



# School Improvement Action Plan



<b>School Year:</b>	<b>2024 - 2025</b>
<b>School Name:</b>	<b>Austell Elementary School</b>
<b>Principal Name:</b>	<b>Ms. Kahliah Rachel</b>
<b>Date Submitted:</b>	<b>6/17/2024</b>
<b>Revision Dates:</b>	<b>7/30/2024</b>

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Austell Elementary School
<i>Team Lead</i>	Ms. Kahliah Rachel
<i>Position</i>	Principal
<i>Email</i>	Kahliah.Rachel@cobbk12.org
<i>Phone</i>	(770) 819-5804

**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 <b>ONLY</b>
	"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 <b>ONLY</b>
	Other (if selected, please describe below)

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

**School Response:** We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those people involved were the principal, academic coach, interventionists, teacher representatives, and parents. They were involved in helping our building leadership team analyze assessment data. 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 2023-24 goals to formulate the goals for 2024-2025. 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. 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 (CAN) 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):	
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Position/Role	Printed Name	Signature
Kahliah Rachel, Principal		
Tara Oliver, Assistant Principal		
Benjamin Green, Academic Coach		
LaTosha Smithers-Hall, Parent Facilitator		
Noel O'Brien, Media Specialist		
Kevin Cincinatus, PTA President		
Dr. Dennissa Brown, Title I Supervisor		

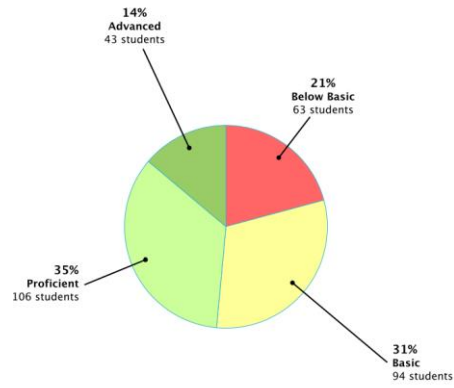
## Comprehensive Needs Assessment Evaluation of Goal(s)

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

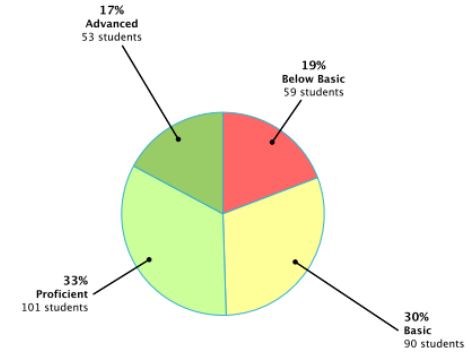
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

<b>Previous Year's 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>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO																														
What data supports the outcome of the goal?	<p>While we did not meet our goal, we have increased the number of students scoring advanced on the RI, we did have a decrease in the number of students scoring basic and below basic and increased the number of proficient/advanced students testing from Fall 2023 to Spring 2024. Additionally, students made significant progress on the i-Ready Reading assessment from Fall 2023 to Spring 2024.</p> <p><b>Time Period:</b> 08/01/23 – 05/22/24</p> <p><b>Total Reading Inventory Students:</b> 247</p> <p style="text-align: center;"><b>Austell Elementary School (247 total students)</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <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> <th>STUDENTS</th> <th>PERCENTAGE OF STUDENTS</th> <th>STUDENTS</th> <th>PERCENTAGE OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>26</td> <td>11% </td> <td>49</td> <td>20% </td> </tr> <tr> <td>Proficient</td> <td>68</td> <td>28% </td> <td>95</td> <td>38% </td> </tr> <tr> <td>Basic</td> <td>70</td> <td>28% </td> <td>53</td> <td>21% </td> </tr> <tr> <td>Below Basic</td> <td>83</td> <td>34% </td> <td>50</td> <td>20% </td> </tr> </tbody> </table>	PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD		STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS	Advanced	26	11%	49	20%	Proficient	68	28%	95	38%	Basic	70	28%	53	21%	Below Basic	83	34%	50	20%
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**Spring 2023 Reading Inventory**  
# tested: 306



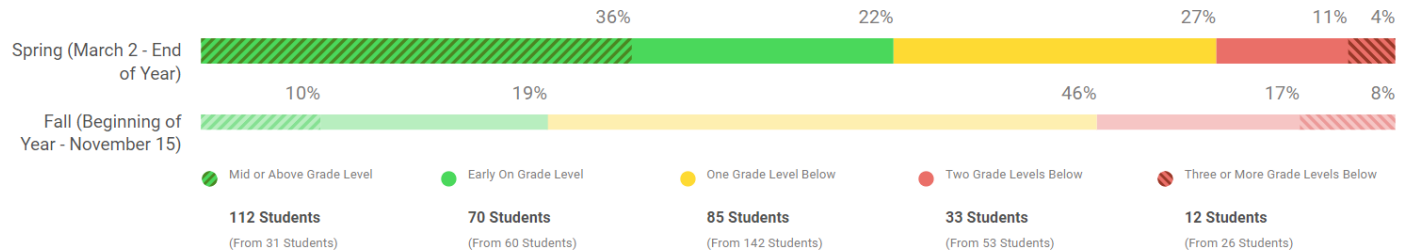
**Spring 2024 Reading Inventory**  
# tested: 303



