



# School Improvement Action Plan



School Year:	2023-2024
School Name:	Austell Elementary
Principal Name:	Ms. Kahliah Rachel
Date Submitted:	6/30/2023
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Austell Elementary
<i>Team Lead</i>	Kahliah Rachel
<i>Position</i>	Principal
<i>Email</i>	Kahliah.Rachel@cobbk12.org
<i>Phone</i>	(770) 819-5804
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
X	Other (if selected, please describe below)
Direct Certification	

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 have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were principal, academic coach, teacher representatives, and parents. The ways they were involved was helping our building leadership team with analyzing assessment data that had been collected. Additionally, a Guiding Coalition of teacher representatives and our PBIS team contributed to the needs assessment and development of a goal addressing school climate. Feedback was given on current academic data. Feedback and reflections were given on the results of last year's academic goals. The group reviewed the 2021-2022 and the 2022-2023 goals to formulate the goals for 2023-2024. The goals were based on current data information.

## 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.

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

<b>Position/Role</b>	<b>Name</b>
<b>Principal</b>	<b>Ms. Kahliah Rachel</b>
<b>Title I Supervisor</b>	<b>Dr. Dennissa Brown</b>
<b>Academic Coach (Local School)</b>	<b>Mr. Benjamin Green</b>
<b>Parent (Non CCSD Employee)</b>	<b>Mr. Kevin Cincinatus</b>
<b>Business Partner</b>	<b>NA</b>
<b>Counselor</b>	<b>Dr. Gretchen Kea</b>
<b>Parent Facilitator</b>	<b>Ms. Zhanai Du'Brey</b>
<b>Social Workers</b>	<b>Ms. Bethany Miller</b>
<b>Technology Experts (TTIS)</b>	<b>Dr. LeAnna Anantaraman</b>
<b>Media Specialists/Librarians</b>	<b>Mrs. Noel O'Brien</b>

## 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.

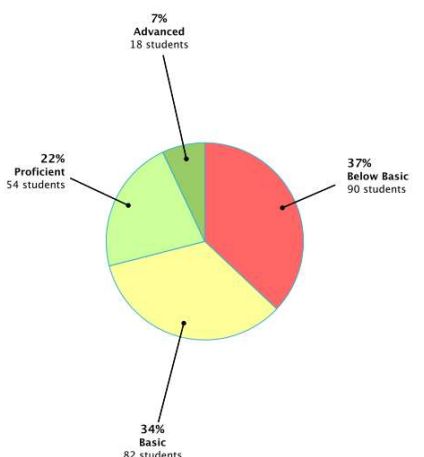
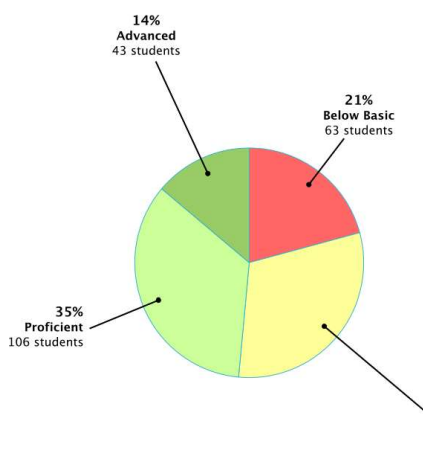
Meeting Date(s):	3/20/2023, 4/10/2023
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Position/Role	Printed Name	Signature

