



# School Improvement Action Plan



School Year:	2024-2025
School Name:	Barber Middle School
Principal Name:	Tia Amlett
Date Submitted:	5/30/24
Revision Dates:	6/17/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Barber Middle School
<i>Team Lead</i>	Teia Weldon
<i>Position</i>	Assistant Principal
<i>Email</i>	Teia.weldon@cobbk12.org
<i>Phone</i>	770-975-6764

**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:**  
At the end of March 2024, we were notified that our school would be Title I-identified for the 2024-2025 school year. Our school gathered data and presented it to all stakeholders in April. We formed a planning committee at the end of April consisting of our Building Leadership Team, two parent volunteers and a community member. The committee met multiple times to draft various components of the SIP. The principal and instructional support specialist created the draft of the plan following input meetings. The draft was then presented to the entire SIP committee and feedback was received again. Revisions were made and the plan was submitted to Title I.

## IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

## COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	5/23/24
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Position/Role	Printed Name	Signature
Principal/Facilitator	Tia Amlett	
Assistant Principal	Jeannie Collins	
Assistant Principal	Teia Weldon	
Counselor/Scribe	Crystal Spencer	
Counselor	Shannon Hester	
Media Specialist	Hanna Grimes	
ESOL Lead	Erin Burt	
STEM Lead/Timekeeper	Saundra Watts	
ELA Lead	George Taylor	
Math Lead	Laurie Carroll	
Science Lead	Allison Bush	
Social Studies Lead	Chad Curtner	
ALP Lead	Melanie Alexander	
SPED Lead	Kelly Wilson	
PE Lead	Heather Parker	
Connections Lead	Bradley Rikard	
PBIS Lead	Robert Grogan	
Teacher	Latasha Arnold	
8 <sup>th</sup> Grade Lead	Andrew Wolfgang	
7 <sup>th</sup> Grade Lead	Angela Robinson	
6 <sup>th</sup> Grade Lead	Erika Gallman	

## 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).

<p style="text-align: center;"><b>Previous Year's Goal #1</b>  <u>2023-2024 School's Strategic Goals</u>  <u>(NOT TITLE I)</u></p>	<p>By the end of the 2023-2024 school year, the percentage of 6th-8th students reading on or above grade level will increase from 53% to 68% as measured by the Scholastic Reading Inventory.</p> <p>Grade Specific:</p> <p>By the end of the 2023-2024 school year, the percentage of 6th grade students reading on or above grade level will increase from 49% to 64% as measured by the Scholastic Reading Inventory.</p> <p>By the end of the 2023-2024 school year, the percentage of 7th grade students reading on or above grade level will increase from 50% to 65% as measured by the Scholastic Reading Inventory.</p> <p>By the end of 2023-2024 school year, the percentage of 8th grade students reading on or above grade level will increase from 61% to 76% as measured by the Scholastic Reading Inventory.</p>																									
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO																										
<p>What data supports the outcome of the goal?</p>	<p>Scholastic Reading Inventory</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Test Administration</th> <th style="padding: 5px;">% of Proficient &amp; Advanced: ALL</th> <th style="padding: 5px;">% of Proficient &amp; Advanced: 6th</th> <th style="padding: 5px;">% of Proficient &amp; Advanced: 7th</th> <th style="padding: 5px;">% of Proficient &amp; Advanced: 8th</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Fall</b></td> <td style="padding: 5px;">53%</td> <td style="padding: 5px;">49%</td> <td style="padding: 5px;">50%</td> <td style="padding: 5px;">61%</td> </tr> <tr> <td style="padding: 5px;"><b>Winter</b></td> <td style="padding: 5px;">59%</td> <td style="padding: 5px;">55%</td> <td style="padding: 5px;">56%</td> <td style="padding: 5px;">63%</td> </tr> <tr> <td style="padding: 5px;"><b>Spring</b></td> <td style="padding: 5px;">65%</td> <td style="padding: 5px;">63%</td> <td style="padding: 5px;">62%</td> <td style="padding: 5px;">68%</td> </tr> <tr> <td style="padding: 5px;"><b>Change in % Fall to Spring</b></td> <td style="padding: 5px;">12% increase</td> <td style="padding: 5px;">14% increase</td> <td style="padding: 5px;">12% increase</td> <td style="padding: 5px;">7% increase</td> </tr> </tbody> </table>	Test Administration	% of Proficient & Advanced: ALL	% of Proficient & Advanced: 6th	% of Proficient & Advanced: 7th	% of Proficient & Advanced: 8th	<b>Fall</b>	53%	49%	50%	61%	<b>Winter</b>	59%	55%	56%	63%	<b>Spring</b>	65%	63%	62%	68%	<b>Change in % Fall to Spring</b>	12% increase	14% increase	12% increase	7% increase
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<h3 style="margin: 0;">Reflecting on Outcomes</h3>																										