**I-Ready Reading Diagnostic Results (Fall 2023 to Spring 2024)**

**Overall Placement**

Students Assessed/Total: 312/377



## Reflecting on Outcomes

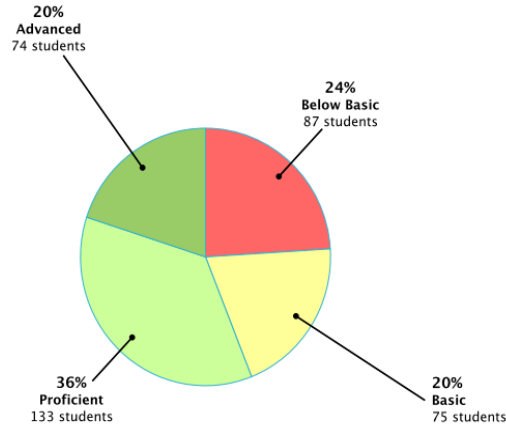
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>We will identify students scoring below grade level on the Reading Inventory and i-Ready Reading Diagnostic through Cobb Collaborative Community (CCC) process. We will implement differentiated literacy learning plans during the Intervention Block for students scoring below grade level on the Universal Screener and i-Ready Reading assessment that will support meeting the growth goals, moving them towards proficiency. Additionally, we will work to increase the percentage of students scoring from basic to proficient, and proficient to advanced.</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>	

**Previous Year's Goal #2**

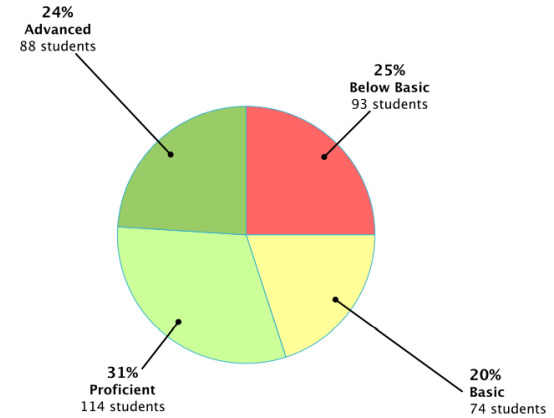
By the end of the 2023-2024 school year, the percentage of K-5 students performing proficient or advanced in mathematics as measured by the Math Inventory assessment will increase from 56% (207 out of 369 students) in the Spring of 2023 by 15% in the Spring of 2024.

Was the goal met?  YES  NO

**Spring 2023 Math Inventory**  
# tested: 369

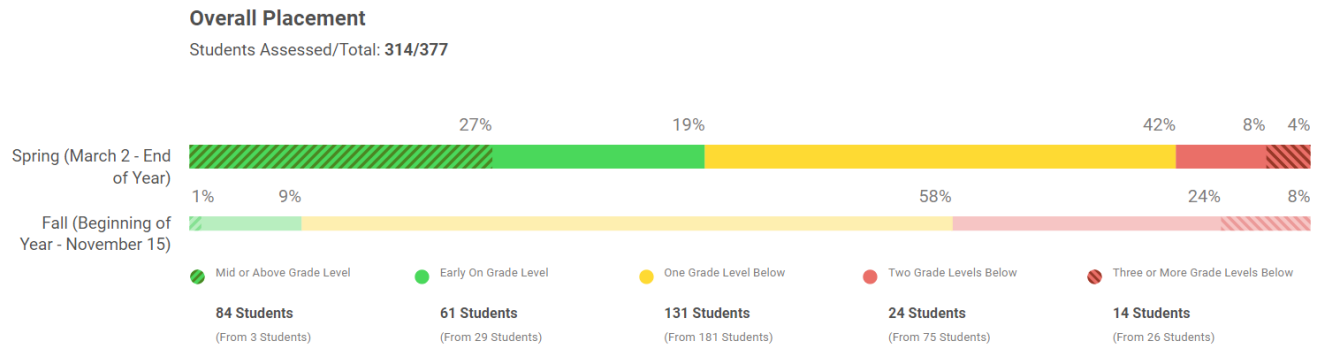


**Spring 2024 Math Inventory**  
# tested: 369



What data supports the outcome of the goal?

**i-Ready Math Diagnostic (Fall 2023 – Spring 2024)**





## Reflecting on Outcomes

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>We will identify students scoring below grade level on the Universal Screener and use i-Ready diagnostic data to develop differentiated learning plans for remediation and enrichment through the CCC Process. We will increase our focus on fact fluency using the Building Fact Fluency and Math Box of Facts Kits through professional development, modeling, and teacher reflective practice. Additionally, we will increase our implementation of Mathematical Modeling and Data/Statistical Reasoning through professional development, modeling, and teacher reflective practice.</p>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p><b>Previous Year's Goal #3</b></p>	<p>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 of 2023 by 10% in the Spring of 2024.</p>																																							
<p style="text-align: center;"><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>We have significantly decreased the number of office discipline referrals to 35 total as compared to the 2023-24 school year.</p> <p style="text-align: center;"><b>Total Incident Counts For School Year 2024 Compared to 2023</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Incident Month</th> <th>Current Year</th> <th>Last Year</th> </tr> </thead> <tbody> <tr><td>07</td><td>0</td><td>0</td></tr> <tr><td>08</td><td>2</td><td>4</td></tr> <tr><td>09</td><td>2</td><td>2</td></tr> <tr><td>10</td><td>3</td><td>6</td></tr> <tr><td>11</td><td>6</td><td>7</td></tr> <tr><td>12</td><td>7</td><td>3</td></tr> <tr><td>01</td><td>3</td><td>7</td></tr> <tr><td>02</td><td>4</td><td>10</td></tr> <tr><td>03</td><td>4</td><td>15</td></tr> <tr><td>04</td><td>6</td><td>12</td></tr> <tr><td>05</td><td>2</td><td>7</td></tr> <tr><td>06</td><td>0</td><td>0</td></tr> </tbody> </table>	Incident Month	Current Year	Last Year	07	0	0	08	2	4	09	2	2	10	3	6	11	6	7	12	7	3	01	3	7	02	4	10	03	4	15	04	6	12	05	2	7	06	0	0
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<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>We have implemented the PBIS framework, matrix, expectations, and Rewards App with fidelity schoolwide. We have established a PBIS team that meets monthly to discuss discipline data, devise solutions and strategies for addressing behavior concerns, and plan PBIS rewards incentives.</p>																																							