## 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 FY22 School Improvement Plan (SIP).

<p style="font-weight: bold; font-size: 1.2em;">Previous Year's Goal #1</p>	<p>By the end of the 2022-2023 school year, the percent of students (K-5) performing at proficient or higher on the Reading Inventory will increase by 15% as measured by a comparison of the end of 2022 (Spring results), fall 2022 and spring 2023 assessment results.</p>																													
<p><b>Was the goal met?</b>      <input checked="" type="checkbox"/> <b>YES</b>      <input type="checkbox"/> <b>NO</b></p>																														
<p>What data supports the outcome of the goal?</p>	<p>Based on the RI Proficiency Growth Report from the 1<sup>st</sup> quarter to the 4<sup>th</sup> quarter AES students met the goal. In the fall 4% (11 students) were Advanced and 23% (60 students) were Proficient. In the spring, 17% (43 students) were Advanced and 38% (96 students) were Proficient. Overall, there was a 95.77% increase in the percentage of students scoring Proficient or above from the Fall 2022 Administration to the Spring 2023 Administration.</p> <p style="font-weight: bold; margin-top: 10px;">Austell Elementary School (256 total students)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #2c5e8c; color: white;"> <th rowspan="2">PERFORMANCE STANDARD</th> <th colspan="2">FIRST TEST IN TIME PERIOD</th> <th colspan="2">LAST TEST IN TIME PERIOD</th> </tr> <tr style="background-color: #2c5e8c; color: white;"> <th>STUDENTS</th> <th>PERCENTAGE OF STUDENTS</th> <th>STUDENTS</th> <th>PERCENTAGE OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>11</td> <td>4%</td> <td>43</td> <td>17%</td> </tr> <tr> <td>Proficient</td> <td>60</td> <td>23%</td> <td>96</td> <td>38%</td> </tr> <tr> <td>Basic</td> <td>80</td> <td>31%</td> <td>58</td> <td>23%</td> </tr> <tr> <td>Below Basic</td> <td>105</td> <td>41%</td> <td>59</td> <td>23%</td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p><b>2022 Reading Inventory</b></p>  </div> <div style="text-align: center;"> <p><b>2023 Reading Inventory</b></p>  </div> </div>	PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD		STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS	Advanced	11	4%	43	17%	Proficient	60	23%	96	38%	Basic	80	31%	58	23%	Below Basic	105	41%	59	23%
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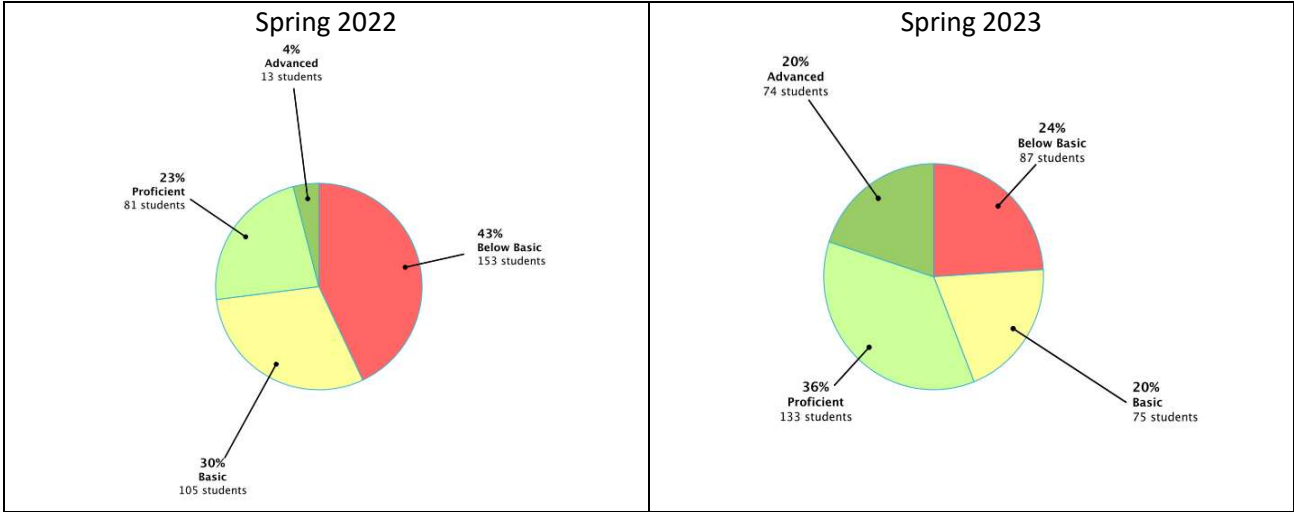
<b>Reflecting on Outcomes</b>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>During the 2023-24 academic year, the school implemented a Core Connections Intervention Block using multi-tiered student supports. A six (6) 45-minute intervention segments were scheduled throughout the day, one segment for each grade level. The I-Ready program helped identify specific skill areas where students needed reading intervention or acceleration. Teachers provided students with small group instruction that focused on these specific skills. We also had students that participated in Read 180 and System 44 and provided instruction from our interventionists.</p>

**Previous Year's Goal #2** By the end of the 2022-2023 school year, the percent of students (K-5) performing at proficient or higher on the Math Inventory will increase by 15% as measured by a comparison of the end of 2022 (Spring results), fall 2022 and spring 2023 assessment results.

**Was the goal met?**     **YES**     **NO**

What data supports the outcome of the goal?

Based on the MI Proficiency Summary Report from the 1<sup>st</sup> quarter to the 4<sup>th</sup> quarter AES students met the goal. In the fall 0% of students were Advanced and 7% (23 students) were Proficient. In the spring, 20% (76 students) were Advanced and 32% (120 students) were Proficient.



	Fall 2022 (314 tested)	Spring 2023
Advanced	13 students	74 students
Proficient	81 students	133 students
Basic	30 students	75 students
Below Basic	153 students	87 students

**Reflecting on Outcomes**

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?



<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The school implemented the I-Ready program that helped identify specific skill areas that students needed math intervention or acceleration. Teachers provided students with small group instruction that focused on these specific skills. Students also worked with the interventionists to provide support with math instruction in small groups. An After-school Math Tutoring program was implemented from January 2023 – March 2023 for students in grades 2-5 addressing students' gaps in mathematics skills and enrichment.</p>
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## Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<ul style="list-style-type: none"> <li>• 2022-23 Early Literacy Framework (ELF) Cycle Averages:</li> <li>• Kindergarten – 82.17% (12 Cycles)</li> <li>• 1<sup>st</sup> Grade – 78.36% (11 Cycles)</li> <li>• 2<sup>nd</sup> Grade – 86.5% (12 Cycles)</li>   <li>• Increase in the number of students that were advanced/proficient on the RI in the fall of 2022 from 27% to 55% in the spring 2023.</li>   <li>• 76.6% of 5<sup>th</sup> graders tested on the 2022 EOY Milestones reading above grade level (greater than/equal to 730 Lexile).</li>   <li>• 122 students scored mid- or above grade level on the Spring 2023 i-Ready Reading Diagnostic (up from 27 students on Fall 2022 diagnostic)</li>   <li>• 72 students K-5 scored early on grade level on the Spring 2023 i-Ready Reading Diagnostic (up from 41 students on Fall 2022 diagnostic)</li> <li>•</li> <li>• 79 students K-5 scored early on grade level on the Spring 2023 i-Ready Reading Diagnostic (up from 41 students on Fall 2022 diagnostic)</li> </ul>	<ul style="list-style-type: none"> <li>• 23% (58 students) and 23% (59 students) are performing basic or below basic on the RI based on Spring 2023 RI proficiency report.</li>   <li>• 81% of 3<sup>rd</sup> grade students are Beginning Learner or Developing Learner based on 2022 GMAS.</li>   <li>• 47.2% of 3<sup>rd</sup> Grade students reading below grade level (less than 520 Lexile) on 2022 GMAS.</li>   <li>• 43.9% of 4<sup>th</sup> Grade students reading below grade level (less than 740 Lexile) on 2022 GMAS.</li>   <li>• Specific skill areas needing remediation (GMAS): Key Ideas and Details, Craft and Structure, Reading Literary Text, and Vocabulary Acquisition.</li>   <li>• 12% of 2<sup>nd</sup> grade students need additional support in phonological awareness (i-Ready Spring '23 Diagnostic)</li>   <li>• 17% of 2<sup>nd</sup> grade students need additional support in phonics (i-Ready Spring '23 Diagnostic)</li>   <li>• 20% of 3<sup>rd</sup> graders, 39% of 4<sup>th</sup> graders, and 34% of 5<sup>th</sup> graders need additional instruction in vocabulary (i-Ready Spring '23 Diagnostic)</li> </ul>	<p>CTLS Assessments            RI Proficiency Summary            I-Ready Diagnostic results            GMAS Score Report</p>