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>Though we almost met our goal, one of the immediate decisions to adjust would be:</p> <ul style="list-style-type: none"> <li>-identify an assessment that will further breakdown deficient literacy areas</li> <li>-identify a research-based program that addresses targeted, deficient literacy areas</li> <li>-provide professional development to all staff on literacy instruction</li> <li>-increase student reading (Beanstack) by enhancing grade level challenges</li> <li>-utilize some Braves Days for targeted reading instruction</li> </ul>
<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 #2</b>  <b>2023-2024 School's Strategic Goals</b>  <b>(NOT TITLE I)</b></p>	<p>By the end of the 2023-2024 school year, the percentage of 6th-8th students performing at or above grade level in math will increase from 18% to 33% as measured by the Scholastic Math Inventory.</p> <p>Grade Specific:</p> <p>By the end of 2023-2024 school year, the percentage of 6th grade students performing at or above grade level in math will increase from 23% to 38% as measured by the Scholastic Math Inventory.</p> <p>By the end of the 2023-2024 school year, the percentage of 7th grade students performing at or above grade level in math will increase from 14% to 29% as measured by the Scholastic Math Inventory.</p> <p>By the end of the 2023-2024 school year, the percentage of 8th grade students performing at or above grade level in math will increase from 17% to 32% as measured by the Scholastic Math Inventory.</p>
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**Was the goal met?       YES       NO**

<p>What data supports the outcome of the goal?</p>	Scholastic Math Inventory				
	<b>Test Administration</b>	<b>% of Proficient &amp; Advanced: ALL</b>	<b>% of Proficient &amp; Advanced: 6th</b>	<b>% of Proficient &amp; Advanced: 7th</b>	<b>% of Proficient &amp; Advanced: 8th</b>
	<b>Fall</b>	18%	23%	14%	17%
	<b>Winter</b>	30%	31%	30%	29%
	<b>Spring</b>	47%	63%	42%	37%
<b>Change in % Fall to Spring</b>	29% increase	40% increase	28% increase	20% increase	

**Reflecting on Outcomes**

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>We exceeded our math goal by: -identifying targeted, flexible groups that completed designated MobyMax assignments</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>	<ul style="list-style-type: none"> <li>-44% of all students are in Level 3 &amp; 4 which is 5% larger than the state average of 39%</li> <li>-Using data to inform instruction, differentiation, and assessment.</li> <li>-Increased reading stamina and minutes read through Beanstack challenges.</li> <li>-Closing gaps and moving students from the lower levels to the upper levels of performance.</li> <li>-Provide language / linguistic support through ESOL (2 segments)</li> <li>-Focused instruction with digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>-32% of all students are scoring in Level 2 which is 4% more than state averages and cause for concern</li> <li>-Supporting students with disabilities and white demographic groups. (Don't show growth from one performance level to another).</li> <li>-Students may not come to 6<sup>th</sup> grade in the appropriately served least restrictive environment; placement needs to be changed by committee decisions here to place them in the correct environments here.</li> <li>-Student accommodations need to be aligned better to their goals. A lot of BRs come in without Read-Aloud accommodations.</li> <li>-Newcomer ELs, who qualify for IEL services, are waiving those IEL services (sometimes due to the amount of instructional time missed due to bussing students to and from IEL centers). Screening wait time can be many months.</li> <li>-No consensus, design, or structure in ELT classes</li> </ul>	<p>Beanstack reading Milestones scores ACCESS for ELs scores CCRPI Data</p>



<p style="text-align: center;"><b>Math</b></p>	<ul style="list-style-type: none"> <li>- 85% of students who took Algebra I scored in Levels 3&amp;4 which is 39% higher than the district (46%)</li> <li>- Students scored best in Expressions and Equations with 18% scoring in Level 3.</li> <li>- Teachers are aware of the pacing and priority of the standards per grade level</li> <li>- CUBES strategy is in place schoolwide, Reading ELT/Read 180 programs in place, Beanstack minutes reported in all classes.</li> <li>- Allotted times for grade level CCC's</li> </ul>	<ul style="list-style-type: none"> <li>- 69% of all students scored in Level 1 &amp;2 which is 2% worse than state averages at 67%.</li> <li>- The school is considerably behind the district all math domains except Expressions and Equations. If we do not follow pacing, we will not finish "covering" all standards before Milestones Testing (mastery is not reached).</li> <li>- All teachers are not using CUBES consistently</li> <li>- We do not have enough time to meet as a department to discuss data or learn new information</li> </ul>	<ul style="list-style-type: none"> <li>- District pacing, CCC pacing, testing calendar</li> <li>- Interim scores, classroom formative assessments</li> <li>- CCC template, Barber calendar</li> </ul>
<p style="text-align: center;"><b>Science</b></p>	<ul style="list-style-type: none"> <li>- Physical Science (HS) taught in 8<sup>th</sup> grade had 66% of all students scoring in Levels 3 &amp; 4</li> <li>- Improved student presentations.</li> <li>- Technology and Multi-media platform usage (E.g., Gizmo, PhET, Brain Pop, Moby Max, Quizziz)</li> <li>- 8<sup>th</sup> Grade - Increasing DOK Level (E.g., styled questioning in instructional practices. Increased differentiation. 5E model facilitation</li> <li>- Increase in tutoring opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- 71% of 8<sup>th</sup> graders scored in Level 1 or 2 on the Science EOG.</li> <li>- Reading, Creating, Interpreting Graphs/Data Tables</li> <li>- Student intolerance to productive struggle (no stamina)</li> </ul>	<ul style="list-style-type: none"> <li>- Data Results: Formative/Summative Assessments; CW, HW</li> <li>- Teacher Observation; lack of motivation (students and parents); Cell phone use (without teacher permission); Work avoidance</li> </ul>
<p style="text-align: center;"><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>- 42% of students in 8<sup>th</sup> grade scored in Level 2 &amp; 3 in Geography domain.</li> </ul>	<ul style="list-style-type: none"> <li>- 72% of 8<sup>th</sup> graders scored in Level 1 or 2 on the Social Studies EOG.</li> <li>- Inferencing</li> <li>- Drawing conclusions</li> <li>- Reading informational texts 38%</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal Warm-Ups</li> </ul>