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

Data	Strengths	Concerns	Multiple Data Sources
<p align="center"><b>ELA</b></p>	<p>Reading Inventory data indicates that we are increasing the percentage of students scoring proficient and advanced schoolwide.</p> <p><b>Reading Inventory Spring 2024:</b></p> <ul style="list-style-type: none"> <li>• Students Tested: 303</li> <li>• Advanced: 17% (53 students)</li> <li>• Proficient: 33% (101 students)</li> </ul> <p>i-Ready Reading Diagnostic data show an increase in number of students testing on grade level and above, and a decrease in the number of students testing below grade level from BOY to EOY.</p> <p><b>i-Ready Spring '24 Reading Diagnostic Growth:</b></p> <ul style="list-style-type: none"> <li>• 33% Mid or Above Grade Level (from 9%)</li> <li>• 23% Early On Grade Level (from 20%)</li> </ul> <p><b>Grade Levels with Annual Typical Growth Above 100%:</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Grade – 134%</li> <li>• 3<sup>rd</sup> Grade 138%</li> <li>• 4<sup>th</sup> Grade - 109%</li> <li>• 5<sup>th</sup> Grade - 138%</li> </ul> <ul style="list-style-type: none"> <li>➤ An Instructional Resource Lab has been implemented with resources for literacy.</li> <li>➤ Teachers have participated in 2 LETRS Cohorts</li> <li>➤ Heggerty has been implemented in grades K,1,2, and 3 to address phonemic awareness.</li> <li>➤ Early Literacy Framework fully implemented in grades K-2.</li> </ul>	<p>49% of students scored below proficient on Reading Inventory</p> <p><b>Reading Inventory Spring 2024:</b></p> <ul style="list-style-type: none"> <li>• Students Tested: 303</li> <li>• Basic: 30% (90 students)</li> <li>• Below Basic: 19% (90 students)</li> </ul> <p><b>i-Ready Spring 2024 Reading Diagnostic:</b></p> <ul style="list-style-type: none"> <li>• 29% One Grade Level Below (from 46%)</li> <li>• 10% Two Grade Levels Below (from 16%)</li> <li>• 5% Three or More Grade Levels Below (from 9%)</li> </ul>	<p>Reading Inventory</p> <p>i-Ready Reading Diagnostic</p>