<b>Math</b>	<ul style="list-style-type: none"> <li>• Kindergarten students demonstrated growth on eight Math Fluency Framework assessments (80.12% avg.) from January 2023 to May 2023.</li>   <li>• Spring 2023 Kindergarten MFF Unit Averages: <ul style="list-style-type: none"> <li>• Unit 5A – 80%</li> <li>• Unit 5B – 70%</li> <li>• Unit 5C – 79%</li> <li>• Unit 5D – 77%</li> <li>• Unit 5E – 87%</li> <li>• Unit 5F – 85%</li> <li>• Unit 6A – 84%</li> <li>• Unit 6B – 79%</li> <li>• Unit 6C – 84%</li> </ul> </li>   <li>• 2<sup>nd</sup> Grade students demonstrated growth on Math Fluency Framework assessments from October 2022 – May 2023 (75.16% avg.)</li>   <li>• Increase in the number of students K-5 that were advanced/proficient on the MI in the fall of 2022 from 7% to 53% in the spring 2023.</li>   <li>• 71 students K-5 scored mid- or above grade level on the Spring 2023 i-Ready Reading Diagnostic (up from 27 students on Fall 2022 diagnostic)</li> </ul>	<ul style="list-style-type: none"> <li>• 21% (79 students) and 27% (103 students) are performing basic or below basic on the MI</li>   <li>• 58.5% of 3<sup>rd</sup> graders were beginning learner or developing learner based on 2022 GMAS Math results.</li>   <li>• 63.7% of 4<sup>th</sup> graders were beginning learner or developing learner based on 2022 GMAS math results.</li>   <li>• 63.1% of 5<sup>th</sup> graders were beginning learner or developing learner based on 2022 GMAS math results.</li>   <li>• 41% of students K-5 scored one grade level below on Measurement and Data domain of i-Ready Math 2023 Spring Diagnostic.</li>   <li>• 43% of students K-5 scored one grade level below on Measurement and Data domain of i-Ready Math 2023 Spring Diagnostic.</li> </ul>	<p>CTLS Assessments MI Proficiency Summary I-Ready Diagnostic results GMAS Score Report</p>

<p style="text-align: center;"><b>Science</b></p>	<p>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade 2022-23 CCSD Science Interim averages fell within the range of developing or proficient.</p> <p>CCSD 5<sup>th</sup> Grade Science Interim Averages:</p> <ul style="list-style-type: none"> <li>• Unit 1 – 77%</li> <li>• Unit 2 – 88%</li> <li>• Unit 3 – 81%</li> <li>• Unit 4 – 74%</li> <li>• Unit 5 – 74%</li> <li>• Unit 6 – 80%</li> <li>• Overall Avg – 79%</li> </ul> <p>CCSD 4<sup>th</sup> Grade Science Interim Averages:</p> <ul style="list-style-type: none"> <li>• Unit 1 – 73%</li> <li>• Unit 2 – 65%</li> <li>• Unit 3 – 79%</li> <li>• Unit 4 – 91%</li> <li>• Unit 5 – 83%</li> <li>• Unit 6 – 87%</li> <li>• Overall Avg – 79.66%</li> </ul> <p>CCSD 3<sup>rd</sup> Grade Science Interim Averages</p> <ul style="list-style-type: none"> <li>• Unit 1 – 73%</li> <li>• Unit 2 – 65%</li> <li>• Unit 3 – 56%</li> <li>• Unit 4 – 91%</li> <li>• Unit 5 – 83%</li> <li>• Unit 6 – 87%</li> <li>• Overall Avg – 76%</li> </ul>	<ul style="list-style-type: none"> <li>• 72.05% of 5<sup>th</sup> graders scored beginning learner or developing learner on 2022 GMAS science.</li> <li>• 86.11% of Black/African American 5<sup>th</sup> graders scored beginning or developing on 2022 GMAS science.</li> <li>• 61.9% of Hispanic 5<sup>th</sup> graders scored beginning or developing on 2022 GMAS science.</li> <li>• 58.82% of 5<sup>th</sup> grade EL Learners scored beginning or developing on 2022 GMAS science.</li> </ul>	<p>GMAS Score Report 2022 CCRPI Report</p>
<p style="text-align: center;"><b>Social Studies</b></p>	<p>CCSD 5<sup>th</sup> Grade Social Studies Interim Averages</p> <ul style="list-style-type: none"> <li>• Unit 2 – 74%</li> <li>• Unit 3 – 74%</li> <li>• Unit 4 – 84%</li> <li>• Unit 5 – 84%</li> <li>• Unit 6 – 76%</li> <li>• Unit 7 – 77%</li> <li>• Unit 8 – 79%</li> </ul>	<p>CCSDS 4<sup>th</sup> Grade Social Studies Interim Averages</p> <ul style="list-style-type: none"> <li>• Unit 2 – 65%</li> <li>• Unit 3 – 62%</li> <li>• Unit 6 – 58%</li> </ul>	

