% to 62% (16 students) - Black/African American: 32% to 457% (123 students) - Hispanic/Latino: 30% to 57% (138 students) - White/Caucasian: 49% to 78% (84 students) - Multi-Racial: 34% to 78% (23 students) - Multi-lingual: 15% - 31% (96 students) - Students w/ Disabilities: 12% to 26% (43 students) - Female: 36% to 60% (199 students)	or below, which leaves a lot of room for language proficiency growth. Due to scheduling, some of the segments for these grade levels were during a time other than ELA/Reading. We believe this could have been a factor resulting in their lower overall composite scores and we will consider these groups next school year when scheduling their services. Demographic Reading Inventory Data is a summary over time. 387 students completed the fall/spring assessment within the CCSD selected period. Some students are members of more than one demographic group and are counted more than once. Grade K is not included in this summary. All student groups have at least 23% students performing in the **basic and below basic range on the Reading Inventory at the end of the year.** - Asian: 31% - Black/African American: 43% - Hispanic/Latino: 53% - White/Caucasian: 23% - Multi-Racial: 35% - Multi-lingual: 69%	

		• Male: 35% to 59% (188 students)	• Students w/ Disabilities: 74% • Female: 41% • Male: 41%	
Math	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	All groups increased the percentage of students in proficient and distinguished range on the Math Inventory. • Asian: 20% to 72% (4 to 16 students) • Black/African American: 13% to 47% (20 to 94 students) • Hispanic/Latino: 11% to 49% (20 to 105 students) • White/Caucasian: 36% to 81% (40 to 97 students) • Multi-Racial: 4% to 66% (2 to 22 students) • English Learner: 8% - 41% (12 to 75 students) • Students w/ Disabilities: 8% to 31% (5 to 23 students) • Female: 15% to 55% (38 to 168 students) • Male: 20% to 58% (50 to 169 students)	All student groups have at least 19% student performance in the basic and below basic range on the Math Inventory. • Asian: 28% • Black/African American: 53% • Hispanic/Latino: 51% • White/Caucasian: 19% • Multi-Racial: 44% • English Learner: 59% • Students w/ Disabilities: 69% • Female: 45% • Male: 42%	Math Inventory Demographic Report
Science	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Highest Grade 5 student performance average for Unit 5 (Physical/Chemical Change) 76% Demographic Data- • Asian: 90.5% (6 students) • Black/African American: 43% (29 students) • Hispanic/Latino: 69.8% (44 students)	We must plan and implement engaging and effective strategies to close the achievement gaps.	CTLS Interim Data

		- White/Caucasian 87.8% (14 students) - Multi-Racial: 90.5% (3 students) - English Learner: 48.4% (18 students) - Students w/ Disabilities: 50.1% (13 students) - Female: 71% (44 students) - Male: 73% (52 students)		
Social Studies	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Highest Grade 5 student performance average for Unit 4 (Great Depression/New Deal) 82% Demographic Data Demographic Data- - Asian: 88.9% (6 students) - Black/African American: 81.5% (28 students) - Hispanic/Latino: 78% (44 students) - White/Caucasian 90% (15 students) - Multi-Racial: 94.4% (3 students) - English Learner 67.5% (19 students) - Students w/ Disabilities: 73% (13 students) - Female: 81.9% (45 students) - Male: 82.3% (51 students)	We must plan and implement engaging and effective strategies to close the achievement gaps.	CTLS Interim Data
Discipline / School Climate Data	☐ Econ. Disadvantaged ☒ English Learners	There was a 14% reduction in code of conduct violations from 2022 to 2023.	Overall discipline was comparable to the elementary district averages for quantity and violation type from the 2022 school year to present.	Data taken from CSIS discipline module

☒ Special Ed. Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	☐	There was an overall 30% reduction of October, March, and May code of conduct violations from 2022 to 2023 PBIS – Ready, Respectful, and Responsible rules and procedures are securely in place.	N= 80 violations of student code of conduct during the 22-23 school year • 13 profanity related violations (G1, G3) • 5 insubordination related violations (G4) • 17 classroom disruption violations (H1, H2) • 1 violation for out of area • 13 harassment related violations • 26 physical related violations • 1 weapon related violation • 1 exposing of body parts violation • 70 of the violations were by male students • 41 of the violations were by students of black ethnicity • 18 of the violations were by students of Hispanic ethnicity • 9 of the violations were by students of white ethnicity • 25 of the violations were by students with disabilities and were all by male students

