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| **School Improvement Action Plan**   |  |  | | --- | --- | | **School Year:** | **2023-2024** | | **School Name:** | **Betty Gray Middle School** | | **Principal Name:** | **I. Denise Magee PhD** | | **Date Submitted:** | **June 5, 2023** | | **Revision Dates:** |  | |

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| *District Name* | | Cobb County School District |
| *School Name* | | Betty Gray Middle School |
| *Team Lead* | | Denise Magee |
| *Position* | | Principal |
| *Email* | | Denise.magee@cobbk12.org |
| *Phone* | | 770.819.2414 |
| **Federal Funding Options to Be Employed (SWP Schools) in This Plan**  **(Select all that apply)** | | |
| X | Traditional funding (all Federal funds budgeted separately) | |
|  | Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY** | |
|  | “Fund 400” - Consolidation of Federal funds only | |
| **Factor(s) Used by District to Identify Students in Poverty**  **(Select all that apply)** | | |
| X | Free/Reduced meal applications | |
|  | Community Eligibility Program (CEP) - Direct Certification **ONLY** | |
|  | Other (if selected, please describe below) | |
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| 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: Betty Gray Middle School implemented a School Improvement Committee comprised of the building’s administrative team, department chairs, and various teacher leaders. Each department was responsible for analyzing their data and presenting their strengths and concerns. A meeting was held in April and post-planning with a representative from each content area providing input to establish goals and action steps based on the identified needs of the school. The plan is then shared with PTSA and the Principal Advisory Council for further review and input. |

**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.

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| Meeting Date(s): | 04/19/23; 05/23/2023; |

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| **Position/Role** | **Printed Name** | **Signature** |
| Title I Supervisor | Dr. Dennissa Brown |  |
| Principal | Dr. Denise Magee |  |
| Instructional Coach (Local School) | Dana Mann |  |
| Parent (Non CCSD Employee) | Christina Weatherby |  |
| Counselor | Marquis Hebert |  |
| Counselor | Bianca Walker |  |
| Parent Facilitator | Elaine Hill |  |
| Media Specialist | Ingrid Hanson |  |
| Assistant Principal | Kasisi Brown |  |
| Assistant Principal | Tida Bruce-Banfield |  |
| Assistant Principal | Dr. Joy Jones |  |
| Teacher | Dr. Charity Johnson |  |
| Teacher | Patrenia Gooden |  |
| Teacher | Amber Thomas |  |
| Teacher | Dr. Laquananisha Adams |  |
| Teacher | David Stickle |  |
| Teacher | Rochelle Smith |  |
| Teacher | Yolanda Spencer |  |
| Teacher | Jayce Allen |  |

**Comprehensive Needs Assessment Evaluation of Goal(s)**

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(*References: Schoolwide Checklist 1.a.*)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

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| **Previous Year’s Goal #1** | To decrease the number of students performing at the below basic level by 20% and increase the number of students performing at the proficient level by 8% as measured by the RI administered from August 2022 to May 2023. |
| **Was the goal met? ☒ YES ☐ NO** | |
| What data supports the outcome of the goal? | Based on RI data, the number of students performing at the below level decreased by 38.64% and the number of students performing at the proficient level increased by 900% growth (2% in August to 20% in May). |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | N/A |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | * In preparation for the RI, greater emphasis on test-taking skills particularly with certain student groups * Greater emphasis on testing in terms of setting individual goals and making the purpose of the test clearer to students (in ELA classes) * More emphasis on daily reading * More reading comprehension strategies were introduced with fidelity in ELA Classes |

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| **Previous Year’s Goal #2** | During the SY23, to decrease the number of students performing at the below basic level by 20% and increase the number of students performing at the proficient level by 15% as measured by the MI administered in August, December, and May. |
| **Was the goal met? ☒ YES ☐ NO** | |
| What data supports the outcome of the goal? | The number of students performing at the below basic level decreased from 74% in August to 45% in December and a further decrease in May to 34% (from August to December it was a 39.19% decrease – from December to May a 24% decrease and an overall decrease of 67.57% from August to May).  The number of students who performed at the proficient level on the MI increased by 25% from August to December (12% - 15%), 26.67% from December to May (15% - 19%) and an overall increase of 58.33% from August to May. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? |  |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | * Increase use of common assessments and data analysis to address individual student deficits * Reteaching of standards not mastered * Based on standards not mastered on the MI, students were assigned specific tasks on various platforms such as Dreambox to address individual deficits |

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| **Previous Year’s Goal #3** | During the SY23 to build a STEM Literacy framework to integrate across all content areas to enhance student learning experiences and learning outcomes. |
| **Was the goal met? ☒ YES ☐ NO** | |
| What data supports the outcome of the goal? | Qualitative data reflects the creation of a school wide STEM literacy framework with planned interdisciplinary lessons and the completion of one-day school wide STEM Challenges. The Drone Curriculum was also used to support student engagement and students demonstrated a higher level of interest and knowledge about the use of drones and various disciplines and career pathways. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? |  |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | * STEM framework with defined lessons, themes, and STEM challenge days were accomplished. * Due to late implementation (2nd semester- March) there needs to be a continued focus on the usage of drones across all core content areas. |