	<p>CCSD 4<sup>th</sup> Grade Social Studies Interim Averages</p> <ul style="list-style-type: none"> <li>• Unit 4 – 72%</li> <li>• Unit 5 – 78%</li> </ul> <p>CCSD 3<sup>rd</sup> Grade Social Studies Interim Averages</p> <ul style="list-style-type: none"> <li>• Unit 2 – 76%</li> <li>• Unit 3 – 72%</li> <li>• Unit 4 – 80%</li> <li>• Unit 5 – 70%</li> </ul>		
<p><b>Discipline / School Climate Data</b></p>	<p>The administration appointed a PBIS team to begin a full implementation of PBIS during the 2023-24 school year. The team met on the following dates to prepare for the implementation:</p> <ul style="list-style-type: none"> <li>• 10/5/2022 – Initial Meeting</li> <li>• 11/10/2022 – District Training</li> <li>• 12/1/2023 - District Training</li> </ul> <p>Follow-up meetings:</p> <ul style="list-style-type: none"> <li>• 1/3/2023</li> <li>• 2/2/2023</li> <li>• 3/2/2023</li> <li>• 4/13/2023</li> <li>• 5/4/2023</li> </ul>	<p>2022-23 Comprehensive Discipline Summary Total CCSD Policy Violations – 69</p> <p>Most Occurring Incidents:</p> <ul style="list-style-type: none"> <li>• Physical Altercation – 12 incidents</li> <li>• Offensive Language – 10 incidents</li> <li>• Insubordination – 10 incidents</li> <li>• Class Disruption – 9 incidents</li> <li>• Physical Threat – 6 incidents</li> </ul>	
<p><b>Professional Learning</b> What’s been provided? What is the impact?</p>	<p>The following professional learning sessions have been provided:</p> <ul style="list-style-type: none"> <li>• LETRS Initial Cohort 2022-23 SY</li> <li>• Go TO Strategies: Scaffolding Options for English Language Learners</li> <li>• i-Ready implementation professional development</li> <li>• Next Steps in Guided Reading Training</li> <li>• Novel Engineering integrating literacy, math, and science</li> <li>• Specialized Instruction for Interrelated Teachers and Inclusion classroom teachers</li> <li>• Math Fluency Initiative (K-5) Building Math Fact Fluency Initiative Kit Training (3<sup>rd</sup> grade)</li> </ul>	<p>Teachers have implemented strategies from professional learning sessions into their classroom teaching practices; however, ongoing professional learning and follow-up in these areas are still needed.</p>	

Other			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>All student groups identified increased the percentage of students scoring proficient or above on the Reading Inventory.</li> <li>The percentage of EL Learners scoring proficient and above on the Spring 2023 RI increased from 15% (Fall 2022) to 31%. (85 students tested)</li> <li>The percentage of students with disabilities scoring proficient or above on the Spring 2023 RI increased from 85 (Fall 2022) to 30%. (37 students tested)</li> </ul>	<ul style="list-style-type: none"> <li>65% of our ELL learners have scored at a basic or below basic level on the RI</li> <li>81% of our SWD students scored at a basic or below basic level on the RI</li> <li>Skill areas for intervention: vocabulary, phonics, and comprehension literary and informational texts</li> </ul>	RI Demographic Proficiency Report  I-Ready Diagnostic Data

		<ul style="list-style-type: none"> <li>• The percentage of Black/African American students scoring proficient or above on the Spring 2023 RI increased from 32% (Fall 2022) to 61%.</li> <li>• The percentage of White/Caucasian students scoring proficient or above on the Spring 2023 RI increased from 30% (Fall 2022) to 69%.</li> </ul>		
<b>Math</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• The percentage of EL Learners scoring Proficient and above on the Spring 2023 MI increased from 8% (Fall 2022 MI) to 49%.</li> <li>• The percentage of students with disabilities scoring Proficient and above on the Spring 2023 MI increased from 3% (Fall 2022 MI) to 31%.</li> </ul>	<ul style="list-style-type: none"> <li>• 52% of our ELL learners have scored at a basic or below basic level on the MI</li> <li>• 44% of our SWD students scored at a basic or below basic level on the MI</li> </ul>	
<b>Science</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Black/African American 5<sup>th</sup> graders students had a 79.6% average percent correct on Unit 1, 2, 3, 4, and 5 2022-23 CCSD Science Interims.</li> <li>• Hispanic/Latino 5<sup>th</sup> graders students had a 75% average percent correct on Unit 1, 2, 3, 4, and 5 2022-23 CCSD Science Interims.</li> </ul>	<ul style="list-style-type: none"> <li>• 67.3% of SWD's scored beginning on 2022 Milestones Science test</li> <li>• 86.11% of Black/African American 5<sup>th</sup> graders scored beginning or developing on 2022 GMAS science.</li> <li>• 61.9% of Hispanic 5<sup>th</sup> graders scored beginning or</li> </ul>	

			developing on 2022 GMAS science.  <ul style="list-style-type: none"> <li>58.82% of 5<sup>th</sup> grade EL Learners scored beginning or developing on 2022 GMAS science.</li> </ul>	
<b>Social Studies</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<b>Discipline / School Climate Data</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>The school initiated a PBIS team to begin a full implementation of PBIS during the 2023-24 school year.</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities accounted for 14 short-term out-of-school suspension occurrences.</li> </ul>	
<b>Professional Learning</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Professional learning session on GO TO Strategies for EL Learners was provided to entire staff by ESOL department.</li> </ul>		
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			