		- Economics 56%	
<b>Discipline / School Climate Data</b>	<ul style="list-style-type: none"> <li>- Strong adherence to implementing PBIS</li> <li>- Knowledge of difference between major and minor referrals</li> <li>- More PBIS rewards being given</li> </ul>	<ul style="list-style-type: none"> <li>- Goal was ambiguous. Must reconsider for 24-25. (# of ISS and OSS days for classroom disruption)</li> <li>- The need to identify more ways for incentives to reduce major referrals</li> </ul>	PBIS data
<b>Professional Learning</b> What's been provided? What is the impact?	<ul style="list-style-type: none"> <li>- Our Assessment Office collaborated with administration and TTIS to provided basic information regarding assessments and CTLS from preplanning to December</li> <li>- Some CCC's utilized the models provided and had great success with creation, implementation, and reflection of assessments made</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher buy-in (must find a way to streamline PL to make it meaningful for individual teams versus whole school or grade level)</li> <li>-Administration needs to hold teachers accountable for monitoring assessments. School needs to develop a process for monitoring and reporting common assessment scores to admin.</li> </ul>	Assessment Office Members and TTIS
<b>Other</b>			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
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<p style="text-align: center;"><b>ELA</b></p>	<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><b>ELs:</b> Responding to the cultural needs of the EL students.</p> <p>EL students are meeting and exceeding goals, they are scheduled with 2 segments, the maximum (Burt – linguistics/ languages; ESOL science-Calvin).</p> <p>Special Education: Collaboration between general education teachers and special education teachers has been consistent. Small Group students, when combined with general education students, felt less isolated and more included which increased scores by 10%.</p> <p>The expectation is higher in general education classes than in small group, and the students did rise to the occasion.</p>	<p><b>ELs:</b> Waived ESOL / IEL services; SLIFE – Students with limited or interrupted formal education; traumatic immigration/ refugees (need counseling services as well) – NOT WITHIN OUR CONTROL</p> <p><b>Special Education:</b> Small group students in Special education have defeated mentalities; wean off small group placement.</p> <p>Create vertical teaming time for elementary, middle, and high school.</p> <p>Enrollment and allotment changes are creating larger class sizes and limiting the ability for teachers to provide one on one time with students.</p>	<p>ACCESS scores Milestones Data</p>
<p style="text-align: center;"><b>Math</b></p>	<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>Majority of our subgroups are 50% or more at level 2 and up.</p> <p>MI –52%/ 25% below basic,30%/ 30% Basic, 12%/ 24% proficient 6%/ 22% advanced (before/after)</p>	<p>SWD less than 50% score Level 2 or Above</p> <p>ELL largest difference between level 1 and 2/3</p>	<p>CCRPI data MI Data 2024</p>
<p style="text-align: center;"><b>Science</b></p>	<input checked="" 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	<p>Race / Ethnicity        White - 50%</p>	<p>Econ. Disadvantaged    27% English Learners        18% Special Ed.                29%</p>	<p>SIP Data 2022-2023</p>
<p style="text-align: center;"><b>Social Studies</b></p>	<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>Data does not indicate any strengths</p>	<p>60% of all special ed students are scoring in the developing learning category on the 8<sup>th</sup> grade EOG.</p>	
<p style="text-align: center;"><b>Discipline / School Climate Data</b></p>	<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 type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<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>	55.15% of students are not proficient in ELA.	
<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	Not enough time built into the schedule to explicitly teach reading standards and writing standards.	
<b>Root Cause #2 - (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	55.15% of students lack sufficient reading comprehension skills.	
<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	The focus is on isolated skills and not application of skills.	
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Pacing – not enough time to explicitly teach both writing and reading instruction. Student motivation, parent involvement and support, AI cheating and plagiarism, lack of an adopted, uniform and aligned primary resource.	
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percent of students scoring proficient and distinguished will increase from 44.85% or 369 students to 49.85% or 411 students as measured by the 24-25 ELA Milestones. (Difference of 42 students)	

<b>Statement of Concern #2</b>	70% of students are not proficient in math.
<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	Not enough time built into our schedule and pacing to address prior knowledge needed to understand our current standards.
<b>Root Cause #2 - (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	Students lack reading comprehension with math applications, because teachers' focus on skill rather than application due to traditional teaching methods.
<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 checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of vertical alignment sessions to discuss data/PL sessions as a department to enhance instruction.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Student motivation, parent involvement/support, virtual/AI cheating, funds for resources
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percent of students scoring proficient and distinguished will increase from 30.47% or 246 students to 35.47% or 287 students as measured by the 24-25 Math Milestones. (Difference of 41 students).