**Comprehensive Needs Assessment – Summary of Findings (Schoolwide)**

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| **Data** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | **Reading Fluency -** Per comparison of all common formatives and district assessments, student proficiency average was above 50% for standards relating to fluency (RI/RL 3 and 6)  **Reading comprehension and vocabulary knowledge** do increase with consistent targeted instruction - Per implementation of morphology plan; before plan 19% of students were proficient in knowledge of vocabulary word parts, specifically affixes. Post implementation of morphology plan 61% of students demonstrated proficiency. | **Writing structure and organization of ideas** - Per Schoolwide writing plan data, only 21% of students demonstrated writing proficiency  **Vocabulary acquisition** - Per District interim data, an average of 48% of students demonstrated mastery of vocabulary standard L5.  **Higher order thinking** questions (DoK 3)- Per interim data, 43% of students demonstrated mastery on questions at DOK 3 | District Interims  RI Data  Common Formatives  Teacher observation |
| **Math** | According to Interim 1 students performed well on Standard MGSE6.NS.3-**Fluency in decimal operations.**  According to Interim 2 students performed well on Standards RP.1- **understanding the concept of ratio RP.3a-filling in a ratio table**  According to Interim 3 students performed well on Standards MGSE6.EE.2a **Write, read, and evaluate expressions** in which letters stand for numbers.  a. Write expressions that record operations with numbers and with letters standing for numbers 88%  According to Interim 4 students performed well (76%) on Standard MGSE6.EE.9a. Students can write an equation to express one quantity (dependent) in terms of the other quantity (independent).  According to Interim 5, students performed well on Standard MGSE6.G1 and MSGE.G4. The percent correct for each standard was 84%. MSE6.G1 consists of finding the area of triangles, quadrilaterals, and polygons by decomposing and composing them into rectangles, squares, or triangles. MSGE.G4 finds the surface area of rectangular prisms, cubes and pyramids. | According to Interim 1, students did not perform well on standards MGSE6.NS.1-**Interpret and compute quotients of fractions. Solve word problems involving long division.**  According to interim 2, students did not perform well on standards RP.2-**concept of unit rate and using unit rate language**RP.3c.-**finding percent**  Rp.3b-**solving unit rate problems**  According to Interim 3 students did not perform well on Standard MGSE6.EE.2c  c. Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. **Perform arithmetic operations**, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (**Order of Operations**) 80%  According to Interim 4 students did not perform well (56%) on Standard MGSE6.EE.9  Students can use variables to represent two quantities in a real-world problem that change in relationship to one another.  According to Interim 5, students did not perform well on Standard MGSE6.G.2. The percent correct for standard MGSE6.G. 2 was 66%.  MSGE6.G.2 consists of finding the volume of rectangular prisms with fractional edge lengths. Students will need to use and understand the formula for finding the volume of rectangular prisms. (V=LWH) | Interim 1  Interim 2  Interim 3  Interim 4  Interim 5 |
| **Science** | We started our first unit with engaging hands-on activities that the students enjoyed. The instructional activities were rigorous but allowed the students to show creativity and have fun. As a result of this, we met our goal for the unit 1 interim, which was an 80%. | As the year continued, we lost track of our hands-on activities and students were less engaged. Because of this, we did not meet our interim goal again until we took the unit 4 interim.  **Academic Vocabulary** | Common Formatives  Interim Assessments  C.E.R assessments  Summative Assessments |
| **Social Studies** | According to the Unit 4 Canada interim and Unit 7 European Economics interim, students performed the highest on these assessments with an 82% average.  According to our three constructed responses given throughout Quarter 3 and Quarter 4, we noticed that students began to improve their writing skills by writing, following the same rubric, and receiving feedback on their writing on a consistent basis. | According to Unit 3 European History interim, the average was 63% which was the lowest average on all interims. (We noticed that our Washington D.C. trips were both during our history units, which may have impacted our student performance).  According to Unit 2, Unit 4, Unit 5, Unit 6, Unit 7 interims, and Geography formative assessments for each unit, students struggle with reading charts, graphs, and maps.  **Academic Vocabulary** | Unit 2 Interim  Unit 3 Interim  Unit 4 Interim  Unit 5 Interim  Unit 6 Interim  Unit 7 Interim  European Geography Formative  Australia Geography Formative  Canada Geography Formative  Latin America Geography & History Summative |
| **Discipline / School Climate Data** | Students demonstrated the ability to resolve conflicts if given the opportunity for peer mediation or a restorative conference prior to escalation | Peer Interactions – lack of self-regulations skills  Increase referrals: peer to peer conflicts | PBIS data  Discipline Data |
| **Professional Learning**  What’s been provided?  What is the impact? |  |  |  |
| **Other** | Overall STEM implementation increased student capacity as it relates engagement and participation in STEM related activities | Continuing the momentum school wide and exposing all staff members to the usage of the droneblocks curriculum for school wide sustainability. | Qualitative Data  Teacher Observations |