<p style="text-align: center;"><b>Math</b></p>	<p><b>Math Inventory Spring 2024:</b></p> <ul style="list-style-type: none"> <li>• Students Tested: 369</li> <li>• Advanced: 24% (88 students)</li> <li>• Proficient: 31% (114 students)</li> </ul> <p><b>i-Ready Spring '24 Math Diagnostic Growth:</b></p> <ul style="list-style-type: none"> <li>• 25% Mid or Above Grade Level (from 1%)</li> <li>• 20% Early On Grade Level (from 9%)</li> </ul> <p><b>Grade Levels with Annual Typical Growth Above 100%:</b></p> <ul style="list-style-type: none"> <li>• Grade 1 – 108%</li> <li>• Grade 2 – 123%</li> <li>• Grade 3 – 108%</li> <li>• Grade 4 – 100%</li> <li>• Grade 5 – 106%</li> </ul> <ul style="list-style-type: none"> <li>➤ K-5 teachers schoolwide have implemented Cobb Math resources from CTLS.</li> <li>➤ An Instructional Resource Lab has been implemented with manipulatives and professional literature for math domains.</li> </ul>	<p>45% of students fell below proficient on the Math Inventory.</p> <p><b>Math Inventory Spring 2024:</b></p> <ul style="list-style-type: none"> <li>• Students Tested: 369</li> <li>• Basic: 20% (74 students)</li> <li>• Below Basic: 25% (93 students)</li> </ul> <p><b>i-Ready Spring 2024 Math Diagnostic</b></p> <ul style="list-style-type: none"> <li>• 43% One Grade Level Below (from 59%)</li> <li>• 7% Two Grade Levels Below (from 22%)</li> <li>• 6% Three or More Grade Levels Below (from 9%)</li> </ul>	<p>Math Inventory i-Ready Math Diagnostic</p>						
<p style="text-align: center;"><b>Science</b></p>	<p>5<sup>th</sup> Grade Science Interim averages - 74% 2<sup>nd</sup> Grade Science Interim averages – 78%</p> <p>CCSD Grade Level Interim Averages Above 70%:</p> <table border="1" data-bbox="382 1101 987 1497"> <tr> <td data-bbox="382 1101 583 1352"> <p><b>5<sup>th</sup> Grade:</b></p> <p>Unit 1 – 75%</p> <p>Unit 2 – 72%</p> <p>Unit 3 – 78%</p> <p>Unit 4 – 74%</p> <p>Unit 5 – 73%</p> <p>Unit 6 – 73%</p> </td> <td data-bbox="583 1101 785 1352"> <p><b>4<sup>th</sup> Grade:</b></p> <p>Unit 6 – 70%</p> </td> <td data-bbox="785 1101 987 1352"> <p><b>3<sup>rd</sup> Grade:</b></p> <p>Unit 3 – 76%</p> <p>Unit 4 – 76%</p> </td> </tr> <tr> <td data-bbox="382 1352 583 1497"> <p><b>2<sup>nd</sup> Grade:</b></p> <p>Unit 1 – 75%</p> <p>Unit 2 – 79%</p> <p>Unit 3 – 76%</p> </td> <td data-bbox="583 1352 785 1497"> <p><b>1<sup>st</sup> Grade:</b></p> <p>Unit 2 -75%</p> <p>Unit 5- 72%</p> <p>Unit 6 – 72%</p> </td> <td data-bbox="785 1352 987 1497"></td> </tr> </table>	<p><b>5<sup>th</sup> Grade:</b></p> <p>Unit 1 – 75%</p> <p>Unit 2 – 72%</p> <p>Unit 3 – 78%</p> <p>Unit 4 – 74%</p> <p>Unit 5 – 73%</p> <p>Unit 6 – 73%</p>	<p><b>4<sup>th</sup> Grade:</b></p> <p>Unit 6 – 70%</p>	<p><b>3<sup>rd</sup> Grade:</b></p> <p>Unit 3 – 76%</p> <p>Unit 4 – 76%</p>	<p><b>2<sup>nd</sup> Grade:</b></p> <p>Unit 1 – 75%</p> <p>Unit 2 – 79%</p> <p>Unit 3 – 76%</p>	<p><b>1<sup>st</sup> Grade:</b></p> <p>Unit 2 -75%</p> <p>Unit 5- 72%</p> <p>Unit 6 – 72%</p>		<p>3<sup>rd</sup> Grade Science Interims averages are below proficiency – 67%</p> <p>4<sup>th</sup> Grade Science Interim averages are below proficiency – Avg. 64%</p> <p>1<sup>st</sup> Grade Science Interim averages are below proficiency – 62%</p>	<p>CCSD Interim Assessments</p>
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	Unit 4 – 74% Unit 6 – 84%									
<b>Social Studies</b>	5 <sup>th</sup> Grade Social Studies Interim averages - 74% 2 <sup>nd</sup> Grade Social Studies Interim averages – 85%  CCSD Grade Level Interim Averages Above 70%: <table border="1"> <tr> <td><b>5<sup>th</sup> Grade:</b> Unit 2 – 75% Unit 4 – 81% Unit 5 – 73% Unit 7 – 30%</td> <td><b>4<sup>th</sup> Grade:</b> Unit 6 – 71%</td> <td><b>3<sup>rd</sup> Grade:</b> Unit 3 – 83%</td> </tr> <tr> <td><b>2<sup>nd</sup> Grade:</b> Unit 2 – 75% Unit 3 – 89% Unit 4 – 91% Unit 5 – 78% Unit 6 – 84% Unit 7 – 85%</td> <td><b>1<sup>st</sup> Grade:</b> N/A</td> <td></td> </tr> </table>	<b>5<sup>th</sup> Grade:</b> Unit 2 – 75% Unit 4 – 81% Unit 5 – 73% Unit 7 – 30%	<b>4<sup>th</sup> Grade:</b> Unit 6 – 71%	<b>3<sup>rd</sup> Grade:</b> Unit 3 – 83%	<b>2<sup>nd</sup> Grade:</b> Unit 2 – 75% Unit 3 – 89% Unit 4 – 91% Unit 5 – 78% Unit 6 – 84% Unit 7 – 85%	<b>1<sup>st</sup> Grade:</b> N/A		4 <sup>th</sup> Grade Social Studies Interim Average – 60% 1 <sup>st</sup> Grade Social Studies Interim Averages – 61%	CCSD Interim Assessments	
<b>5<sup>th</sup> Grade:</b> Unit 2 – 75% Unit 4 – 81% Unit 5 – 73% Unit 7 – 30%	<b>4<sup>th</sup> Grade:</b> Unit 6 – 71%	<b>3<sup>rd</sup> Grade:</b> Unit 3 – 83%								
<b>2<sup>nd</sup> Grade:</b> Unit 2 – 75% Unit 3 – 89% Unit 4 – 91% Unit 5 – 78% Unit 6 – 84% Unit 7 – 85%	<b>1<sup>st</sup> Grade:</b> N/A									
<b>Discipline / School Climate Data</b>	We have implemented PBIS to promote and incentivize positive behavior reinforcement schoolwide.		Classroom disruption accounted for 16 policy violations schoolwide during the 2023-24 school year.							
<b>Professional Learning</b> What's been provided? What is the impact?	<b>ELlevation Training</b> <ul style="list-style-type: none"> <li>Date: September 11, 2023</li> <li>Topic: ELlevation Education strategies for Multi-lingual learners</li> <li>Impact: Teacher use of ELlevation instructional platform for instructional strategies to increase</li> </ul>		There is a need for additional professional development in writing and literacy/content integration.							