<b>Statement of Concern #3</b>	62% of our students are not proficient in Science.
<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	Not enough time built into our schedule and pacing to address prior knowledge needed to understand our current standards.
<b>Root Cause #2 - (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	Students lack reading comprehension due to being multiple grade levels behind in reading and limited practice with simulation of non-fiction text found in standardized assessments.
<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	Lack of vertical alignment sessions to discuss data/PL sessions as a department to enhance instruction.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<p>Truancy</p> <p>Cell phone and ear bud usage (work avoidance)</p> <p>Lack of student motivation</p> <p>Lack of skills and work habits</p> <p>Lack of parental buy-in/motivation</p> <p>Too many emails/correspondences to keep up with (parent concern)</p> <p>Student and/or staff illness or absences</p>
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percent of students scoring proficient and distinguished will increase from 38.27% or 83 students to 43.27% or 93 students as measured by the 24-25 Science Milestones (difference of 10 students).

<b>Statement of Concern #4</b>	71% of our students are not proficient in Social Studies.
<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	Not enough time built into our schedule and pacing to address prior knowledge needed to understand our current standards.
<b>Root Cause #2 - (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	Students lack reading comprehension due to being multiple grade levels behind in reading and limited practice with simulation of non-fiction text found in standardized assessments.
<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	Lack of vertical alignment sessions to discuss data/PL sessions and other skills necessary for students to demonstrate success in class or standardized assessments. Committing to work vertically as a department will enhance instruction.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Language barriers with students
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percent of students scoring proficient and distinguished will increase from 28.63% or 62 students to 33.63% or 73 students as measured by the 24-25 Social Studies Milestones (difference of 11 students).



## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	The percent of students scoring proficient and distinguished will increase from 44.85% or 369 students to 49.85% or 411 students as measured by the 24-25 ELA Milestones. (Difference of 42 students)
<b>Goal #2</b>	The percent of students scoring proficient and distinguished will increase from 30.47% or 246 students to 35.47% or 287 students as measured by the 24-25 Math Milestones. (Difference of 41 students).
<b>Goal #3</b>	The percent of students scoring proficient and distinguished will increase from 38.27% or 83 students to 43.27% or 93 students as measured by the 24-25 Science Milestones (Difference of 10 students).
<b>Goal #4</b>	The percent of students scoring proficient and distinguished will increase from 28.63% or 62 students to 33.63% or 73 students as measured by the 24-25 Social Studies Milestones (Difference of 11 students).

## 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)*

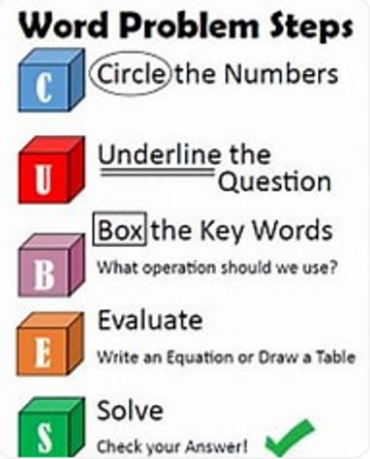
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" 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 coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional coaching cycles to support teachers.
.6 Parent Liaison	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will provide professional learning to faculty on how to engage families to increase student achievement. The Parent Facilitator will maintain all records for Title I Family Engagement Compliance.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<b>GOAL #1</b>	The percent of students scoring proficient and distinguished will increase from 44.85% or 369 students to 49.85% or 411 students as measured by the 24-25 ELA Milestones. (Difference of 42 students)					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>People Responsible</b>
6 <sup>th</sup> -8 <sup>th</sup> ELA teachers will implement ELLevation strategies weekly during class as evidenced by ELLevation usage reports.	ELLevation Training modules	District Title I	October	<p><b>Implementation Performance</b> Target: 100% of ELA teachers will implement ELLevation strategies weekly.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>Teachers will receive professional development: <b>August 14:</b> ELLevation Overview- Supporting Newcomers Pathway <b>September 11:</b> Fostering Interactions Pathway <b>October 14:</b> Deepening Comprehension Pathway <b>November 5:</b> Assessing Multilingual Learners <b>January 2/3:</b> Strengthening Writing and Speaking Skills</li> <li>Following training, select teachers will provide video evidence of ELLevation strategies implemented in the classroom.</li> <li>Videos will be available as a resource on Teams for teachers to view. Teachers will review videos as a team.</li> <li>Beginning in October, after each PL module, teachers identify one ELLevation strategy and implement as a team and video the lesson as a future resource.</li> </ol>	<p><b>Evaluation Performance Target:</b> EL students will increase ACCESS scores by February</p> <p>Evaluation plan: Beginning in October, teachers will administer common assessments using the ELLevation strategies implemented.</p> <p>Teachers will analyze scores to determine if the ELLevation strategy had an impact on student learning.</p> <p>Teachers will determine if the ELLevation strategy should be continued, revised, or another strategy selected.</p> <p>Students participate in the ACCESS assessment in February.</p> <p>Teachers will analyze Access data in February and determine if a correlation exists between common assessment data and ACCESS scores. (See ESOL Plan)</p> <p>Evidence: ACCESS Scores</p>	Erin Burt – ESOL Lead,  all content area teachers,  Jeannie Collins – ESOL Administrator