<b>Statement of Concern #1</b>	On average, 46% of 3 <sup>rd</sup> and/or 4 <sup>th</sup> grade students are reading below grade level (Source data: RI, GMAS)																
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Consistent and systematic implementation of literacy strategies to improve vocabulary acquisition, phonemic awareness, and text-type comprehension (Informational Text) is needed.																
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need targeted intervention lessons that are clearly aligned to data, with specific remedial skills identified																
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	Consistent and systematic implementation of word study in grades 4-5 taught daily with fidelity to support students in decoding multi-syllabic words.																
<b>Contributing Factors</b> <b>(Outside of control)</b>	Attendance challenges: Students miss school or arrive late; correspondence may include but is not limited to medical appointments, oversleeping, late or missed bus, car issues. <table border="1" data-bbox="642 1062 932 1341"> <thead> <tr> <th>Grade</th> <th>Total Transient %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>29.41%</td> </tr> <tr> <td>2</td> <td>24.66%</td> </tr> <tr> <td>3</td> <td>28.99%</td> </tr> <tr> <td>4</td> <td>22.73%</td> </tr> <tr> <td>5</td> <td>24.00%</td> </tr> <tr> <td>KK</td> <td>44.30%</td> </tr> <tr> <td>Totals</td> <td>29.30%</td> </tr> </tbody> </table>	Grade	Total Transient %	1	29.41%	2	24.66%	3	28.99%	4	22.73%	5	24.00%	KK	44.30%	Totals	29.30%
Grade	Total Transient %																
1	29.41%																
2	24.66%																
3	28.99%																
4	22.73%																
5	24.00%																
KK	44.30%																
Totals	29.30%																

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Our goal is for all students to perform at proficient level of above on the Reading Inventory (RI). Progress toward the goal is measured with the Spring 2024 assessment.</p> <p>By the end of the 2023-2024 school year, increase the percentage of K-5 students performing at proficient or higher levels by 30%, as measured by the Reading Inventory and comparison of Spring 2023, Fall 2023, and Spring 2024 assessment results.</p>
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<b>Statement of Concern #2</b>	On average, 48% of students grades K-5 are performing below grade level in mathematics (Source: GMAS and MI).																
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Consistent and systematic implementation of math strategies for teaching number sense (K-2) and math fact fluency (3-5) based on conceptual understanding us needed.																
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need targeted intervention lessons that are aligned to data and remedial skills identified.																
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need to practice/implement daily problem-solving strategies that require students to draw a model, write an equation, and explain their answer in writing.																
<b>Contributing Factors</b> <b>(Outside of control)</b>	Attendance challenges: Students miss school or arrive late; correspondence may include but is not limited to medical appointments, oversleeping, late or missed bus/car issues.  <table border="1" data-bbox="640 1071 934 1356"> <thead> <tr> <th>Grade</th> <th>Total Transient %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>29.41%</td> </tr> <tr> <td>2</td> <td>24.66%</td> </tr> <tr> <td>3</td> <td>28.99%</td> </tr> <tr> <td>4</td> <td>22.73%</td> </tr> <tr> <td>5</td> <td>24.00%</td> </tr> <tr> <td>KK</td> <td>44.30%</td> </tr> <tr> <td>Totals</td> <td>29.30%</td> </tr> </tbody> </table>	Grade	Total Transient %	1	29.41%	2	24.66%	3	28.99%	4	22.73%	5	24.00%	KK	44.30%	Totals	29.30%
Grade	Total Transient %																
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Totals	29.30%																

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Our goal is for all students to perform at proficient level or above on the Math Inventory (MI). Progress toward the goal is measured with the Spring 2024 assessment.</p> <p>By the end of the 2023-2024 school year, grades K-5 will increase the percentage of students performing at proficient or higher levels by 30%, as measured by the Math Inventory and comparison of Spring 2023, Fall 2023, and Spring 2024 assessment results.</p>
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<b>Statement of Concern #3</b>	7% of students (29 out of 393) received at least one (1) disciplinary policy violation.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	A school-wide framework of desired behaviors with built-in interventions is needed to promote a healthy school climate.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need modeled lessons demonstrating appropriate classroom and school-wide behaviors, procedures, and routines so that students can demonstrate desired behaviors.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Self-management and social awareness are skills that are still developing and require continued modeling and coaching.
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of the 2023-2024 school year, the percentage of students receiving office discipline and bus referrals will decrease by 5%.

## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	By the end of the 2023-2024 school year, the percentage of K-5 students performing proficient or advanced Lexile levels as measured by the Reading Inventory assessment will increase from 49% (149 out of 306 students) in the Spring of 2023 by 15% in the Spring of 2024.
<b>Goal #2</b>	By the end of the 2023-2024 school year, the percentage of K-5 students performing proficient or advanced in mathematics as measured by the Math Inventory assessment will increase from 56% (207 out of 369 students) in the Spring of 2023 by 15% in the Spring of 2024.
<b>Goal #3</b>	By the end of the 2023-2024 school year, the percentage of students receiving office discipline and bus referrals will decrease from 20% (78 out of 390 students) in the Spring 2023 by 10% in the Spring of 2024.

## 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?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach will support K-5 teachers in all subject areas. The Coach will provide teachers with professional development, collaborate with administrators, and ensure that teachers have resources to meet their instructional needs. The coach will serve as a liaison between the school and family, providing resources and support to increase family engagement.
1 Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The teacher will provide students with academic support in all subject areas. The teacher will collaborate with colleagues during CCC meetings. Plan lessons with fidelity and monitor student assessment results.
.5 Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The teacher will provide students with academic support in all subject areas. The teacher will collaborate with colleagues during CCC meetings. Plan lessons with fidelity and monitor student assessment results.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<b>GOAL #1</b>	By the end of the 2023-2024 school year, increase the percentage of K-5 students performing at proficient or higher levels by 30%, as measured by the Reading Inventory and comparison of Spring 2023, Fall 2023, and Spring 2024 assessment results.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented? What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
Teachers in grades K-5 will implement a schoolwide intervention block for tiered instruction in ELA.	I-Ready subscription Reading A-Z  Read 180/System 44  Certified Tutors	Title 1  CCSD Funds/ CARES Act	August 2023	<b>Implementation:</b>  <b>Professional Learning Plan:</b>  <b>July – September:</b> Teachers will participate in professional learning of i-Ready  <b>September – November:</b> Teachers will implement strategies with guided support from Academic Coach, Follow-up PL for teachers requiring or needing additional support.  <b>December – May 2024:</b> All teachers implement recommended i-Ready teacher facing resources in phonemic awareness, phonics, vocabulary, and comprehension.  <b>Artifacts:</b> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<b>Evaluation of Impact:</b> <ol style="list-style-type: none"> <li>1. 90% of all teachers will accurately implement i-Ready facing resources with fidelity during the schoolwide intervention block.</li> <li>2. At least 30% of students who begin their assessments performing in the beginning and developing stages of phonemic awareness and phonics skills as identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.</li> </ol> <b>Evidence:</b> <ul style="list-style-type: none"> <li>• Observations</li> <li>• CCC data summaries of student progress</li> </ul>	Admin Team  K-5 Teachers  Academic Coach