	<p>language instructional, comprehension, and academic vocabulary for Multi-lingual learners</p> <p><b>i-Ready PD</b></p> <ul style="list-style-type: none"> <li>• Date: Wednesday, Nov. 15, 2023</li> <li>• Topic: i-Ready Platform, new Ready Math resources</li> <li>• Impact: Use of i-Ready resources for SOAR Intervention Block and new math standards implementation</li> </ul> <p><b>Grade Level Collaborative Planning</b></p> <ul style="list-style-type: none"> <li>• Dates: October 26, 27, and 31, 2023</li> <li>• Topics: i-Ready Data, Engineering Design Process, and Content Integration</li> <li>• Impact: Implementation of at least one (1) content integrated unit at each grade level (science or social studies focus)</li> </ul>	<p>There is a need for additional professional development in fact fluency, mathematical modeling, and statistical reasoning.</p>	
<p><b>Other</b></p>			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Increased the percentage of ELLs scoring proficient on the RI from 18% to 33%</p> <p>Increased the percentage of SWDs scoring proficient on the RI from 15% to 23%</p> <p>Increase from 39% of students proficient on i-Ready Reading to 58% of students proficient</p>	<p>68% of English Learners schoolwide scored below proficient on Spring 2024 Reading i-Ready Reading Diagnostic Inventory</p> <p>50% of students with disabilities scored below proficient on Spr. 2024 RI</p>	<p>RI</p> <p>i-Ready Reading Diagnostic Inventory</p>
<b>Math</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Increase from 10% of students proficient on i-Ready Reading to 46% of students proficient</p>	<p>58% of students with disabilities below basic on Math Inventory</p> <p>22% of English learners scored basic on Math Inventory</p> <p>32% of English learners scored below basic on Math Inventory</p>	<p>MI</p>
<b>Science</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		<p>71% of English Learners basic on 5<sup>th</sup> grade science Unit Interim</p> <p>72% Hispanic students basic on 5<sup>th</sup> grade science unit interim</p>	<p>CCSD Interim Data</p>
<b>Social Studies</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>93% African American 2<sup>nd</sup> graders scored proficient on SS Unit interim</p> <p>91% Hispanic 2<sup>nd</sup> graders scored proficient on SS Unit interim</p>		<p>CCSD Interim Data</p>

<b>Discipline / School Climate Data</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<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	<p>ELlevation training has been provided to teachers to support literacy strategies for multi-language learners.</p> <p>Select K-2 teachers and interventionists have completed or are currently enrolled in LETRS training with a module specific to teaching ELL students.</p>		
<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, 45% of K-5 students are reading below grade level (Source data: Spring 2024 i-Ready Reading Diagnostic, RI Data)
<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 structured literacy strategies to improve phonemic awareness, phonics, vocabulary, and text-type comprehension (Informational Text) is needed.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input 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 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.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Attendance challenges: Students miss school or arrive late; correspondence may include medical appointments, oversleeping, late or missed bus, and car issues.
<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 i-Ready Reading Diagnostic on the Spring 2025 assessment. Progress toward the goal is measured with the Spring 2025 assessment.</p> <p>By the end of the 2024-2025 school year, increase the percentage of K-5 students performing at proficient or higher levels by 15%, as measured by the i-Ready Reading Diagnostic and comparison of Spring 2024, Fall 2024, and Spring 2025 assessment results.</p>

<b>Statement of Concern #2</b>	On average, 56% of students grades K-5 are performing below grade level in mathematics (Source: i-Ready Spring 2024 Math Diagnostic; MI Data).
<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 is needed.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need targeted intervention and small group 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 incorporate daily practice/implement daily number sense routines and 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 medical appointments, oversleeping, late or missed bus/car issues.
<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 a proficient level or above on the i-Ready Math Diagnostic. Progress toward the goal is measured with the Spring 2025 assessment.</p> <p>By the end of the 2024-2025 school year, grades K-5 will increase the percentage of students performing at proficient or higher levels by 15%, as measured by the i-Ready Math Diagnostic and comparison of Spring 2024, Fall 2024, and Spring 2025 assessment results.</p>

<b>Statement of Concern #3</b>	Second through fifth-grade students score below proficient on common writing assessments (Write Score).
<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	Students need explicit instruction in writing for routine practice, constructed response, and extended response
<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 have difficulty applying ideas, voice, organization, word choice, sentence fluency, and conventions to formal writing tasks.
<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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need professional development that provides strategies for writing instruction that is connected to texts and integrates content areas,
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Attendance challenges: Students miss school or arrive late; correspondence may include medical appointments, oversleeping, late or missed bus, and car issues.
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

## Austell Elementary School - FY25 School Improvement Goals

*Include goals on the parent compacts and policy*

### Goal #1 ELA

- By the end of the 2024-2025 school year, the percentage of students in grades 3-5 students performing proficient or above as measured by the EOG ELA Milestones assessment, will increase from 37.2% (70 out of 188 students) in the Spring of 2024 to 45% in the Spring of 2025.
- By the end of the 2024-2025 school year, the percentage of K-2 students reading on grade level or above, will increase by 10% from baseline assessment, based on Amira Lexile measures.