				<p>5. After the strategy is implemented, teachers will debrief during CCCs and determine if any revisions are needed to the lesson.</p> <p>6. Teachers will repeat this process after every PL module.</p> <p>Artifacts: ELLevation usage reports</p> <p>Module reflections in ELLevation as documented in the CCC minutes</p>		
Teachers will implement flexible learning groups so instruction can be specifically targeted to learning needs as evidenced by Beacon score reports.	R180, R180: The Code and Language Launch programs and texts		After 1 <sup>st</sup> Beacon Assessment	<p><b>Implementation Performance Target:</b> 100% of teachers will appropriately create flexible student groups as evidenced by student rosters grouped by standards needing improvement.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>Teachers will receive training on Beacon administration and how to interpret and use score reports for instruction.</li> <li>Teachers will create flexible learning groups per common standards needing improvement</li> <li>Teachers will assess students weekly using common assessments.</li> <li>After the December Beacon, flexible groups we be reconfigured based upon student learning needs.</li> </ol>	<p><b>Evaluation Performance Target:</b> Performance target will be determined following the August administration of the beacon. (Revised in August)</p> <p>Evaluation plan: August Beacon is Administered. Teachers review scores and group students accordingly</p> <p>December Beacon is Administered. Teachers determine if flexible learning groups assisted with improved standard performance on the Beacon.</p> <p>Evidence: Beacon performance of second and third administration</p>	R180 teachers, Latasha Arnold – Academic Coach, ELA teachers

				<p>Artifacts: Flexible grouping rosters with standards to be taught.</p> <p>CCC minute reflections determining if the interventions provided are working.</p>		
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GOAL #2	The percent of students scoring proficient and distinguished will increase from 30.47% or 246 students to 35.47% or 287 students as measured by the 24-25 Math Milestones. (Difference of 41 students).					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
6 <sup>th</sup> -8 <sup>th</sup> grade math teachers will implement flexible math groups for targeted instruction during intervention blocks.	CCSD pretests  -Beacon 1 <sup>st</sup> administration data  -2 <sup>nd</sup> CCC time period for development of intervention plans  -IXL, Delta Math, Flocabulary	Title I funding	After 1 <sup>st</sup> Beacon administration	<b>Implementation Performance Target:</b> 100% of 6 <sup>th</sup> -8 <sup>th</sup> math teachers will develop flexible math groups based upon CTLS pre and post test data.  <b>Implementation Plan:</b> 1. Teachers will receive professional development on Beacon and PRISMS VR 2. All students will be given the Beacon assessment in August/December/March. 2. Teachers will disaggregate the data to create initial flexible remediation/enrichment groups. 3. Starting with Unit 2, all students will be given CTLS pre-assessments. 4. Teachers will disaggregate pretest data to recreate flexible learning groups. 5. Instructional specialist will provide PL during CCCs to support teaching of standards identified from pretest data. 6. Students will take the unit assessment.	<b>Evaluation Performance Target:</b> 6 <sup>th</sup> -8 <sup>th</sup> math students will increase performance from pre-to post-tests by 20%.  <b>Evaluation plan:</b> 1.Students will participate in pre and post math assessments following the CCSD pacing guide. 2.Data analysis will occur between pre and post-test. 3.Teachers will determine if flexible math grouping is increasing student achievement 4.Pre and post test data will be compared to beacon scores to confirm a correlation.  <b>Evidence:</b> Summary of CCSD pretest and posttest results disaggregated by each flexible math group	Department Lead,  Mrs. Arnold, Math  Department teachers

				<p>7. Teachers will meet and reflect on the results to determine instructional effectiveness when flexible grouping is implemented.</p> <p>Artifacts:</p> <p>Flexible math grouping rosters (will collect after each CTLS math pretest)</p>		
<p>6th-8th grade math teachers will implement CUBES strategy/power words when solving word problems during classwork and assessments.</p> 	<p>CTLS Library</p> <p>CUBES posters</p>	<p>SFSD</p> <p>Title I</p>	<p>August 5, 2024</p>	<p><b>Implementation Performance Target:</b> 100% of 6<sup>th</sup>-8<sup>th</sup> math teachers to implement CUBES when word problems given.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>Teachers will receive training and the process for consistently implementing the CUBE strategy. Pre-planning (Math Lead or Academic Coach will provide professional development on release days.)</li> <li>During the first week of school, teachers will teach a lesson of how to use the CUBES strategy.</li> <li>Word problems will be included in ALL lessons where students will implement the CUBES strategy.</li> </ol> <p>Artifacts:</p> <ol style="list-style-type: none"> <li>Student work samples</li> </ol>	<p><b>Evaluation Performance Target:</b> 6<sup>th</sup>-8<sup>th</sup> math students will utilize CUBES strategy to increase performance on word problems from unit to unit.</p> <p>Evaluation plan:</p> <ol style="list-style-type: none"> <li>After each unit assessment, teachers will review to determine if CUBES strategy had an impact on learning on specific word problem questions.</li> </ol> <p>Evidence:</p> <p>CCC Template</p> <p>CUBES Data per assessment word problems</p>	<p>Department Lead,</p> <p>Mrs. Arnold,</p> <p>Math Department teachers</p>