			• 8 of the violations were by ELL students and all male students	
Professional Learning	☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Professional Learning ESOL led collaboration providing support for teachers to use ACCESS score information for planning, instruction, and assessment.	ESOL teachers are using data to inform instruction in their small groups. Classroom teachers need more support to use the strategies to increase the use of strategies within whole and small group learning.	Teacher Feedback
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	45% of students (190 of 425 total) assessed performed in the Basic and Below Basic proficiency range of the Reading Inventory Reading Comprehension Assessment (RCA). (Not all students in Grades K and 1 assess reading using the RCA) End-of-year data indicates percentages/number of students whose assessment performance falls in the basic and below basic range. • Grade 2: 48% (29students) • Grade 3: 40% (42 students) • Grade 4: 46% (24 students) • Grade 5: 42% (40 students)
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands. *All students, especially striving students, need structured, scaffolded small group lessons in phonics, phonemic awareness, and word work aligned to their reading stage. Teams need more professional learning to build their agency to provide students with the support needed to read at and above grade level. Teachers in grades 3-5 need additional professional development to provide foundational reading instruction to students whose performance indicates learning gaps.*
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands. *Intentional use of individual student data is needed to accelerate performance growth. Instructional Teams need more support to use specific data over time to plan explicit, differentiated, and engaging workshop model-based instruction.*
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands. *Students need systematic use of CTLS, supplemental curriculum, and digital adaptive reading support for instruction, intervention, and extension. Instructional teams need more support to be intentional with the focused use of learning resources and the data produced to improve learning outcomes.*

Contributing Factors (Outside of control)	Attendance challenges: Students miss school or arrive late. Parent excuse correspondence includes, but is not limited to, medical appointment prior to school, car issues, and oversleeping. Transiency challenges: | Grade	Total Transient Percent
Grade 1	31.20%
Grade 2	26.92%
Grade 3	28.80%
Grade 4	29.17%
Grade 5	29.46%
Grade KK	37.82%
Totals	30.69% | Students challenged by unfinished learning from previous years.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**By the conclusion of 2023-2024, 60% of students will score at a proficient level or above. We will measure proficiency using QPS and NSGRA assessments.**

Statement of Concern #2	35% of students (197) assessed perform in the Basic and Below Basic categories of the Math Inventory. Math level data indicates a large portion of students assessment performance is below grade level: • Grade K: 41% (40 students) • Grade 1: 39% (40 students) • Grade 2: 32% (28 students) • Grade 3: 27% (28 students) • Grade 4: 37% (28 students) • Grade 5: 36% (33 students)
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands. *Students need instruction and practice using the concrete-representational-abstract model. Teams need additional professional learning to confidently use manipulatives, model drawing, and vocabulary with fidelity. This agency helps them to provide students with the necessary support to reach grade level and above mathematic understanding.*
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands. *Intentional use of individual student data is needed to accelerate performance growth. Instructional Teams need more support to use specific data over time to plan explicit, differentiated, and engaging workshop model-based instruction.*
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands. *Students need systematic use of CTLS, supplemental curriculum, and digital adaptive reading support for instruction, intervention, and extension. Instructional teams need more support to be intentional with the focused use of learning resources and the data produced to improve learning outcomes.*

Contributing Factors (Outside of control)	Attendance challenges: Students miss school or arrive late. Parent excuse correspondence includes, but is not limited to, medical appointment prior to school, car issues, and oversleeping. Transiency challenges: | Grade	Total Transient Percent
Grade 1	31.20%
Grade 2	26.92%
Grade 3	28.80%
Grade 4	29.17%
Grade 5	29.46%
Grade KK	37.82%
Totals	30.69% | Students challenged by learning gaps from previous years.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**By the conclusion of the 2023-2024 school year, 68% of all students will score at a proficient level or above utilizing the Math Inventory.**