### Goal #2 Math

- By the end of the 2024-2025 school year, the percentage of 3-5 students performing proficient or above in Mathematics as measured by the EOG Math Milestones assessment will increase from 61% (113 out of 186 students) in the Spring of 2024 to 66% in the Spring of 2025.
- By the end of the 2024-2025 school year, the percentage of students in Grades 1-5 scoring proficient or above in Math, will increase by 10% from baseline assessment, based on Beacon Assessment Math measures.
- By the end of the 2024-2025 school year, the percentage of kindergarten students scoring proficient or above in Math, will increase by 10% on the CTLS End of Unit Math Assessment.

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input 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.
Full Time Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will serve as a liaison between the school and family, providing resources and support to increase family engagement.
(2) Full Time Instructional Paraprofessionals	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Full time instructional paraprofessionals will support kindergarten in literacy, mathematics, and writing.

<p><b>GOAL #1</b> <b>Reading</b></p>	<p>By the end of the 2024-2025 school year, the percentage of students in grades 3-5 performing at proficient or above, as measured by the EOG ELA Milestones assessment will increase from 37.2% (70 out of 188 students) in the Spring of 2024 to 45% in the Spring of 2025.</p> <p>By the end of the 2024-2025 school year, the percentage of students in grades K-2 reading on or above grade level, will increase by 10% from baseline assessment, based on Amira Lexile measures.</p>					
<p><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></p>	<p><b>Resources</b></p>	<p><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p><b>Start Date</b></p>	<p><b>How will the action step be implemented and monitored?</b> <b>What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p><b>How will the action step be evaluated for impact?</b> <b>What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p><b>People Responsible</b></p>
<p>Teachers in grades K-5 will implement high-leverage strategies for comprehension daily during uninterrupted reading block.</p>	<p>i-Ready Reading i-Ready Teacher Toolbox CTLS Assess Data Shifting the Balance - Six Shifts Series</p>	<p>Title I District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of K-5 homeroom teachers will implement a daily grade level intervention block.</p> <p><u>Implementation Plan:</u> <b>July 2024</b> – Teachers will receive District-Provided PD on Intervention and Assessment for 120-minute literacy block (Literacy Institute)</p> <p><b>August 2024</b> – Admin Team will establish scheduling and school-wide agreements for literacy block Intervention Block; i-Ready PD provided by Curriculum Associates</p> <p>Teachers, Interventionists, and Academic Coach will identify instructional groupings for Tier 2 intervention based on Fall i-Ready Reading reports.</p> <p><b>September 2024 – May 2025 All</b> Teachers will fully implement uninterrupted literacy with support of Academic Coach and Interventionists</p> <p><u>Artifacts:</u></p>	<p><u>Evaluation Performance Target:</u> At least 50% of K-5 students will score at least 70% or higher on common formative assessments in reading.</p> <p><u>Evaluation Plan:</u> Common formative assessments will follow a cycle of 10 –15 days (about 2 weeks).</p> <p><u>Evidence:</u> Common formative assessment data.</p>	<p>Admin Team K-5 Teachers Academic Coach Interventionists</p>

				Literacy Block Walk-through Data, CCC Meeting Notes		
K-5 teachers will provide routine writing instruction on the Writing Process daily, with modelling, i-Ready exemplar writing resources, graphic organizers, use of common structures, strategies and language	i-Ready Magnetic Readers  Writing Resources	Title I  District Funds	August 2024	<p><b>Implementation Performance Target:</b> 100% of K-5 teachers will model the Writing Process daily, using common structures instructional strategies, language and exemplars, by end of October.</p> <p><b>Implementation Plan:</b>  <b>August 2024:</b> Academic Coach will provide PL on i-Ready Writing Teacher Toolbox Instructional resources</p> <p><b>September 2025– May 2025:</b></p> <ul style="list-style-type: none"> <li>Grade level teams collaboratively plan writing instruction, using i-Ready Writing resources, and choose exemplars aligned with grade level curriculum maps.</li> <li>In September, Teachers will administer grade level Quarter 1 extended writing task for baseline assessment.</li> <li>Teachers will engage in peer observation and coaching sessions through the use of Swivl technology.</li> <li>Academic Coach will facilitate Coaching Cycles with teachers, <del>grade level teams</del> focusing on routine writing instruction with the Writing Process.</li> <li>Grade level teams administer quarterly writing assessments</li> </ul>	<p><b>Evaluation Performance Target:</b> 50% of students will demonstrate proficiency on i-Ready Writing Quarterly extended writing task.</p> <p><b>Evaluation Plan:</b></p> <ul style="list-style-type: none"> <li>Academic Coach and Grade Level Teams analyze data from writing tasks and collaborative scoring calibration</li> <li>Administrators and leadership team analyze data from learning walks re: writing instruction</li> </ul> <p><b>Evidence:</b> (Summary Statements from below)</p> <ul style="list-style-type: none"> <li>Data from Lesson Observation tool re: Writing Instruction</li> <li>Data from i-Ready Extended Writing Tasks</li> <li>Data from Swivl documentation</li> </ul>	K-5 teachers  Academic Coach  Admin Team