<b>GOAL #3</b>	The percent of students scoring proficient and distinguished will increase from 38.27% or 83 students to 43.27% or 93 students as measured by the 24-25 Science Milestones (difference of 10 students).					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
6th-8th grade science teachers will implement Cornell note-taking method weekly during instruction to improve student note taking and study skills as evidenced by unit assessment data.	Student Journals  Classroom Materials	Title I	September 2024	<p><b>Implementation Performance Target:</b>            100% of 6<sup>th</sup>-8<sup>th</sup> grade science teachers will implement the Cornell note-taking method by December 2025 as evidenced by student work samples.</p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>Beginning in September, Science teachers receive PL on the Cornell note-taking method in their weekly CCCs.</li> <li>In September, teachers identify one science unit to model the Cornell note-taking method at least 5 times for students during instruction. This will be completed consistently among all classrooms on the same days.</li> <li>In October, students begin implementing the Cornell note-taking method during science class.</li> <li>In October, teachers bring student work samples of the Cornell note-taking method to CCCs and discuss if further training/modelling for students is needed.</li> </ol>	<p><b>Evaluation Performance Target:</b>            Beginning in January, at least 80% of all students participating in science assessments will score 80% or higher on Science Unit Assessments.</p> <p>Evaluation plan:            Beginning in January, teachers will analyze science unit assessment data to determine if at least 80% of all students are scoring at least 80% on the tests.</p> <p>Teachers will compare science unit test scores from January – March when the Cornell note-taking method was implemented with science unit test scores from August – December when the note-taking strategy was not implemented.</p> <p>Teachers will summarize findings in CCC minutes</p> <p>Evidence:            Unit test scores in science             CCC minutes</p>	Science Lead  Academic Coach



				<p>5. At the end of December, all 6<sup>th</sup>-8<sup>th</sup> grade science teachers and students will consistently utilize the Cornell note-taking method for the remainder of the school year.</p> <p>Artifacts: Student work samples providing evidence of correctly using the Cornell note-taking method.</p> <p>CCC minutes discussing the student implementation of the Cornell note-taking method.</p>		
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<b>GOAL #4</b>	The percent of students scoring proficient and distinguished will increase from 28.63% or 62 students to 33.63% or 73 students as measured by the 24-25 Social Studies Milestones (Difference of 11 students).					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
6-8 <sup>th</sup> grade Social Studies teachers will implement ELLevation reading comprehension strategies at least two times per week as evidenced by CTLS digital classroom plans and observations.	Annotation guide ELLevation MobyMax ESOL Consultants	District funding Local funds	Sept 1	<p><b>Implementation Performance Target:</b></p> <p>100% of 6-8<sup>th</sup> grade Social Studies teachers will implement ELLevation reading comprehension strategies at least 2x per week by October 31, 2024.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>Teachers will receive professional development: <ul style="list-style-type: none"> <li><b>August 14:</b> ELLevation Overview- Supporting Newcomers Pathway</li> <li><b>September 11:</b> Fostering Interactions Pathway</li> <li><b>October 14:</b> Deepening Comprehension Pathway</li> <li><b>November 5:</b> Assessing Multilingual Learners</li> <li><b>January 2/3:</b> Strengthening Writing and Speaking Skills</li> </ul> </li> <li>Following training, select teachers will provide video evidence of ELLevation strategies implemented in the classroom.</li> <li>Videos will be available as a resource on Teams for teachers to view. Teachers will review videos.</li> </ol>	<p><b>Evaluation Performance Target:</b></p> <p>60% of 6-8<sup>th</sup> grade students will increase their score in informational text comprehension on the BEACON assessment by 25 points from August 2024 to May 2025.</p> <p><b>Evaluation plan:</b> Students will take the BEACON ELA assessment 3x per year (Fall, Winter, Spring).</p> <p>Teachers will analyze Beacon comprehension scores with instructional text and attempt to determine a correlation between ELLevation strategies and Beacon scores.</p> <p><b>Evidence:</b> -BEACON Informational Text Comprehension Scores</p>	Social studies dept. lead, social studies teachers

