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| **School Improvement Action Plan**   |  |  | | --- | --- | | **School Year:** | **2023-2024** | | **School Name:** | **Brumby Elementary School** | | **Principal Name:** | **Sandra Alford** | | **Date Submitted:** |  | | **Revision Dates:** |  | |

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| *District Name* | | Cobb County School District |
| *School Name* | | Brumby Elementary School |
| *Team Lead* | | Sandra Alford |
| *Position* | | Principal |
| *Email* | | [Sandra.Alford@cobbk12.org](mailto:Sandra.Alford@cobbk12.org) |
| *Phone* | | 770-916-7070 |
| **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) | |
| Direct Certification | | |

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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: Data and input given during Guiding Coalition Meetings in addition to the input from grade levels and various other staff groups through a comprehensive needs assessment given at the end of SY22-23 was used in the adjustment of the Title I Plan for FY23-24. Also, a survey on school safety and climate was generated and given to staff, students, and parents for input. Other opportunities for input were solicited via meetings, forms, and questionnaires during the Spring Input Meeting and School Developed Activities. |

**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): | May 9, 2023 (Guiding Coalition); |

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| --- | --- | --- |
| **Position/Role** | **Printed Name** | **Signature** |
| Principal | Sandra Alford |  |
| Assistant Principal | Wendy Rice |  |
| Assistant Principal | Jason Traster |  |
| Early Intervention | Tracy Boyles |  |
| STEM and Innovation Coach | Sandra Lake |  |
| Academic Coach | Tami Shields |  |
| Kindergarten Team Lead | Victoria DeBolt |  |
| First Grade Team Lead | Audra Lantrip |  |
| Second Grade Team Lead | Kristin Greene |  |
| Third Grade Team Lead | Lana Chapman |  |
| Fourth Grade Team Lead | Heather Hurt |  |
| Fifth Grade Team Lead | Stephen Baxley |  |
| ESOL Team Lead | Sasha Fernandez |  |
| Special Education Team Lead | Chelsea Beckett |  |
| Counselor | Deirdra Milligan |  |
| Specials Teacher | Stephen Cosgrove |  |
| District Academic Coach | Laura Franco |  |
| Parent (Non CCSD Employee) | Lynnette Wise |  |
| Media Specialist | Megan McNaughton |  |
| Social Worker | Charlene Brisco |  |

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

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

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

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| **Previous Year’s Goal #1** | By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.    K – By the end of the year, we will increase the number of students scoring in the next Band Level so that 30% of kindergartens will score ≥ 36 on the Foundational Reading Assessment.    1st grade – By the end of the year we will increase the number of students eligible to be assessed on the Reading Inventory from 3.6% to 30% of the student population. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | |  |  | | --- | --- | | Percentage Pts. Growth | | | 2nd | 26 | | 3rd | 19 | | 4th | 13 | | 5th | 18 | | ALL | 18 |   Kindergarten-15% of kindergarten students scored ≥ 36 on the Foundational Reading Assessment.  1st grade- 36.4% of first grade students either scored a 49+ on the FRA or scored a Lexile on the RI.  First and second grades met their goal, Kindergarten, third, fourth, and fifth did not. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | The goal set for 3rd – 5th grades as well as the one set for kindergarten were not met.  Kindergarten: Ensure full and consistent implementation of OG and strategies learned in REAP trainings are monitored and offer refresher classes for teachers needing additional support. Push-in method for ESOL is preferred over pull-out to prevent students from missing classroom instructional time.  Grade 3: Implement consistent time block for ELA across grade level and implementation of small group instruction. Provide OG training for all 3rd grade teachers to benefit non-readers coming to 3rd grade.  Grade 4: Involve students in setting reading goals and monitoring their own progress.  Grade 5: Utilize rubric-based instruction and assessments. Provide consistent and valuable feedback to students on their reading progress. |
| 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? | First and second grade students exceeded the goal set for their grade level.  Grade 1: Implementation of OG instruction and strategies and small group instruction were a strength among the grade level.  Grade 2: Implementation of OG instruction and strategies and providing students visuals to support vocabulary assisted with student progress in reading. |