<p>K-5 Teachers will use ELF data (K-2) and i-Ready Magnetic Reading (3-5) to create differentiated learning plans for students based on their areas of need. Instruction, assessment, intervention, and extension provided using the CCSD Early Literacy Framework (ELF), CCSD ELA curriculum, and supporting resources.</p>	<p>ELF CTLS resources  i-Ready Magnetic Reading  Reading A-Z</p>	<p>Title 1</p>	<p>August 2023</p>	<p><b>Implementation:</b></p> <p><b>Professional Learning Plan:</b></p> <p><b>July – August:</b> Teachers will participate in professional learning of Early Literacy Framework (ELF) resources (K-2) a Magnetic Reading (3-5)</p> <p><b>August – December:</b> Teachers will create learning plans and implement ELF and Magnetic Reading with guided support from Academic Coach; follow-up PL for teachers requiring or needing additional support.</p> <p><b>January – May 2024:</b> All teachers will implement ELF and Magnetic Reading Resources based on student learning needs.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>1. 90% of K-2 teachers use recommended ELF strategies to increase proficiency in reading. 90% of 3-5 teachers will implement i-Ready Magnetic Reading.</li> <li>2. At least 30% of students who begin the year performing in beginning and developing stages will grow to perform at proficient and above stages by the end of the year.</li> </ol> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ELF data</li> <li>• Magnetic Reading assessments</li> <li>• I-Ready Reading Diagnostic Reports</li> </ul>	<p>Admin Team  K-5 Teachers  Academic Coach</p>
<p>K-5 teachers will implement writing instruction and small group/individual writing conferences using Write Score (grades 2-5) resources and assessment data.</p>	<p>Write Score Subscription for grades 2-5</p>	<p>Title 1</p>	<p>August 2023</p>	<p><b>Implementation:</b></p> <p>K-5 Teachers will use Write Score lessons (2-5) or CTLS resources to teach students the writing process, constructed and extended responses, focus on conventions, etc.</p>	<p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>1. 90% of K-5 teachers will implement writing instruction using Write Score (grades 2-5) and CTLS resources.</li> <li>2. At least 30% of students who begin the year performing in beginning and developing stages of</li> </ol>	<p>Admin Team  Academic Coach  K-5 Teachers</p>

				<p><b>Artifacts:</b> pacing guides, lesson plans, Write Score lessons and assessments</p>	<p>writing will grow to perform at proficient and above stages by the end of the year.</p> <p>Evidence: Student writing samples, Write Score assessments</p>	
<p>K-5 teachers will integrate science and social studies into ELA instruction using trade books and chapter books to build background knowledge and improve reading comprehension and writing skills.</p>	<p>Picture Perfect STEM</p> <p>Novel Engineering resources</p> <p>Historical Fiction Class Sets</p> <p>Social Studies Weekly</p>	Title 1	August 2023	<p><b>Implementation:</b></p> <p><b>Professional Learning Plan:</b></p> <p><b>July:</b> District-wide Science and Social Studies CCC PL</p> <p><b>August - September:</b> Teachers will participate in professional learning on inquiry-based social studies/science content integration with ELA.</p> <p><b>September – November:</b> Teachers will implement strategies with guided support from Academic Coach, Follow-up PL for teachers requiring or needing additional support.</p> <p><b>December – May 2024:</b> All teachers implement integrated science and social studies lessons.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>1. 90% of K-5 teachers will implement an integrated ELA/SS/Science instruction strategy at least once weekly.</li> <li>2. At least 70% of students in each grade level will score proficient and above on CCSD Science and Social Studies Interims</li> </ol> <p><b>Evidence:</b> Increase in CCSD Science and Social Studies Interim Scores; Increase in 5<sup>th</sup> grade SCI scores</p>	<p>Admin Team</p> <p>Academic Coach</p> <p>K-5 Teachers</p>

<b>GOAL #2</b>	By the end of the 2023-2024 school year, grades K-5 will increase the percentage of students performing at proficient or higher levels by 30%, as measured by the Math Inventory and comparison of Spring 2023, Fall 2023, and Spring 2024 assessment results.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented? What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
Implement school-wide intervention block for tiered instruction and interventions with alignment of New Georgia Math Standards, teaching strategies and differentiation for all levels of learners (SPED, ELLs & Gifted)	i-Ready CTLS Cobb Math resources Certified Tutors	Title I	August 2023	<p>Implementation: Professional Learning Plan:</p> <p><b>July – September:</b> Teachers will participate in professional learning of i-Ready</p> <p><b>September – November:</b> Teachers will implement strategies with guided support from Academic Coach, follow-up PL for teachers requiring or needing additional support.</p> <p><b>December – May 2024:</b> All teachers implement recommended i-Ready teacher facing resources in number operations, algebraic thinking, measurement and data, and geometry</p> <p>Artifacts:</p> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<p>Evaluation of Impact:</p> <ol style="list-style-type: none"> <li>1. 90% of all teachers will accurately implement i-Ready facing resources with fidelity during the schoolwide intervention block.</li> <li>2. At least 30% of students who begin their assessments performing in the beginning and developing stages of mathematics skills as identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.</li> </ol> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• CCC data summaries of student progress</li> </ul>	K-5 Teachers  Admin Team  Academic Coach