Statement of Concern #3	About 55% of students in grades 4 and 5 are writing in the below average range on the Write Score Assessment. **Milestone Writing Student Performance Data** (Preliminary results) Grade 3- 78.4% (80 of 102 students) remediate or monitor achievement levels Grade 4 -83.7% (67 of 80 students) remediate or monitor achievement levels Grade 5- 76.6% (72 of 94 students) remediate or monitor achievement levels
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, those with significant learning gaps remain in below grade level achievement bands. *All students, especially striving students, need structured whole-group instruction and targeted small-group lessons in writing to respond to text. Teams need more professional learning to build their agency to provide students with the support needed to read and write at and above grade level. Teachers in grades 3-5 need additional professional development to provide foundational writing instruction to students whose performance indicates learning gaps.*
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, those with significant learning gaps remain in below grade level achievement bands. *Intentional use of individual student data is needed to accelerate performance growth. Instructional Teams need more support to use specific data over time to plan explicit, differentiated, and engaging workshop model-based instruction.*
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Striving student performance improves during the school year. However, those with significant learning gaps remain in below grade level achievement bands. *Students need to systematically use CTLS and standards-based support resources for instruction, intervention, and extension. Instructional teams need professional learning and support to be intentional with the focused use of vertically aligned learning resources.*

Contributing Factors **(Outside of control)**	Attendance challenges: Students miss school or arrive late. Parent excuse correspondence includes, but is not limited to, medical appointment prior to school, car issues, and oversleeping. Transiency challenges: | Grade	Total Transient Percent
Grade 1	31.20%
Grade 2	26.92%
Grade 3	28.80%
Grade 4	29.17%
Grade 5	29.46%
Grade KK	37.82%
Totals	30.69% | Students challenged by unfinished learning from previous years. Students challenged by the task of writing.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**By the conclusion of the 2023-2024 school year, 50% of all students will write at a proficient level or above as measured by Writescore.**

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	By the conclusion of 2023-2024 school year, 60% of approximately 575 students will score at a proficient level or above. We will measure proficiency using QPS and NSGRA assessments.
Goal #2	By the conclusion of the 2023-2024 school year, 60% of approximately 575 students will score at a proficient level or above utilizing the Math Inventory.
Goal #3	By the conclusion of the 2023-2024 school year, 50% of approximately 575 students will write at a proficient level or above as measured by Writescore.

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?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	This position establishes and maintains positive relationships with families to increase student achievement. The support helps families understand what their children need to know to be successful learners. Our Parent Facilitator assists in coordinating family/community outreach sessions to ensure families are aware of available resources. She is also available to help families as the need arises during the school year. This position bridges school, family, and community to impact student achievement.
Instructional Paraprofessional	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	CCSD and Title I fund digital learning tools that adapt to student learning needs. As we move toward all students performing at proficient and advanced levels in reading and math, The Panther Connect Lab provides an additional instructional block for students to learn with individualized web-based subscriptions and a person to provide technical and academic support. This position ensures that students have 45 minutes a week to complete lessons created for them based on digital formative assessments.
Classroom Teacher Grade 3	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	This position provides smaller class sizes for the grade level. The teacher increases the opportunity to tailor Tier I whole group instruction through formative assessments. This action also allows the teacher to meet more frequently with targeted small groups during Reading, Math, and Writing instructional blocks.
	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	By the conclusion of 2023-2024 school year, 60% of approximately 575 students will score at a proficient level or above. We will measure proficiency using QPS and NSGRA assessments.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	Resources	Funding Source(s) *SWP Checklist 5.e*	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? *SWP Checklist 3.a*	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? *SWP Checklist 3.a*	People Responsible
Grades K-5 will be screened through the Quick Phonics Screener (QPS).	QPS standard version packet Whole Phonics Decodable library Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL) Heggerty Phonemic Awareness System UFLI Foundations program of instruction Job-imbedded professional learning (subs)	n/a Title I Title I Title I Title I Title I	August 2023	**Implementation:** Initial QPS screening will occur during the daily intervention block (August 2023). • All available non-classroom teachers will support the screening implementation. • The QPS screening will occur immediately as new students register. Teachers will review and analyze growth from QPS bi-monthly from September 2023-April 2024 Instructional decisions will be discussed and analyzed during CCC meetings and will be	**Evaluation of Impact:** All teachers will use QPS to determine accurate reading levels and make instructional decisions as evidenced by QPS data sheet. Students' phonics skills will increase as measured by the QPS data sheet. **Evidence:** 1. QPS data summary 2. Observation from formative and walkthrough observations as part of the TKES evaluation process	Administrative Team Academic Coach Teachers