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

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| **Data** | **Student Groups** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | ☒ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant | Student reading fluency- Per comparison of all common formatives and district assessments, student proficiency average was above 50% for standards relating to fluency (RI/RL 3 and 6) | Figurative language- Per Q4 interim, 57% of students demonstrated mastery on standard L5 which requires a demonstration of understanding of figurative language  Inferencing and higher order thinking- Per interim data, 43% of students demonstrated mastery on questions at DOK 3  Vocabulary development- Per District interim data, an average of 48% of students demonstrated mastery of vocabulary standard L5; however, vocabulary knowledge does increase with consistent targeted instruction- Per implementation of morphology plan; before plan 19% of students were proficient in knowledge of vocabulary word parts, specifically affixes. Post implementation of morphology plan 61% of students demonstrated proficiency. | District Interims  RI Data  Common Formatives  Teacher observation |
| **Math** | ☒ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☐ Foster/Homeless  ☒ Race / Ethnicity ☐ Migrant | According to interim 1, scholars performed well on priority standard MGSE6.NS.3. This standard covered fluently dividing, multiplying, adding, subtracting decimals.  According to interim 5, scholars performed well on standard MGSE6.G.4 - Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | According to interim1, scholars did not perform well on priority standard MGSE6.NS.1 which covered interpret and compute quotients of fractions.  According to interim 5, scholars did not perform well on priority standard MGSE6.G.2 . The standard focused on finding the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes | Interim 1  Interim 5  Math inventory |
| **Science** | ☐ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant | **English Learners:**  English Learners often tried really hard to understand the material being taught to them. They also completed all assignments.  **Special Ed:**  Special Ed learners often liked to participate and verbally share out answers that they knew in class. | **English Learners:**  English learners often struggled with learning the vocabulary terms and being able to apply them to what is being taught. They required additional support in this area for all units of study.  **Special Ed:**  Special Ed learners struggle with writing information to demonstrate understanding. Writing in complete sentences was an evident deficit. Trying to get them to pay attention in class, and complete modified/differentiated assignments was a daily challenge. | Common Formatives  Interim Assessments  C.E.R assessments  Summative Assessments  Teacher Observations |
| **Social Studies** | ☒ Econ. Disadvantaged ☒ English Learners  ☐ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant | According to the European History formative assessment and the Unit 2 Interim assessment, students were successful when asked to make educated guesses on political cartoons.  According to oral assessments given on Unit 2, Unit 4, Unit 5, Unit 6, and Unit 7 interims to special education and ESOL students, they can show an understanding of the information. | According to Unit 2, Unit 4, Unit 5, Unit 6, and Unit 7 interims students struggled with using and comprehending academic vocabulary terms.  According to Unit 2, Unit 4, Unit 5, Unit 6, and Unit 7 interims, special education and ESOL students struggle with processing information that applies to the social studies standards when having to read themselves. | Unit 2 Interim  Unit 3 Interim  Unit 4 Interim  Unit 5 Interim  Unit 6 Interim  Unit 7 Interim  European History Formative Assessment |
| **Discipline / School Climate Data** | ☐ Econ. Disadvantaged ☐ English Learners  ☐ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant |  |  |  |
| **Professional Learning** | ☐ Econ. Disadvantaged ☐ English Learners  ☐ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant |  |  |  |
| **Other** | ☐ Econ. Disadvantaged ☐ English Learners  ☐ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant |  |  |  |

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| **Statement of Concern #1** | As determined by the English Language Arts Spring EOG administration, approximately 47% (306 students) have Lexile scores that are below grade level due to vocabulary and writing deficits. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  ☒ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | Teachers do not provide enough time for structured individual reading with explicit expectations  Inconsistent effort to provide on-going and immediate feedback on writing activities to monitor improvement  Lack of literacy integration across the curriculum |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  ☒ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☒ Supportive Learning Environment  ☐ Family Engagement | More support in unpacking, deconstructing, and understanding the full rigor of standards  Lack of explicit instruction of academic and content vocabulary  Need to explicitly teach comprehension strategies to be used across all content areas |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☒ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | More professional development sessions on teaching strategies for all subgroups, focusing on reading literacy text, writing, and vocabulary acquisition  More professional learning sessions to support writing across the curriculum |
| **Contributing Factors**  **(Outside of control)** | Students are not motivated to read  Students entering with below grade level skill sets and knowledge (reading & writing)  Parent Involvement  Language barriers  Student Attendance |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 378 students to 302) and increase the number of students performing at the proficient level or above by 8% (from 268 students to 289) as measured by the RI administered from August to May 2024. |