<p>Implement problem solving and statistical reasoning during the Math Workshop using CTLS Resources and Title I purchased materials.</p>	<p>CTLS Cobb Math Resources  I-Ready</p>	<p>Title 1</p>	<p>August 2023</p>	<p>Implementation:</p> <p><b>Professional Learning Plan:</b></p> <p><b>July:</b> District-wide Math CCC PL</p> <p><b>August - December:</b> Teachers will implement New Math standards through Cobb Core Math instructional resources from CTLS with coaching and support from Academic Coach</p> <p><b>January:</b> Teachers will participate in PL on statistical reasoning (follow-up from 22-23 SY)</p> <p><b>February – May 2024:</b> Teachers will implement (1) lesson using statistical reasoning framework per K-5 math unit.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<p>Evaluation of Impact:</p> <ol style="list-style-type: none"> <li>1. 90% of all teachers will accurately implement problem solving and statistical reasoning during the Math Workshop using CTLS resources and Title I materials</li> <li>2. At least 30% of students who begin their assessments performing in the beginning and developing stages of mathematics skills as identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.</li> </ol> <p>Evidence: MI results, Interim assessments, I-Ready Diagnostic assessment, and student performance results</p>	<p>Admin Team  Academic Coach  K-5 Teachers</p>
<p>Implement math fact fluency instruction and number sense routines with fidelity using district provided materials and Title I purchased resources.</p>	<p>Reflex Math  I-Ready Math  Building Fact Fluency Kit</p>	<p>Title 1</p>	<p>August 2023</p>	<p>Implementation:</p> <p><b>Professional Learning Plan:</b></p> <p><b>July:</b> District-wide Math CCC PL</p> <p><b>August - December:</b> Teachers will implement number sense routines through Cobb Core Math instructional resources from CTLS with coaching and support from Academic Coach; 3<sup>rd</sup> Grade teachers will participate in follow-up PI on Building Fact Fluency Kit</p>	<p>Evaluation of Impact:</p> <ol style="list-style-type: none"> <li>1. 90% of all teachers will accurately implement problem number sense routines during the Math Workshop using CTLS resources and Title I materials</li> <li>2. At least 30% of students who begin their assessments performing in the beginning and developing stages of mathematics skills as</li> </ol>	<p>Admin Team  Academic Coach  K-5 Teachers</p>

				<p><b>January:</b> Teachers will participate in PL on statistical reasoning (follow-up from 22-23 SY)</p> <p><b>February – May 2024:</b> Teachers will implement (1) lesson using statistical reasoning framework per K-5 math unit.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<p>identified by i-Ready will grow to perform at proficient and above stages by the end of the school year.</p> <p>Evidence: MI results, Interim assessments, I-Ready Diagnostic assessment, and student performance results</p>	
<p>Integrate science standards into the math curriculum using literature, hands-on experiments, and 3-dimensional science integration through Science Workshop Model.</p>	<p>CTLS Math and Science Workshop Model resources</p>	<p>Title 1</p>	<p>August 2023</p>	<p><b>Implementation:</b></p> <p><b>Professional Learning Plan:</b></p> <p><b>July:</b> District-wide Science CCC PL</p> <p><b>August - September:</b> Academic Coach will provide follow-up PL, demonstration, and modeling of Science Workshop Model.</p> <p><b>September – May 2024</b> Teachers will implement Science Workshop Model strategies with guided support from Academic Coach, Follow-up PL for teachers requiring or needing additional support.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• PL Agenda</li> <li>• Lesson Plans</li> <li>• Observations</li> </ul>	<p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>1. 90% of K-5 teachers will implement Science Workshop Model during quarterly science units and including integrated science and math component.</li> <li>2. At least 70% of students will score proficient and above on CCSD Science and Interims</li> </ol> <p><b>Evidence:</b> Increase in CCSD Science and Social Studies Interim Scores; Increase in 5<sup>th</sup> grade SCI scores</p>	<p>Admin Team</p> <p>Academic Coach</p> <p>K-5 Teachers</p>

<b>GOAL #3</b>	By the end of the 2023-2024 school year, the percentage of students receiving office discipline and bus referrals will decrease by 5%.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
Classroom teachers will consistently provide teaching and instruction in the classroom on universal and targeted behaviors as determined by the CSIS data.	PBIS Matrix	Title IV	August 2023	<p>Implementation:</p> <p>Ongoing: PBIS team will attend District-level PBIS meetings, create PBIS Matrix, and teaching resources, and assist staff with PBIS implementation.</p> <p>August 2023: Teachers will explicitly teach and model PBIS behavior matrix expectations; PBIS Coach will facilitate PBIS app training during</p> <p>September 2023 – May 2024: PBIS Coach will conduct follow-up PL, coaching, and support for PBIS implementation</p> <p>Artifacts: PBIS Lessons plans, observations</p>	<p>Evaluation of Impact: 5% decrease in number of students receiving office and bus referrals in CSIS platform</p> <p>Evidence: CSIS data</p>	<p>K-5 Classroom Teachers</p> <p>Admin Team</p>
Staff will consistently utilize PBIS rewards system and support core/universal incentives and interventions.	PBIS Rewards	CCSD funds	August 2023	<p>Implementation: PBIS team will attend District-level PBIS meetings, create PBIS Matrix, and teaching resources, and assist staff with PBIS training/implementation</p> <p>Artifacts:</p> <ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• PBIS Rewards app</li> </ul>	<p>Evaluation of Impact: 5% decrease in number of students receiving office and bus referrals in CSIS platform</p> <p>Evidence: CSIS data, Staff surveys, PBIS Rewards app</p>	<p>All teachers and support staff</p> <p>PBIS Coach</p> <p>Admin Team</p>