				carried out through small group instruction from September 2023-April 2024 Academic Coach and Administration will also conduct informal walk-through observations and provide support to teachers as needed from September 2023-April 2024 **Artifacts:** 1. Spreadsheet with QPS task data 2. Meeting Agendas 3. PL sign in sheet		
Grades K-5 will conduct Fall, Winter, and Spring Next Steps Guided Reading Assessments (NSGRA)	NSGRA kits Whole Phonics Decodable library Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL) Heggerty Phonemic Awareness System	Title I Title I Title I Title I Title I	August 2023	Upon completion of the QPS screener and analysis of the results, classroom teachers will conduct the NSGRA assessment to obtain reading level in August 2023 Reading level data will be monitored through a combined analysis of QPS data, GRA data from August 2023-May 2024 Review and analyze growth from Fall,	**Evaluation of Impact:** All teachers will conduct guided reading assessments. Teacher instructional decisions will be determined through analysis of assessment data. Student reading levels will increase per the GRA assessment data. **Evidence:** 1. GRA data spreadsheet 2. Observation from formative and walkthrough observations	Administrative Team Academic Coach Teachers

	UFLI Foundations program of instruction	Title I		Winter, and Spring NSGRA from August 2023-May 2024	as part of the TKES evaluation process	
	Lexia Learning (web-based)			Academic Coach and Administration will conduct informal walk-through observations from August 2023-May 2024		
	Job-imbedded professional learning (subs)	Title I				
				Academic Coach will provide support and professional learning to teachers as needed from August 2023-May 2024		
				Artifacts: 1. Spreadsheet with GRA data 2. Meeting Agendas 3. PL sign in sheet		

GOAL #2	By the conclusion of the 2023-2024 school year, 60% of approximately 575 students will score at a proficient level or above utilizing the Math Inventory.						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**	
1. Teachers in grades K-5 participate in quarterly professional learning (PL) in Georgia Mathematical Standards (GMS).	Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL, Professional Conferences)	Title I/ CCSD	July 2023	**Implementation:** Grade-level/course CCC leads will receive professional learning quarterly on New Math Standards from District Professional Learning Coordinators. (July 2023-March 2024)	**Evaluation of Impact:** All teachers will convey new math standards in their daily lessons. Review and analyze data from quarterly interim assessments to identify students for acceleration and remediation.	Administrative Team Academic Coach Teachers	
	Job-imbedded professional learning (subs) STEM/STEAM Conference GA	Title I		Grade-level/course CCC leads will redeliver quarterly trainings to teachers. (July 2023-March 2024) Select teachers and one admin will attend the GA STEM/STEAM conference and redeliver to staff ways to teach math content through other content areas (Logic Model) Teachers will implement strategies from quarterly math trainings in daily math lessons. (September 2023-April 2024). Academic Coach and Administrators will monitor implementation through	**Evidence:** 1. Data from CTLS Insight Analytics 2. Observation from formative and walkthrough observations as part of the TKES evaluation process		

				classroom walks. (September 2023- May 2024) Academic Coach will model lessons in CCC meetings and visit classrooms to provide support as needed. (October 2023-May 2024) **Artifacts:** 1. Agendas 2. Lesson Plans		
2. K-5 Teachers provide instruction, assessment, intervention, and extension using the CCSD Math Fluency Framework (MFF).	MFF pacing guide, assessments, and professional learning Math Manipulatives Paraprofessional to Support Panther Connect Class and Related Interventions Tutoring focused on math intervention DreamBox Math web-based	CCSD/ Title I CCSD/ Title I CCSD/ Title I Title I (20 day money) CCSD	August 2023	**Implementation:** Instructional decisions will be discussed and analyzed during CCC meetings and will be carried out through small group instruction and Panther Connect from August 2023-May 2024 Administration will also conduct informal walk-through observations from September 2023-April 2024 **Artifacts:** 1. Agendas/CCC Reports 2. Learning plan templates 3. Small group plans	**Evaluation of Impact:** At least 50% of students who begin the MFF cycle in beginning and developing stages will grow to perform at proficient and above stages by the end of the year. All teachers will analyze data from digital learning platforms and provide feedback for students. 85% of Students will spend 45 minutes each week using digital platforms. **Evidence:** 1. Walk-through data 2. MFF data 3. Usage reports	Administrative Team Academic Coach K-5 Teachers

	subscription) K-5	Title I				
	Flocabulary (web-based subscription) K-5	Title I				
	Generation Genius (web-based subscription) K-5					