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| **Statement of Concern #2** | As determined by the Mathematics Spring EOG administration, approximately 37% (240 students) have quantile measurement scores that are below grade level due to their lack of foundational skills (addition, subtraction, multiplication, and division) with whole numbers, decimals, and fractions. They have also demonstrated the inability to transfer knowledge and skills from year to year.  A table with numbers and text  Description automatically generated |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  ☒ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | Lack of interventions to support students in prerequisite foundational skills  Students are not provided enough time for independent practice  High focus on mathematical computation instead of problem-solving  Lack of consistency in monitoring student progress toward standard mastery |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  ☒Coherent Instruction  ☒Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | Implementing usage of manipulatives to enhance understanding  Inconsistent implementation of providing instructional activities that support the standards for mathematical practices |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☒Supportive Learning Environment  ☐ Family Engagement | Need for developing real world connections to enhance understanding of the standard |
| **Contributing Factors**  **(Outside of control)** | Students entering with below grade level skill sets  Parent Involvement  Language barriers  Student Attendance  Lack of participation in tutoring  Internet access at home to access platforms for independent practice |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 394 students to 315) and increase the number of students performing at grade level by 15% (from 252 students to 290) as measured by the MI administered from August to May 2024. |

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| **Statement of Concern #3** | Need to expand and offer Drone Blocks professional learning to the entire staff to increase usage and student engagement. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | Due to the late start (Feb), limited teachers were exposed to the curriculum (only STEM committee members were trained) |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | Student level of competency with switching between devices to code and lounge mission within drone blocks application |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | Late arrival of curriculum and teacher leave of absence |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | During the school year 23-24, continue building a STEM literacy framework including the integration of Drone Blocks curriculum across all content areas to enhance the student learning experience as measured by mid-year and end-of-year logic model data. |

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| **Statement of Concern #4** |  |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement |  |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement |  |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** |  |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** |  |

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| **School Improvement Goals**  ***Include goals on the parent compacts and policy*** | |
| **Goal #1** | At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 378 students to 302) and increase the number of students performing at grade level by 8% (from 268 students to 289) as measured by the RI administered from August to May 2024. |
| **Goal #2** | At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 394 students to 315) and increase the number of students performing at grade level by 15% (from 252 students to 290) as measured by the MI administered from August to May 2024. |
| **Goal #3** | During the school year 23-24, continue building a STEM literacy framework including the integration of Drone Blocks curriculum across all content areas to enhance the student learning experience as measured by mid-year and end-of-year logic model data. |
| **Goal #4** |  |

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| **Title I Personnel/Positions Hired to Support the School Improvement Goals**  *SWP Checklist 2.c(iv)* | | | |
| **Position** | **Supports Goal(s)** | **Supports which system(s)** | **How will the primary actions of this position support the implementation of the School Improvement Plan?** |
| Math Teacher | ☐ Goal 1  ☒ Goal 2  ☐ Goal 3  ☐ Goal 4 | ☒ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | By reducing class sizes to promote higher levels of achievement in the area of math |
| English Teacher | ☒ Goal 1  ☐ Goal 2  ☐ Goal 3  ☐ Goal 4 | ☒ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | By reducing class sizes to promote higher levels of achievement in the area of English Language Arts |
| English Teacher | ☐ Goal 1  ☐ Goal 2  ☐ Goal 3  ☐ Goal 4 | ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | By implementing strategies listed in the SIP to achieve the goals of the SIP. |
| Parent Facilitator | ☐ Goal 1  ☐ Goal 2  ☐ Goal 3  ☐ Goal 4 | ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | By working with teachers, parents, and administration to ensure parents are involved and informed about their individual student’s educational process. |