				<p>(Extended Writing Task from i-Ready writing resources)</p> <ul style="list-style-type: none"> <li>Grade level teams design a collaborative scoring method for calibration, score student writing and analyze the data to identify and target areas for improvement in writing instruction.</li> </ul> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> <li>Curriculum Maps</li> <li>Lesson Plans</li> <li>Lesson Observation tool re: Writing Instruction</li> <li>Collaborative Scoring Tool/Calibration Tool</li> <li>Coaching Cycle Observation Notes (Grade Level-wide not Teacher Specific)</li> <li>Swivl Documentation</li> </ul>		
Teachers in grades K-5 will implement high-leverage instructional routines for word learning at least (4 days per week) during reading instruction.	<p>Early Literacy Framework Resources (K-2 ELF)</p> <p>CTLs Literacy Resources (3-5)</p> <p>Heggerty Phonemic Awareness</p> <p>i-Ready Magnetic Reading</p> <p>Shifting the Balance - Six Shifts Series</p>	<p>Title I</p> <p>District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of K-5 homeroom teachers will implement high-leverage instructional routines for word learning.</p> <p><u>Implementation Plan:</u> <b>July 2024</b> - Teachers will receive District-Provided PD on 120-minute literacy block</p> <p><b>August 2024:</b> Teachers administer i-Ready Diagnostic and use the data to plan targeted reading groups</p> <p><b>September 2024 – May 2025:</b> Teachers will receive professional learning on high-leverage word</p>	<p><u>Evaluation Performance Target:</u> At least 50% of K-5 students will score at least 70% or higher on Amira and/or Beacon assessments.</p> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> <li>Teachers will design and administer 3-week cycle assessments in ELA (every 10-15 days).</li> <li>i-Ready Reading Diagnostic will be administered to students 3x during the 2024-25 SY (Fall, Winter, Spring)</li> <li>Beacon assessment in grades 1-5 administered every 9 weeks.</li> </ul> <p><u>Evidence:</u></p>	<p>Admin Team</p> <p>K-5 Teachers</p> <p>Academic Coach</p> <p>Literacy Instructional Support Personnel</p>



				<p>learning strategies from Academic Coach.</p> <p>Teachers will fully implement high-leverage word learning strategies during targeted reading instruction during the 120 Minute Literacy Block</p> <p><u>Artifacts:</u> Grade Level Lesson Plans, Walk-through data</p>	<p>3 week cycle common formative assessment data. i-Ready Reading Diagnostic results reports Beacon assessment results</p>	
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<p><b>GOAL #2</b> <b>Math</b></p>	<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, the percentage of students in Grades 3-5 performing proficient or above in Mathematics as measured by the EOG Math Milestones assessment will increase from 61% (113 out of 186 students) in the Spring of 2024 to 66% in the Spring of 2025.</li> <li>By the end of the 2024-2025 school year, the percentage of students in Grades 1-2 scoring proficient or above, will increase by 10% from baseline assessment, based on Beacon Assessment Math measures.</li> <li>By the end of the 2024-2025 school year, the percentage of Kindergarten students scoring proficient or above, will increase by 10% on the CTLS End of Unit Math Assessment.</li> </ul>					
<p><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></p>	<p><b>Resources</b></p>	<p><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p><b>Start Date</b></p>	<p><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p><b>People Responsible</b></p>
<p>K-5 teachers will implement daily, differentiated small group Math for tiered instruction and interventions with alignment to the teaching and learning frameworks for mathematics and Georgia Math Standards.</p>	<p>i-Ready Math CTLS Resources Title I Tutors</p>	<p>Title I District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of K-5 homeroom teachers will implement all components of small group Math instruction daily, by end of October 2024.</p> <p><u>Implementation Plan:</u> <b>August:</b></p> <ul style="list-style-type: none"> <li>Establish scheduling, timeline for implementation and school-wide agreements for small group Math</li> <li>Provide PL on i-Ready (PD provided by Curriculum Associates)</li> <li>Create Observation Tool related to each component of the classroom Small Group implementation</li> <li>Conduct Walkthroughs to gather baseline data on the Small Group components</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>Teachers, Interventionists, and Academic Coach identify instructional groupings for Tier 2 intervention based on Fall i-Ready Math reports.</li> <li>Create a Walkthrough Schedule</li> </ul>	<p><u>Evaluation Performance Target:</u> At least 50% of K-5 students will score 70% or higher on common formative assessments and summative unit assessments.</p> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> <li>Administrators and leadership team analyze data from learning walks and Summative Unit Assessments. Common formative assessments will follow a cycle of 10 –15 days (about 2 weeks).</li> </ul> <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> <li>Data from “Look For” Document re: Components Small Group implementation</li> <li>Data from Unit Assessments and Common Formative Assessments</li> </ul>	<p>Admin Team K-5 Teachers Academic Coach Interventionists</p>