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| **Previous Year’s Goal #2** | By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 10 percentage points from the final administration in 2021-2022 as determined by the district MI assessment. (ex. 26% to ≥36%) |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Percentage Pts. Growth | | | | Kinder | 35 | | 1st | 35 | | 2nd | 34 | | 3rd | 33 | | 4th | 37 | | 5th | 32 | | All | 35 | |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |   As the data reflects, in all grade levels we made over 30% points growth when combining the proficient and advanced data and comparing first quarter MI scores to fourth quarter MI scores. As a school we went from 9% of students scoring in the combined proficient and advanced range to 44% of students scoring in the combined proficient and advanced range. |
| **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? | As each grade level, and as a school overall, we exceeded this goal.  Across Grade Levels: The mini math lesson and challenge on Friday morning announcements and math curriculum night motivated student interest and excitement.  Kindergarten: Use of manipulatives, hands-on activities, counting songs and various clever apps supported instruction and student growth in math.  Grade 1: Small group instruction based on level or skill and implementation of mountain math sustained progress in math.  Grade 2: Teachers used daily word problems, fact fluency, and daily practice of basic skills.  Grade 3: Depending on the students’ math level, teachers used Dreambox to increase math knowledge and skills. The instructional coach provided training on building basic math fluency.  Grade 4: Dreambox and Splash Learning have been invaluable tools for 4th grade. They also used common math vocabulary concepts and taught important vocabulary they might see on the Interims/Milestones.  Grade 5: Teachers implemented a spiral review of previous standards, introduced upcoming standards using Number Talks, and implemented common formative assessments. |

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| **Previous Year’s Goal #3** | By the end of the 2022-2023 school year, we will decrease the number of physical disciplinary referrals by 20% from (FY22) 343 referrals to (FY23) 274 referrals. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | As of May 25, 2023, we have had 427 R referrals which is a 24% increase in the number of physical disciplinary referrals when compared to FY22. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | Feedback School-wide   * Admin-Set specific school-wide expectations for each common area and monitor implementation. * Admin-provide a list of non-negotiable behaviors with expected consequences students will receive. * Admin-increase communication of expected behaviors. * Admin-provide a more consistent approach to behaviors and consequences. * Admin-provide options for classroom consequences * Admin-visit classrooms early in the year to show unity between admin and teachers. * Teachers-model and practice behavior expectations continually throughout the year. |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? |  |

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

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| --- | --- | --- | --- |
| **Data** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | * Implementing OG Training-Instruction/Heggerty * Developing common assessments * Interventionist: utilizing read 180/System 44 * Using graphic organizers. * Intermediate grades-novel studies | * Number of assessments took away from instructional time * Lack of EIP support * Difficulty integrating writing into content areas * Reading assessments are not developmentally appropriate * Collaborative team grading of writing is not implemented. * Students have difficulty with grammar usage, spelling, and writing conventions and mechanics. * Need more access to resources. * Students are not proficient readers as they enter the intermediate grades. | RI, FRA, Common Formative Assessments, Interims, GKIDS Readiness Ck, GKIDS 2.0, CTLS Assessments, Running Records |
| **Math** | * Use of Dreambox/Splash Learning-depending on level * Common CTLS assessments | * Lack of basic math fact fluency * Identifying which operation to use when solving word problems. * Use of manipulatives during small group instruction. * Consistent use of math vocabulary. | CTLS Assessments, MI, Interims, Common Formative Assessments |
| **Science** | * Field trips that support the science standards * Implementation of STEM/AI activities * STEM Night was a success-parent involvement, student motivation and interest | * Scheduling the time to teach science. * Effectively integrating science into other content areas * Need more STEM resources for hands-on learning * Rigor of vocabulary | Interims, Common Assessments, Teacher Observation |
| **Social Studies** | * GA Studies Weekly is a great resource that supports grade level standards. * Access to online resources * Field trips that support the social studies standards * Instructional technology resources support the SS standards. | * Language/vocabulary in Interims are high level * Effectively integrating social studies into other content areas | Interims, Formative Assessments |
| **Discipline / School Climate Data** | * Student of the Week was helpful in promoting good behavior in the common areas * Students loved that admin delivered the SOTW awards. * TEAM support | * Need consistency school-wide with implementing and monitoring expectations, rules, and procedures, especially in the common areas. * Inconsistent consequences * Increased number of physical violations * Need more consistent expectations for ISI room. * Difficult to manage and control physical behaviors * School moral is low * Staff react rather than respond | Classroom and discipline referrals |
| **Professional Learning**  What’s been provided?  What is the impact? | * Monthly ESOL PL sessions * Monthly training by TTIS or check-ins to support growth in CTLS platform * Select staff participated in REAP training * Title I Family Engagement PL * AI, LETRS training for select staff * Teacher interest in getting ESOL and Gifted Endorsed | * Trauma informed practices training is needed to better aide with discipline and class environment * Lack of collaboration between departments * REAP train intermediate teachers and/or EIP teachers * Opportunities for PL are not communicated * Staff led PL is not utilized |  |
| **Other** | * Having extra EIP support in K and 1 was helpful. * Excited to begin implementing intervention blocks. | * Building and grounds cleanliness |  |