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| **GOAL #1** | At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 378 students to 302) and increase the number of students performing at grade level by 8% (from 268 students to 289) as measured by the RI administered from August to May 2024. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| 6th – 8th grade ELA teachers will participate in content data meetings and training to ensure common assessments are appropriately analyzed for student grouping and differentiated instruction. | District ELA Coach/local coach  Progress Monitoring Form  CTLS Assess  TTIS | Title I | August 2023 | Implementation:  From August 2023 to May 2024:  -Teachers will participate in ongoing data meetings during content CCCs to discuss and create Performance of Understanding for Learning Targets.  -Teachers will participate in incite analytics technology trainings  -Department data wall will be developed to track student progress  - Professors will complete a CCC minutes form by standard, documenting students for question three and four as outlined by the district.  -Implement data folders/student data tracking form  Artifacts:  Walkthrough Summary Data  Summary of CCC minutes forms  Summary of student data tracking  CCC agendas/minutes  CTLS Assess Usage Reports  Student Grouping Chart Summary | Evaluation of Impact:  - 100% of ELA teachers will be able to accurately navigate/pull assessment reports via CTLS incite analytics.  -At least 80% of 6th-8th grade ELA teachers will be able to identify students’ deficits and adjust instruction weekly by the end of the first semester  -By the first common assessment 50% of students will demonstrate growth  - By the second common assessment 65% of students will demonstrate growth  - By the third common assessment 70% of students will demonstrate growth  -100% of ELA teachers are fluid grouping for Falcon Focus by end of the first semester  -Trends highlighted in student performance on identified remediation standards.  Evidence:  -Common Assessments are analyzed for student grouping (differentiation)  -Common assessment summaries (skills based) with reading level growth  -RI Data  -Incite analytics usage reports | All ELA Teachers; District & Local Instructional Coach  ELA Admin |
| Based on data from instructional walks and observations, 6th- 8th grade teachers will participate in professional development on literacy strategies for (Reading, Writing, and Vocabulary) to implement in the classroom for all student groups. | District Title I Coach  PL Books  Local Conferences  Writable  Schoolwide writing checklist and rubric | Local School  Title I | July to August 2023 | Implementation:  August 2023 – May 2024  Feedback from instructional walks will determine ongoing PL sessions by District Title Coach  Artifacts:  -Evidence of reading, writing, and vocabulary strategies included in lesson plans  -Data from Student Work Samples  -Data from walkthrough forms showing how teachers are teaching literacy strategies and how they use student groupings to meet needs of all learners.  -PD and CCC agendas/handouts/sign-in sheets | Evaluation of Impact:  -At least 80% of all 6th -8th grade ELA teachers will demonstrate literacy strategies in weekly instruction and will be evaluated through Balance Literacy walkthrough forms  -Students will be able to demonstrate literacy skills as measured by bi-weekly formative  assessments  Evidence:  -Walkthrough data  -Student work samples including checklists and rubrics  -Formative and summative data results | All ELA Teachers  Admin  District Title Coach |

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| **GOAL #2** | At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 394 students to 315) and increase the number of students performing at grade level by 15% (from 252 students to 290) as measured by the MI administered from August to May 2024. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| 6th -8th grade Math teachers will participate in ongoing professional learning to ensure the use of evidence-based instructional strategies that promote high levels of engagement as outlined by the district and GaDOE. | GaDOE Guide for Effective Math Instruction  County provided Resources  PL /Books  Resources  Local  Conferences | Title I  District Funds | August 2023 | Implementation:  -Teachers will participate in quarterly PL sessions with district personnel to gain deeper understanding of revised grade level content  Teachers receive PL on specific evidence-based strategies aligned to the Math units  -During grade level CCCs, teachers will utilize the balanced mathematics instruction teacher reflective guide for planning instruction, discuss and create Performance of Understanding for Learning Targets.  Artifacts:  -Lesson Plans inclusive of instructional strategies  -PD agendas/handouts/sign-in sheets | Evaluation of Impact:  -All 6th-8th grade math teachers will be able to identify and describe the eight mathematical practices  -Trending data from mathematical practice look-for tool  -Weekly instructional walks/feedback  -Common assessment data results/discussions  Evidence:  -Teacher Instruction  -Assessment data  -Formative & summative data  -District Interims  -MI data  -Balanced Math Instruction Checklist/Look-for tool  -PD feedback/surveys | All Math Teachers  District Math Personnel  Local Instructional Coach |
| 6th – 8th grade math teachers will participate in content data meetings and trainings to ensure common assessments are appropriately analyzed for student grouping and differentiated instruction. | Local coach  Progress Monitoring Form  CTLS Assess | Title I | August 2023 | Implementation:  From August 2023 to May 2024:  -Teachers will participate in ongoing data meetings during content CCCs.  -Teachers will participate in incite analytics technology trainings  -Department data wall will be developed to track student progress  - Professors will complete a CCC minutes form by standard, documenting students for question three and four as outlined by the district.  -Implement data folders/student data tracking form  Artifacts:  Lesson Plans  Summary of CCC minutes forms  Student data folders  CCC agendas/minutes  CTLS Assess Usage Reports  Student Groups | Evaluation of Impact:  -All Math teachers will be able to accurately navigate/pull assessment reports via CTLS incite analytics.  -At least 80% of 6th-8th grade math teachers will be able to identify students’ deficits and adjust instruction weekly  -Common assessment results  -Fluid grouping for Falcon Focus  -Trends highlighted in student performance on identified remediation standards.  Evidence:  -Common Assessments  -MI Data  -Incite analytics usage reports | All Math Teachers; Local Instructional Coach  Math Admin |