GOAL #3	By the conclusion of the 2023-2024 school year, 50% of approximately 575 students will write at a proficient level or above as measured by Writescore.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
1. Teachers in grades K-5 will participate in professional learning (PL) for Write Score	Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL, Professional Conferences) Write Score program Job-imbedded professional learning (subs)	CCSD/ Title I Title I Title I	August 2023	**Implementation:** Teachers engage in virtual asynchronous professional learning monthly from August 2023-April 2024 Teachers will collaborate using Write Score and CTLS resources to plan and implement instruction from August 2023-April 2024 Academic Coach and Administration will conduct informal observations during writing segments and review local classroom assessment data & associated rubric to determine next steps **Artifacts:** 1. Agendas 2. Lesson Plans	**Evaluation of Impact:** Impact will be evaluated by walk-through observations during writing segments, review of local classroom assessment data, and the associated rubric Impact will be measured by the number of students proficient in writing as determined by pre and post assessments aligned with grade level writing standards **Evidence:** 1. Assessed student work samples 2. Rubric 3. Lesson plans	Administrative Team Academic Coach K-5 Teachers
2. Teachers will use Write Score resources for writing assessments.	Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL,	CCSD/ Title I	August 2023	**Implementation:** 3rd -5th students complete an opinion, informational, or narrative piece (paper copy) and submit it to Write Score for independent scoring in the Fall, Winter, and Spring.	**Evaluation of Impact:** 1. Share evidence of student growth from quarterly CCC data template. 2. At least 50% of students who begin their assessments performing in below level stage writing, as identified	Administrative Team Academic Coach 3-5 Teachers

	Professional Conferences)				by Collaborative Scoring and Write Score Assessment will grow to perform at average and above stages by the end of the school year.
	Write Score	Title I		**Artifacts:** 1. Lesson Plans 2. CCC Data templates	
	Job-imbedded professional learning (subs)	Title I			**Evidence:** 1. CCCs data summaries of student progress in writing.

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Professional support for educators facilitating instruction for Multilingual Learners to scaffold and gradually release participation in engaging and rigorous grade-level learning. ESOL Team leads professional learning sessions on Elevation Platform: It provides ACCESS scores on demand and strategies for instruction that corollate with their scores. Provide home-school communication in students' first language and interpreters for meetings, as needed. Collaborate with International Welcome Center (IWC) to secure translators as needed throughout the school year. Provide protected time for ESOL teachers and general education teachers to collaborate and address students' strengths and weaknesses. Provide family workshops to support learning. Incorporate Imagine Learning for Multi-lingual newcomers identified as striving with English language development by the WIDA screener and ACCESS scores.	ESOL Consultants ESOL Team Academic Coach Parent Facilitator International Welcome Center CCC Schedule Academic Coach Parent Facilitator Imagine Learning (web-based subscription) WIDA Resources	Title I CCSD CCSD Title I CCSD N/A CCSD Title I Title III
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless	Professional support for educators facilitating instruction for students of all backgrounds to scaffold and gradually release participation in culturally responsive, engaging, and rigorous grade-level learning. Analyze data by student groups and address trends.	Academic Coach Supplemental Resources	CCSD Title I CCSD