				<p><b>October:</b></p> <ul style="list-style-type: none"> <li>• Full implementation of small group instruction. Use instructional walks schedule to monitor for consistent implementation (Admin, /AC coach)</li> <li>• Implement summative assessment</li> </ul> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> <li>• Small Group Lesson Plans</li> <li>• Observation Tool re: Components of Small Group Instruction</li> <li>• Walkthrough Schedule</li> </ul>		
<p>K-5 teachers will plan collaboratively and use standards-based number sense routines during the daily Math block to promote Math fact fluency and statistical reasoning.</p>	<p>Core Math Package Resources</p> <p>Building Fact Fluency Kit</p> <p>Origo Box of Facts</p> <p>Math Facts Technology Resources</p>	<p>Title I</p> <p>District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of K-5 Collaborative Planning Teams will implement standards-based number sense routines daily during the Math block by end of October.</p> <p><u>Implementation Plan:</u> <b>August 2024 – May 2025:</b></p> <ul style="list-style-type: none"> <li>• Math Coach will provide quarterly training on number sense routines</li> <li>• Teachers will plan collaboratively to implement number sense routines into the math block.</li> <li>• Teachers will collaboratively design bi-weekly formative assessments/checks for understanding, aligned to the number sense routines</li> <li>• Teachers design and use a collaborative planning rubric to provide calibrated feedback to team</li> </ul> <p><b>November:</b></p> <ul style="list-style-type: none"> <li>• At least once per semester, monitor for consistent</li> </ul>	<p><u>Evaluation Performance Target:</u> At least 50% of K-5 students will score 70% or higher on common formative assessments and unit assessments.</p> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> <li>• Administrators and leadership team analyze data from learning walks and Summative Unit Assessments. Common formative assessments will follow a cycle of 10 –15 days (about 2 weeks).</li> </ul> <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> <li>• Data from Unit Assessments and Common Formative Assessments</li> <li>• Data from Learning Walks/Observations</li> </ul>	<p>Admin Team</p> <p>K-5 Teachers</p> <p>Academic Coach</p>

				<p>implementation of number sense routines, including checks for understanding that are aligned to learning targets/intentions, (Admin, /AC coach).</p> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Collaborative Planning Rubric</li> <li>• Bi-Weekly Formatives/Checks for Understanding re: Number Sense</li> <li>• Collaborative Planning Meeting Minutes</li> </ul>		
<p>K-5 teachers will use Science Workshop Model STEM resources to integrate mathematical modeling into the science curriculum at least once quarterly.</p>	<p>CTLS Science Workshop Model and STEM Cobb Resources</p>	<p>Title I District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of teachers will implement Science Workshop Model STEM Cobb Resources at least once quarterly.</p> <p><u>Implementation Plan:</u> <b>August 2024</b></p> <ul style="list-style-type: none"> <li>• Create a timeline for Action Step implementation</li> <li>• Provide PL on Science Integration with Mathematical modeling and STEM instruction</li> <li>• Create an Observation Tool related to the integration strategies/components</li> <li>• Organize CCC meetings to support collaboration for the Integration</li> <li>• Create a Walkthrough Schedule</li> <li>• Use walkthrough schedule to monitor for consistent implementation</li> </ul> <p><b>September – May 2024</b></p> <ul style="list-style-type: none"> <li>• Academic Coach will provide modeled Lessons, coaching and feedback to support teachers with implementation of science workshop model STEM integration and mathematical modeling.</li> </ul>	<p><u>Evaluation Performance Target:</u> 70% of K-5 students will score proficient or higher on CCSD Science Unit Interim Assessments</p> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> <li>• Teachers will administer CCSD Unit Science Interim as aligned to the teaching and learning framework. Assessments at completion of science units</li> </ul> <p><u>Evidence:</u> CCSD Interim Assessment reports</p>	<p>Admin Team K-5 Teachers Academic Coach</p>

				<ul style="list-style-type: none"><li>• Teachers administer summative assessments (CCSD Unit Science Interims)</li></ul> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"><li>• Grade Level Lesson Plans</li><li>• Photo documentation</li><li>• CCC Minutes &amp; Notes</li><li>• Walkthrough Observation Tool</li></ul>		
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**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input 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 Materials CTLS Instructional materials	Title I/District Funds
<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 teacher collaborates with teams and ELA teacher leader weekly. Provide translators and small group sessions for family engagement sessions.	Translations ESOL certified staff, Imagine Learn software	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 I
<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.	District Instructional Frameworks	Title I
<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. Collaborative Planning schedule includes the participation of ESOL, SWD, and EIP teachers.	i-Ready	Title I/District Funds

Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )			
Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p><b>1. Required</b> <u>Annual Title I Meeting – Deadline September 30, 2024</u>            Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 13, 2024 9:30-10:30 (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> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024</u>            Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 14 – 18, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</u>            Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 17, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>            Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/20/24   PL#2 12/6/24   PL#3 2/14/25   PL#4 4/25/25</p>	September 18, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	December 18, 2024		
	February 12, 2025		
	April 16, 2025		
<p><b>5. Required</b> <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <b>Briefly describe the transition activities here:</b>            Garrett Middle School will host a Rising 6<sup>th</sup> Grade Parent Meeting in partnership with all cluster schools in the Spring of 2025.</p>	April 2025 – TBA in conjunction w/ Garrett Middle School		<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>             We will use translation devices provided by the international Welcome Center (IWC) with support of our Spanish-speaking staff members. All notices and communications are delivered via CTLS which features translation in the families’ home language.</p>	<p><b>List documents translated for parents:</b>            School CTLS            School Policies            School Compact            Parent Engagement Academic Meetings            Parent Communication/Presentations            PTA Meetings</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

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

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Open House / Curriculum Night – Thursday. September 5; 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 5, 2024	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 Literacy Night – February 6, 2025	<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	February, 2025	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
Kindergarten Parent Meeting – April 2, 2025	<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 2, 2025	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.

**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, intervention teachers, administrators, and academic coach 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/MTSS, ELF, Beacon Interims, 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 Amira, Interim and i-Ready diagnostic data quarterly to determine if student achievement is increasing. The academic coach 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 monthly 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 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, extracurricular 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 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*