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| **GOAL #3** | During the school year 23-24, continue building a STEM literacy framework including the integration of Drone Blocks curriculum across all content areas to enhance the student learning experience as measured by mid-year and end-of-year logic model data. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| Continue the implementation of STEM-based, PBL units integrated with Math, Science, Technology and ELA standards with a focus on mathematical reasoning, science processing and reading comprehension skills. | Drone Kit(s) | Title I  CCSD STEM & Innovation Department  CCSD CTAE Department | September 2023 to May 2024 | Implementation: September 2023 – May 2024  -Participate in PD to unpack the Math, Science and ELA Standards, to integrate Learning Targets that align with STEM technical skills to grade level expectations.  -Design common assessment questions & formative tools to evaluate learning as well as evidence of achievement  -Analyze assessment data and apply to differentiated tiered student groups  Artifacts:  Unit Plans reflecting intentional planning for usage  -PL Agendas  -Data from walkthrough forms focused on Learning Targets & evidence of how teachers implemented the curriculum and how they maintained integrated STEM teaching strategies (schoolwide shared practices)  -Data from Common Assessment design targets and related student performance with trends  -Data from student surveys to assess increased confidence in 21st century skills & critical thinking based on application of STEM integrated lessons | Evaluation of Impact:  -70% of teachers will consistently implement STEM integrated Learning Targets in lessons by December 1, 2023.  -70% of all students will pass the common assessment questions/formative  Evidence:  -Walkthrough data summaries  -Common assessment summaries  -Student survey data | All Teachers  STEM committee  (Meets first Tuesday every month) |
| Increase teachers’ STEM content knowledge through professional learning on the integration of Drone Blocks curriculum. | District STEM Resources  Drone Blocks Kit | Title I  Instructional Funds  District Funds | August 2023 – May2024 | Implementation:  -Teachers will participate in professional learning to increase STEM content through the use of Drone Blocks Curriculum.  -Teachers will integrate the Drone blocks curriculum into their content  Artifacts:  -Professional Learning agenda/minutes  -Lesson Plans with integrated Drone Block Curriculum | Evaluation of Impact:  -70% of all teachers will effectively implement at least one lesson/activity that accurately integrates the Drone Blocks Curriculum by December 19, 2023.  -80% of all teachers will effectively implement (at least) a second lesson/activity that accurately integrates the Drone Blocks Curriculum by April 1, 2024.  Evidence:  Walkthrough data summaries | All Teachers  STEM committee |

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| **Actions to Support Student Groups in Meeting School Improvement Goals** | | | |
| **Student Group(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)* | **Action steps to improve/support achievement of student groups** | **Resources** | **Funding Source** |
| ☒ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☒ Foster/Homeless  ☒ Race / Ethnicity ☒ Migrant | Continue to provide schoolwide staff training on the Drone blocks curriculum. Allow teachers to visit a model teacher’s classroom to view Drone blocks lesson implementation Instructional coach and or CS teach to provide guided lesson implementation support to teachers needing additional technology support. | Drone program- Cloud-Based Lessons and videos  Drone blocks 2yr embedded PL Support  CCSD STEM and Innovation Department  CCSD CTAE Department  Title I Science Coach  STEM Supplies | Title I |
| ☒ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☒ Foster/Homeless  ☒ Race / Ethnicity ☒ Migrant | Weekly Wednesday Intervention Block – Falcon Focus Time – to provide additional support targeting specific academic deficits as evaluated by teacher generated probes. | Nearpod  Edpuzzle  CTLS  IXL  Progress Learning  Flocabulary | Title I |
| ☒ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☒ Foster/Homeless  ☒ Race / Ethnicity ☒ Migrant | Remediation and acceleration opportunities within the classroom before, during, and after school to increase student performance results as measured by district interims. | CTLS  Edpuzzle Nearpod  IXL  Progress Learning  Flocabulary | Title I |
| ☒ Econ. Disadvantaged ☒ English Learners  ☒ Special Ed. ☒ Foster/Homeless  ☒ Race / Ethnicity ☒ Migrant | Use of engaging and rigorous instructional strategies and tools to promote higher levels of learning | PL  Edpuzzle  Nearpod  Kahoot  Writable  IXL  Progress Learning | Title I |
| ☐ Econ. Disadvantaged ☐ English Learners  ☐ Special Ed. ☐ Foster/Homeless  ☐ Race / Ethnicity ☐ Migrant | Use of hands-on real-world activities & interactions to promote student engagement as measured by STEM walkthrough forms.  Math – drones to apply mathematical reasoning and problem-solving using measurement, graphing, equations, and real-world problem solving and coding.  Science – applying knowledge and inquiry using force, motion, measurement, law of physics, and energy.  Language Arts – use drones to reinforce narrative writing skills and build vocabulary with descriptive writing for real-world applications such as community safety and traffic  Social Studies – drones can be used to study geographical features and patterns of earth, analyze and interpret data  Physical Education – drones can be used to teach and reinforce hand-eye coordination and motor skills. | STEM Resources and activities | Title I |