				<p>4. Beginning in October, after each PL module, teachers identify one ELLevation strategy and implement as a team.</p> <p>5. After the strategy is implemented, teachers will debrief during CCCs and determine if any revisions are needed to the lesson.</p> <p>6. Teachers will repeat this process after every PL module.</p> <p>Artifacts: ELLevation usage reports</p> <p>Module reflections in ELLevation as documented in the CCC minutes</p>		
6-8 <sup>th</sup> grade SS teachers will deconstruct standards to identify key vocabulary for each unit as evidenced by CTLS digital classrooms and observations.	Classroom materials	District funding Local funds	Preplanning CCCs	<p><b>Implementation Performance Target:</b></p> <p>100% of 6-8<sup>th</sup> grade Social Studies teachers will identify key vocabulary for each unit prior to instruction at the beginning of each unit by October 31, 2024.</p> <p><b>Implementation Plan:</b></p> <p>1. Teachers will receive PL on deconstructing standards to identify key vocabulary.</p> <p>2. CCCs will identify key vocabulary for each unit when planning for common assessments.</p> <p>3. Teachers will receive PL on evidence-based vocabulary instructional strategies and specifically using repeated</p>	<p><b>Evaluation Performance Target:</b></p> <p>50% of students will score 70 or higher on vocabulary-based questions on common summative assessments.</p> <p>Evaluation plan:</p> <p><b>Evidence:</b> -Vocabulary specific questions on common summative assessments</p>	

				exposure to new words in multiple oral and written contexts and allowing sufficient practice.  Artifacts: Student work		
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**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input type="checkbox"/> Econ. Disadvantaged <input 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	Provide yearlong ELL professional development and monitoring progress through the use of ELLevation and IEP's, classroom visits and teacher follow-up. Additionally, teachers will share vignettes of implementation in their classes.	ELLevation	District funded
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

**Family Engagement Plan to Support School Improvement (*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> <u>Annual Title I Meeting – Deadline September 29, 2023</u>                      Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/19/2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u>                      Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/15/2024-10/18/2024		<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 29, 2024</u>                      Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	3/10/2025-3/14/2025		<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 9/22/23   PL#2 12/8/23   PL#3 2/16/24   PL#4 4/29/24</p>	8/19/2024		
	11/5/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	1/2/2025		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	3/3/2025		
<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>  <u>Magnet School Parent Information Session, North Cobb High School Open House, North Cobb High School Tour and Elective Selection, Barber Middle School Rising 6<sup>th</sup> Grade Tours, Parent Orientation</u></p>	6 <sup>th</sup> Grade Incoming Transition April/May 2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><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>List documents translated for parents:</b>                      Family School Engagement Policy                      School-Parent Compact                      State of the School Information                      Fall/Spring Input Survey                      Academic Support &amp; Resources                      (tutoring, Conference Week, etc.)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

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

<b>School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>“Shall” Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s) <small>SWP Checklist 5.e</small></b>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
Family Assisted Study Time (FAST)- Technology Families will receive training on the implementation of CTLS features for academic support, family-school engagement, monitor academic progress, and social media	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	ParentVue Computers CTLS Parent CTLS Learn Digital Citizenship	N/A	Sept 24	Parent Survey and Sign-In Sheet	Parent Facilitator
Family Assisted Study Time (FAST)- Reading Parents learn how to help their child apply reading engagement strategies to deepen comprehension, expand vocabulary through hands-on practice with websites and guidance to increase independent reading	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Beanstack DRC Beacon District ELA Resources Flocabulary	N/A	January 25	Parent Survey and Sign-In Sheet	ELA Teachers, Academic Coach, Parnet Facilitator
Family Assisted Study Time (FAST)- Math Parents learn about the foundational math skills for each grade level, hands-on practice on websites and study materials, receive free math resources to support home study	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	CUBES Delta Math Desmos IXL Dreambox	Title I (iXL)	February 25	Parent Survey and Sign-In Sheet	Math teachers, Academic Coach, Parent Facilitator

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

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

## 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:**

Barber Middle School receives Title I funding to support additional positions (Academic Coach, Parent Facilitator, and possibly a part-time teaching position). (Monitoring) The School Improvement Plan 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 standards. (Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

### ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)



6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**

*SWP Checklist 4*

**Evaluation of the Schoolwide Plan - 34 CFR § 200.26**

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

**SCHOOL RESPONSE:** The Guiding Coalition will use the DRC Beacon classroom and school reports to assist in identifying students to participate in flexible groups based on student need. Students will be grouped based on three identified areas: support needed, near target, and prepared. Intervention blocks, extended learning time, and after school tutoring will be used to target specific needs. EOG Milestones data will be used to target students for the fifth academic class (Read 180, Math Support, Reading Support, STEM).