<p>Clear expectations for behavior will be displayed throughout the school building and in designated areas for consistency of school-wide expectations.</p>	<p>PBIS Matrix</p>	<p>Title IV</p>	<p>August 2023</p>	<p>Implementation:</p> <p><b>July 2023:</b> PBIS team will assist with acquisition and placement of PBIS communication resources, and signage throughout the school building.</p> <p>Artifacts: posters, Matrix, banners, signage, communications/flyers</p>	<p>Evaluation of Impact: Decrease in office and bus referrals in CSIS platform</p> <p>Evidence: CSIS data</p>	<p>PBIS Coach Admin Team</p>

**Actions to Assist Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input checked="" 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	Provide small group tutoring for targeted students during the school day. Provide opportunities and resources to assist students with experiencing foundational reading skills and knowledge-building literacy curriculum; provide technology assistance so that parents can access CTLS and instructional resources	I-Ready Tutoring materials CTLS	Title 1
<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	Administration will ensure that ESOL teachers collaborate with teams and ELA teacher leader weekly. Provide translators and small group sessions for family engagement sessions.		Title III
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide family support and relevant resources. Provide instructional materials that are inclusive of different races/ethnicities	Diverse books	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide family support and relevant resources. Provide additional small group instruction as needed.		
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Administration will ensure that SWD teachers collaborate with teams and ELA teacher leader weekly. Provide small group tutoring for SWD conducted by a certified Special Education Teacher.	Read 180 System 44 I-Ready	Title 1



**Family Engagement Plan to Support School Improvement (*Required Components*)**

Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> Annual Meeting of the School Meeting – Deadline September 30, 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.</p>	September 1, 2023 (Virtual)		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 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.</p>	October 30, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> Spring Input Meeting and Survey (primary method) – Deadline April 28, 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.</p>	April 18, 2024 @6:00 P.M.		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> FOUR Building Staff Capacity Opportunities (Do 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: 9/13/23   PL#2: 12/8/23   PL#3 2/16/24   PL#4 4/28/24</p>	9/13/2023		
	11/15/2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	2/14/24		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	4/10/24		
<p><b>5. Required</b> Transition Activities for 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.  <b>Briefly describe the transition activities here:</b> AES counselor will conduct lessons to 5th grade classes on tips and strategies to prepare for middle school. Additionally, the counselor will share the information with parents during 5th grade parent workshops. AES will provide support and resources to students/families entering kindergarten.</p>	TBD		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><b><u>List documents translated for parents:</u></b>                      Parent and Family Compact                      Monthly Newsletters                      CTLS announcements</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
Open House / Curriculum Night – Sept. 7 6:00pm – 8:00pm	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Reading Resources  Math Resources	Title I FACE funds	September 7, 2023	Parents will be given activities for home to assist students in reading activities to increase literacy skills.  Sign-in sheets Parent Surveys	Grade Level Chairs and Teachers
Title I Reading and Math Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Reading Resources  Math Resources	Title I FACE funds	March 7, 2024	Parents will be introduced to fun, hands-on activities to increase reading and math skills at each grade level.  Sign-in sheets Parent Surveys	Parent Facilitator and Academic Coach
Summer Learning Session	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy Resources	Title I FACE funds	April	Sign-in sheets Parent Surveys	Parent Facilitator and Academic Coach

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

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

## School Improvement Plan Required Questions

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

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

#### **SCHOOL RESPONSE:**

The school will coordinate the following resources:

- The school will use FTE Funds to provide instructional staff (teachers and paraprofessionals) to create appropriate class sizes to meet the academic needs of students.
- Title I, Part A Funds will be used to provide class size reduction, instructional staff, consumable supplies, technology, expendable equipment, professional learning, and academic coaches.
- Title II, Part A Funds will be used to provide professional learning.
- Title III Funds will be used to provide ELL instructional support.
- Additional state 20-day Funds will be used to provide tutoring services for students in reading and math.

- CARES funding will be used to provide intervention support for students in reading and math.

**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:**

Classroom teachers, EIP teachers, administrators, and academic coaches meet weekly through CCCs and analyze data, review learning goals, and discuss best instructional strategies to improve student achievement. During the CCCS the following assessment data is used (RTI, MI, ELF, Interim, i-Ready, MFI).

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 school will analyze RI, MI, Interim and i-Ready diagnostic data quarterly to determine if student achievement is increasing. The academic coaches will provide support and resources for teachers in need of improving certain areas of the curriculum where teachers must reteach un-mastered skills by the students.

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 Schoolwide Title I committee will meet a minimum of three times a year (Fall, Winter, and Spring) to monitor the continuous improvement process.

**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 RTI team meets weekly with the RTI coordinator to follow the RTI Tiers of Intervention for students in all grade levels. Special education teachers will be trained in using specialized instruction strategies consistently with the students in the inclusion classrooms.

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:**

Teachers and paraprofessionals are provided training at the beginning of the year through their CCC subject areas at the district level. The local school provides training on using and interpreting data and using resources provided by the school district. Cobb County School District provides school administrators the opportunity to interview candidates and select from a “pool” of highly qualified candidates. Candidates are also screened through Human Resources. This helps principals and schools with the initial hiring process in the selection of “Highly Qualified” teachers. Periodically throughout the school year principals are provided a Highly Qualified Report and school roster which indicates any certification deficiencies that need to be addressed. If there are any deficiencies the principal directs the teacher to the proper channel in order to remove deficiency from the teacher’s record. The academic coaches work with new teachers on staff to provide them with the support they need to be successful at the school.

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

**SCHOOL RESPONSE:** In late Spring of the academic year, our school partners with our feeder school for 6<sup>th</sup> grade transition. Sessions are held for students and parents to learn about the transition to middle school, expectations, course schedules, extra curricular activities, and other pertinent info. Additionally, a

kindergarten visit is arranged with a local preschool program so that rising kindergarten students and their families can receive information about Kindergarten. The district offers Incoming kindergarteners will be offered an opportunity to attend Summer Learning Quest prior to entering kindergarten in August.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

**SCHOOL RESPONSE:**

N/A

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

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*