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| **Family Engagement Plan to Support School Improvement *(Required Components)*** | | | |
| **Family Engagement Activities (Must be listed in the school policy)** | **Date(s) Scheduled** | **Date Completed** | **“Shall” Standard(s) Addressed** |
| ***1. Required*** State of the School Meeting – Deadline September 30, 2022  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. | Thursday, September 7 @ 6:30pm  (BGMS & LMS) | September 7, 2023  @6:30pm | ☒ 1 ☐ 4  ☐ 2 ☐ 5  ☐ 3 ☐ 6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022  ­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. | Thursday, October 12 @ 6:30pm  (BGMS & LMS) |  | ☐ 1 ☐ 4  ☐ 2 ☐ 5  ☐ 3 ☒ 6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023  ­Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds. | Thursday, April 18 @ 6:30pm (BG & LMS) |  | ☐ 1 ☐ 4  ☐ 2 ☐ 5  ☐ 3 ☒ 6 |
| ***4. Required*** FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)  Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  Deadlines: PL#1 9/23/22 | PL#2 12/9/22 | PL#3 2/17/23 | PL#4 4/28/23 | Fri. September 22 |  | ☐ 1 ☐ 4  ☐ 2 ☐ 5  ☒ 3 ☐ 6 |
| Thurs. November 9 |  |
| Fri. February 16 |  |
| Mon. March 4 |  |
| ***5. Required*** Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. **Briefly describe the transition activities here:**  Beginning November 2023 Betty Gray Middle School (BGMS) Showcase sessions will be held at 9:30am to give parents an opportunity to tour the school during the day and meet with the principal for an overview of BGMS as a Q&A session. A Rising 6th Grade Parents’ Night will also be held on March 26 at 6:30pm. All Elementary schools will also visit BGMS for a tour and presentation in April/May as determined by each local elementary school. Parents will also have the opportunity to set-up individual visits to learn about the school. Betty Gray will also focus on building a partnership with the feeder high school to foster a strong vertical alignment between teachers, counselors, and administrators. This is done to ensure students, parents, and teachers have a solid understanding of the academics, social programs, criteria, and pre-requisites available and needed to matriculate to the next level. Activities created to facilitate effective transitions from middle school to high school will include a partnered 8th Grade Night, where students will visit and get a first-hand glimpse of academics, clubs, and organizations. Additionally, coordinators from various local magnet programs will speak with 8th grade students and inform them of the requirements needed for entrance and acceptance into their programs. School counselor will also assist students with obtaining the necessary documents, recommendations, and support with the application process. | Fri. Nov. 10  Fri. Jan. 26  Fri. Mar. 22  Fri. April 12  Tues. March 26 |  | ☐ 1 ☒ 4  ☐ 2 ☐ 5  ☐ 3 ☐ 6 |
| ***6. Required***: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*  Any information going home to parents will be translated in Spanish. Using CTLS Parent for all written correspondences can be translated by parents to obtain written correspondences in their home language. | ***List documents translated for parents:***  The International Welcome Center and the Parent Facilitator provide translation services for both written and oral communication. All documents shared with parents are translated in Spanish as the dominant second language. As required, documents are translated in other languages as needed as well. | | ☐ 1 ☐ 4  ☐ 2 ☒ 5  ☐ 3 ☐ 6 |

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| **School Developed Family Engagement Activities *(Required for “Shall’s” 2 and 6)*** | | | | | | | |
| **School Developed Family  Engagement Activities**  **(Must be listed in the school policy)** | **“Shall” Addressed** | **Goal(s) Addressed** | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Date** | **How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.** | **Team Lead** |
| **Open House** – An opportunity for parents to receive RI/MI parent reports and discuss the meaning of the scores. Parents will also have an opportunity to visit all classes and obtain content information from teachers. | ☐ 1  ☒ 2  ☐ 3  ☐ 4  ☐ 5  ☒ 6 | ☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4 | RI/MI Parent Reports  Teacher Generated Progress Reports | Title I | Thurs. Sept. 14 @ 6:30pm | Parent participation and survey results will be used to evaluate effectiveness.  Parent Sign-In  Agenda for Night – Flyer | AP  Instructional Coach |
| Parent University – a PL allowing parents to rotate through 3 help sessions out of a total of 6 different sessions utilizing community experts to offer information around topics of concerns/issues for MS parents | ☐ 1  ☒ 2  ☐ 3  ☐ 4  ☐ 5  ☒ 6 | ☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4 | Guest Speakers  Teacher Presenters  CTLS  EOG materials | Title I | Tues. Dec. 12 @ 6pm | An evening Parent University training session will be held to provide parents with various information to support learning at home and beyond. | Instructional Coach  Parent Facilitator  Counselors  Title I  Principal/AP |
| Spring Curriculum Showcase – an opportunity for students to demonstrate and showcase their work from various classes so parents can see products or artifacts of completed work assignments/projects. | ☐ 1  ☒ 2  ☐ 3  ☐ 4  ☐ 5  ☒ 6 | ☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4 | Student Work Samples from projects and/or assignments | Title I | Tues. March 12 @ 6:30pm | Celebrate the success of students by showcasing their work products from various classes over the year. | Instructional  Coach  Teachers  Parent Facilitator  APs |