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

**SCHOOL RESPONSE:** The Guiding Coalition (which includes administration, department leaders, counselors, grade level leaders, committee leaders, etc.) will use classroom and school DRC Beacon reports to determine which students and student groups need support, are near target, or are prepared. We will create a monitoring plan to gauge student levels of performance on the EOG Milestones, DRC Beacon, and other academic reports (report cards, CTLS Assess data, etc.). Additionally, the Guiding Coalition will evaluate the implementation of and use of ELlevation strategies and their correlation to bridging the gaps for ELL and Special Education learners. The Guiding Coalition will meet monthly to discuss student academic performance; however, December/January meetings provide a mid-year view and the May meeting will provide an end-of-year view of student performance with the goal of closing the gap.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

**SCHOOL RESPONSE:** The Guiding Coalition will use the DRC Beacon after the first administration (August) classroom and school reports to assist in identifying students to participate in flexible groups based on student need. We will use that information to determine student needs and measure progress to target instruction and make informed decisions. Department leaders will work with grade and content CCC's to identify the best staff members to serve those students as the DRC Beacon is an aligned indicator/predictor for Milestones assessment performance. Though the Guiding Coalition meets monthly, we will monitor progress after the second administration (December) of the DRC Beacon. Prior to the second administration, school-wide tutoring will begin and active monitoring of selected staff will be ongoing to ensure the best staff members are serving the students. Plan may be adjusted based on information gleaned after the second administration.

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:** We have implemented Positive Behavioral Intervention Strategies (PBIS). The program outlines a tiered framework that we use to improve our school culture. We use data to inform decisions about systems to positively influence student behaviors. Teachers receive training to discuss PBIS at Barber along with the expectations matrix. Additionally, they receive training to identify and determine the difference between major and minor referrals as well as the appropriate steps to address the two. Again, we use a tiered approach to address behaviors starting with:

- an email or notification via the PBIS app
- contact parent by phone
- in-team isolation
- office referral
- parent/teacher conference

(More significant infractions warrant immediate administrative attention and/or referral.)

Conversely, we believe it is important to reward students for appropriate behavior and conduct; therefore, we have incorporated a Braves Week where students participate in a Spirit Week in which the expected behaviors are highlighted and reinforced. Additionally, appropriate behaviors are recognized and celebrated on Braves Days (once a month), reward days such as video games, holiday celebration, dance party, ice cream social (quarterly), and the end of semester blowout.

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:** This past year, we worked with the Assessment Office to reacquaint staff with CTLS Assess and all that it offers. Additionally, staff was provided professional development from our TTIS and Assessment Supervisors on assessment literacy and creating effective common assessments. Here is an example of the topics covered:

Focus: CTLS Assess Refresher (facilitated by Joy, TTIS - Assessment Office staff will participate to ensure consistency in practice and messaging in regard to CTLS usage).

Focus: Assessment Literacy & Common Assessments: Using the CCSD frameworks to guide the development of common assessments (teams will ID learning targets for the priority standards in an upcoming unit and apply best practices for selecting or writing the most appropriate items for an assessment; To be completed by each CCC before September 20: each CCC will develop a common assessment using best practices.

Science & Social Studies - Focus: Common Assessments & Assessment Plan for the school year;  
CCC's bring the common assessment they created - Assessment Office staff reviews and discusses the common assessment with the CCC and provides feedback;  
Assessment Office leads the CCC's to develop an assessment plan for the school year.

ELA and Math - Focus: Common Assessments & Assessment Plan for the school year;  
CCC's bring the common assessment they created - Assessment Office staff reviews and discusses the common assessment with the CCC and provides feedback;  
Assessment Office leads the CCC's to develop an assessment plan for the school year.

Our plan is to continue the collaboration with the Assessment Office to ensure all teachers are providing effective common assessments this school. We would like the Assessment Office to work with CCC's more closely to evaluate their common assessments and assist them in increasing the level of rigor needed. Additionally, we would like to increase the number of staff members routinely using CTLS Assess to better gauge student performance and guide instruction.

An additional professional development opportunity our staff will engage in is with ELlevation. Our teachers will engage in monthly PD sessions during first semester. They will also be charged with utilizing the strategy learned and capturing it on video to highlight how various content areas can use ELlevation strategies. This training was designed for EL learners; however, we feel it will be beneficial for students with disabilities and other struggling learners.

**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:** Barber Middle School assists students in transitioning to middle or high school by working collaboratively with the elementary and high schools, respectively. As students prepare to matriculate to middle school, a host of activities are planned to aid in a successful transition. Some of those activities include hosting a Shadow Day in which 6<sup>th</sup> grade ambassadors host selected 6<sup>th</sup> grade students to follow their schedule for an entire school day. This offers students the opportunity to see the day in the life of a 6<sup>th</sup> grader. Additionally, we offer a fine arts presentation and school tour for rising 6<sup>th</sup> graders. This opportunity shares a glimpse of the fine arts offerings available at Barber while providing students the chance to visit key areas in the building to become more familiar prior to the first day of school. Parents and students also participate in a Parent Night that highlights content areas, best practices for successful 6<sup>th</sup> graders, and offers a tour for the entire family.

To assist our 8<sup>th</sup> graders with transitioning to high school, a series of lessons from the Bridge Law are provided by our counseling department which motivates our students to complete high school and see the relevance of education to their dreams and future plans. Various high school options are presented to our students such as magnet programs, Cobb Innovation & Technology Academy, JROTC, etc. Additionally, some of the fine arts directors work with our students at Barber, and students have an opportunity to perform at a high school football game. High school counselors visit our students early in second semester to

assist with course and elective selections. Parents participate in a Parent Night at the high school to provide additional insight as to what is ahead for students. Lastly, students have an opportunity to tour and visit the high school and see what is available in their near future.

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*