☒ Race / Ethnicity ☐ Migrant		Provide timely feedback to families regarding student progress.	CTLS Assess	CCSD
		Provide literature that represents diversity and is culturally responsive for read-aloud's, mentor texts, guided reading, and classroom libraries.	CTLSParent Preferred Family Contact Method	CCSD Title I
			Classroom libraries	CCSD Title I
			Schoolwide Bookroom	
☐ Econ. Disadvantaged ☐ English Learners		Professional support for educators facilitating instruction for Specialized Learners to scaffold and gradually release participation in engaging and rigorous grade-level learning.	Services and Support Administrator	CCSD
☒ Special Ed. ☐ Foster/Homeless				
☐ Race / Ethnicity ☐ Migrant		Provide timely feedback to families regarding student progress.	CTLSParent Preferred Family Contact Method	CCSD
		Analyze data by student groups and address trends.		CCSD
			CTLS Assess	
		Special Education IRR teachers consistently collaborate with co-teachers to ensure support of students' instructional needs.		CCSD
			Special Education Teachers Classroom Teachers	
		Special Education Case Managers will meet with families at a minimum of once a school year to provide learning progress on Individualized Educational Program (IEP) Goals and to provide strategies for academic success.		CCSD
			Services and Support Administrator	
☐ Econ. Disadvantaged ☐ English Learners		Counselors and Social Workers facilitate small groups to address individual student needs.	Guidance Counselors	CCSD
☐ Special Ed. ☒ Foster/Homeless		Contact the Homeless Education Program to provide needed resources as appropriate.	School Social Workers	CCSD

☐ Race / Ethnicity ☐ Migrant			
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Provide opportunities and resources to assist students with accessing resources to support practice of learning after school hours. Provide school supplies, backpacks, and school uniforms as needed.	Teachers Teachers Parent Facilitator	CCSD CCSD Title I

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline September 29, 2023 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.	September 7, 2023		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023 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.	October 17-20, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 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.	April 11, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Does not need to be listed in the Policy) 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 Deadlines: PL#1 9/22/23 | PL#2 12/8/23 | PL#3 2/16/24 | PL#4 4/29/24	September 13, 2023 November 29, 2023 February 7, 2024 May 10, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** ***Rising Kindergarten families attend Orientation*** - Families engage in orientation led by the administrative team and Kindergarten Teachers. All families visit classrooms and the Learning Commons. ***New to Kindergarten families attend Open House***- Families visit classrooms to meet teachers and see student work. Teachers share curriculum, classroom expectations, and general school information.	April 12, 2023 (K) August 10, 2023 (K) April 18, 2024 (K) March 12, 2024 (6) May 2, 2024 (6)		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

Rising Grade 6 students visit middle school campus (East Cobb or J.J. Daniel) during the school day to learn school expectations, tour the campus, meet faculty/staff members, and learn options for connection classes. **Rising Grade 6 families visit middle school campus for orientation** (East Cobb or J.J. Daniel) - Families engage in orientation led by the administrative team, counselors, and grade 6 teachers. They learn about curriculum, school expectations, and tour the campus.		
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	***List documents translated for parents:*** • Digital Documents sent via CTLS Parent • Family Compacts • Family Policy • Flyers and surveys for Family Engagement Activities- --Math, ELA, and STEM Nights • Flyers and surveys for Title I Collaboration Meetings • Annual Title I Meeting • Fall Input/Survey Evaluation • Spring Input meeting and Survey • Flyers and surveys for student transition meetings	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 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)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Family Engagement-STEM and Literacy Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Materials for each grade level's make/take math and literacy activities	Title I	Nov 17th	Adult attendees sign-in Following Math and Literacy Night, attendees complete a survey to determine the impact of the event and the provided resources. Sign- in Sheets Photographs Survey results	
Family Engagement- STEM and Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Materials for families in each grade level to create a structure (Straws, marshmallows, toothpicks, pencils, paper, card stock...)	Title I	TBD	Adult attendees sign-in following STEM night, attendees complete a survey to determine the impact of the event and the provided resources. Sign in sheets Photographs Survey results	

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**: Title I funding for CCSD academic initiatives provides additional student resources and professional learning support. This support builds educator agency to improve instruction so students can overcome learning loss and make adequate progress in the core academic areas. The CCSD learning structures include Early Literacy Framework (ELF), Next Steps Guided Reading Assessments (NSGRA), Whole Phonics Libraries, UFLI manuals, Heggerty manuals, Language Essentials for Teachers of Reading and Spelling (LETRS), Writescore, Read 180, System 44, DreamBox, and Math Fluency Framework (MFF).