**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”)

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| **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**: **Based on current test data (RI/MI and District Interims), we have determined professional development needs to focus on instructional strategies to ensure higher levels of achievement. For the 2023-2024 school year we know there will be a greater emphasis on closing the gap with our EL and SWD student groups so we will continue working with those offices to provide on-going support through the school year to enhance instructional effectiveness to promote higher achievement.**  **Using 20-day funds, teachers will be given the opportunity to work extended day opportunities serving students beyond the regular class day to provide remediation and/or acceleration based on identified needs.**  **School Focused Staff Development funds will also be used to afford teacher collaboration opportunities as well as attend professional learning trainings.**  **To further support all students in mastering performance standards and demonstrating proficiency in all subject contents, we will implement a variety of web-based software programs such as Progress Learning (a program customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement), IXL (a web-based program that supports Math & ELA instruction for all grades K-12 with problems from word problems to interactive graphing), Flocabulary (a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum).** |
| **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 monitoring process will begin in the weekly CCCs by teams answering the four critical questions: 1. What do we want our students to know and be able to do? 2. How will we know when they have learned it? 3. What will we do when they haven’t learned it? 4. What will we do to extend the learning when they already know it? Data analysis of common assessments, MI/RI, ACCESS, EOG data will help teachers identify those students in need of additional support i.e., remediation or acceleration. Beyond the CCCs data analysis process, benchmark assessment data and quarterly grade distribution analysis will also be used as monitoring tools. Along with administrative observations and feedback to monitor, subject coordinators will also be involved in walking classrooms to assist with monitoring the implementation and results of the plan.** |
| 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 following data points will be used to determine the effectiveness in increasing student achievement:**   * **The 3 administrations of RI/MI August-December-May** * **District Benchmark Assessment Data** * **On-going common formative and summative assessments per unit** * **Quarterly Grade Distribution Analysis**   **Impact of identified interventions to address academic deficits** |
| 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 data obtained from the 2nd administration of the RI/MI will drive necessary changes to support students.**  **Discussions during weekly CCCs centered around questions 3 & 4 will also determine if progress is being made and will dictate the necessary changes if improvements are not noted. On-going common assessment data per unit will also inform instructional changes to ensure higher achievement**. |
| **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**: **To prevent and address problem behavior, BGMS uses the PBIS framework to teach the expected behaviors for all main areas around school and reinforce those expected behaviors with PBIS points which can be redeemed in the school’s store for various items. The PBIS Tier 2 team will meet monthly to review data and identify additional interventions for students in need at Tier 2. All administrators and school counselors have also been trained in the use of restorative practices to address recurring behaviors.** |
| 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**: **Student achievement results and overall school goals will drive the professional development plan. As a school striving to obtain STEM certification, there will be an overall school focus on project-based learning and planning for PB learning to promote higher levels of student engagement and achievement. Our data also shows the need for support with SWD and EL student groups so a greater emphasis will be placed on professional learning to ensure higher levels of performance of these two student groups. The staff will also have opportunities to attend local, state, and national professional learning conferences and professional growth workshops. Additionally, a new teacher mentoring program will be implemented to support teachers new to the profession and/or district.** |
| 15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)* |
| **SCHOOL RESPONSE**: **Beginning November 2023 Betty Gray Middle School (BGMS) Showcase sessions will be held at 9:30am to give parents an opportunity to tour the school during the day and meet with the principal for an overview of BGMS as a Q&A session. A Rising 6th Grade Parents’ Night will also be held on March 26 at 6:30pm. All Elementary schools will also visit BGMS for a tour and presentation in April/May as determined by each local elementary school. Parents will also have the opportunity to set-up individual visits to learn about the school. Betty Gray MS will also focus on building a partnership with Pebblebrook High School to foster a strong vertical alignment between teachers, counselors, and administrators. This is done to ensure students, parents, and teachers have a solid understanding of the academics, social programs, criteria, and pre-requisites available and needed to matriculate to the next level. Activities created to facilitate effective transitions from middle school to high school will include a partnered 8th Grade Night, where students will visit and get a first-hand glimpse of academics, clubs, and organizations. Additionally,** **coordinators from various local magnet programs will speak with 8th grade students and inform them of the requirements needed for entrance and acceptance into their programs. School counselor will also assist students with obtaining the necessary documents, recommendations, and support with the application process.** |
| 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* |