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: The Guiding Coalition (Administrative Team, Academic Coach, and Team Leaders) participate in learning walks to observe and provide feedback to educators as they implement the action plan. Teachers, team leaders, and the Instructional Leadership Team collect data through CTLS and teacher notes each quarter.
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: The Guiding Coalition examines student growth measures and determines if grade levels, classrooms, and student groups are progressing adequately toward the school-wide goals.
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: The Guiding Coalition assesses SIP data to provide input on next steps and decide if implementation revisions are needed. If revision is required, then the Instructional Leadership Team (Administrative Team and Academic Coach) creates the revisions, shares them with Sedalia Park educators. They will also support implementation with professional learning, small group and individual coaching, and feedback.

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:

The Sedalia Park staff works diligently to maintain a positive learning environment. The school counselors and PBIS committee play a vital role in helping to cultivate that positive environment by spearheading our school-wide positive behavior initiative: Positive Behavioral Interventions and Supports or PBIS. PBIS weaves evidence-based behavioral interventions into learning to maximize student academic and social behavior outcomes.
It makes targeted behaviors less effective, efficient, and relevant and desired behavior more functional.

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

Focused professional learning and collaboration based on engaging instruction and student learning are essential to improve teaching and increase student achievement. This learning builds "professional communities" committed to higher student learning. It must focus on what teachers need to know and be able to do for their students. Continuous learning opportunities that are intentional, reflective, and coherent are essential.

The following are research-based practices in professional development that support the career-long development of teaching and student learning:

- Reflection on practice to improve teaching and learning
- Use data to target support for student outcomes and goals ·
- Set time aside to allow teachers to implement new techniques learned, reflect on the impact, and plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles)
- Provide ongoing learning opportunities for all educators: Homeroom, Administrators, Special Education, ESOL, Paraprofessionals, and Specialists (music, art, technology, and physical education)

Sedalia Park Elementary School uses personnel, resources, protocols, and procedures to address specific subject areas and instructional strategies/methodologies. The Academic Coach provides educators with teaching and resource support by leading evidence-based professional learning and targeted support in reading, writing, math, science, and social studies. Our Academic Coach assists with various assessments and data analysis with our Cobb Collaborative Communities (CCC). She supports the school by collaborating with Title I Coaches, educational experts, and Sedalia Park staff to facilitate

comprehensive professional learning. Teachers meet weekly and quarterly to collaboratively develop engaging student experiences, rigorous standards-based units, and common formative assessments.

The Academic Coach guides teachers in the induction phase of their careers. Novice teachers with three years or less experience receive specialized learning and support to develop, refine, and advance effective teaching practices that increase student performance.

Recruitment and Retention

Cobb County School District strives to hire the best-qualified candidate for all teaching positions. The system's Strategic Waiver supports the opportunity to hire the best applicant; however, we strive to employ Georgia-certified teachers. Sedalia Park personnel recruit prospective teachers while attending university and CCSD job fairs. Newly hired teachers participate in CCSD New Teacher Institute in mid-July. Support for new teachers during the institute and within Panther Pride, an ongoing induction program, includes pairing them with experienced teachers for individualized mentorship.

School leaders schedule weekly meetings for grade-level teachers to collaborate and plan. Cobb Collaborative Community (CCC) teacher meetings ensure teachers work to create engaging learning experiences, analyze data, and adjust instruction to meet the needs of all students. CCSD provides asynchronous learning and professional development days throughout the school year for continual improvement activities. We receive curriculum support from district-level coaches, educational experts, and professional learning conferences.

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:

Students in grade 5 grade participate in grade 5 to 6 articulation activities. This includes students visiting feeder middle schools (East Cobb and JJ Daniell Middle Schools) to experience a day in middle school. Students have an opportunity to participate in academic and connection classes (band, chorus, orchestra, etc.), learn about extracurricular clubs, and view the cafeteria. Our Parent Facilitator collaborates with middle school personnel to greet and support rising sixth graders and their families during a spring evening orientation.

Rising Kindergarten students are invited in with their parents every spring to learn more about Kindergarten and summer strategies to help prepare for the Pre-K to Kindergarten transition. Flyers and information are posted to CTLS Parent and shared with older siblings in the building. Parents and students tour the Kindergarten wing to view classrooms, meet teachers, and see other areas of the school, including the Learning Commons, carpool lane, and cafeteria. Kindergarten Families also return for Open House to gain additional support for the transition to elementary school. Our goal is to make parents and students feel comfortable as they begin their academic careers.

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*