**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 | * Heggerty/REAP visuals for ESOL students * Special ed inclusion staff and teachers worked collaboratively * ESOL support through WIDA Can DO * Small group special ed support * ESOL provided monthly trainings. * Implementation of Imagine Learning | * Case loads for special ed teachers are too large * ESOL scheduling issues with pull out model. * Need grading guidelines for small group/intervention * Significant gaps in ability and managing limited English, background knowledge | * ACCESS scores * Trainings * RI * CTLS Assessments * Read 180/System 44 |
| **Math** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | * Small group instruction * AI * Collaborative learning * Availability of Online County Resources | * Need grading guidelines for small group/intervention * Significant gaps in ability and managing limited English, background knowledge * Roll out of new standards | * MI * Dreambox * IXL * CTLS Assessments |
| **Science** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | * Hands on real world labs * STEM * AI * ESOL and Sp Ed: Let’s Find Out, visuals, songs, and hands on activities | * Limited vocabulary | * CTLS Assess * Interims |
| **Social Studies** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | * ESOL and Sp Ed: Let’s Find Out, visuals, songs, and hands on activities | * Limited vocabulary | * CTLS Assess * Interims |
| **Discipline / School Climate Data** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | * ESOL and Sp E: Support from Admin was excellent | * ESOL and Special Ed.: Provide more structure and enforce consistency across grade levels and school. * Students have to be taught the behavior skill deficits and teachers need to model appropriate behavior |  |
| **Professional Learning** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | * ESOL Trainings | * Training on Trauma Informed Practices that benefit students and families * Need coaches/admin to observe behaviors in classroom prior to PLs to adapt the PL with the needs of school. |  |
| **Other** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |

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| **Statement of Concern #1** | Physical behaviors have increased in number from last year to this year. As of May 25, 2023, we have had 427 R referrals which is a 24% increase in the number of physical disciplinary referrals when compared to FY22. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of strategies to self-regulate, reflect, and repair relationships impacted by behavior as well as strategies and interventions to address problem behaviors and encourage positive behaviors. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of clearly defined behavior expectations as well as inconsistency among admin with addressing disciplinary actions. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of staff PL on Trauma Informed Practices and strategies. |
| **Contributing Factors**  **(Outside of control)** | Trauma experienced by students.  Parent engagement and ability to provide support at home to reinforce trauma informed practices and strategies taught at school.  Student attendance due to absences. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | Students in grades 2-5 that report a sense of feeling safe, connected and a part of the school will increase from 61% on the May 2023 Student climate survey to 70 % on the May 2024 student climate survey.    Staff report that the school climate has a overall feeling of being safe, that staff and students are connected, and a positive community atmosphere exists will increase from 44% on the May 2023 staff climate survey to 60 % on the May 2024 staff climate survey. |
| **Statement of Concern #2** | Students are performing below grade level in reading as indicated by results in the EOG assessment.  29 of 156 (18.40%) third grade students scored in the proficient (24 students) and advanced (5 students) range on the Milestones in ELA. 50.6% of third grade students scored in Level 1-Beginning Range  28 of 158 (18.1%) fourth grade students scored in the proficient (24 students) and advanced (4 students) range on the Milestones in ELA. 42% of the fourth grade students scored in Level 1-Beginning Range  33 of 159 (20.6 %) fifth grade students scored in the proficient (32 students) or advanced (1 student) range on the Milestones in ELA. 47% of fifth grade students scored a Level 1-Beginning Range |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Purposeful and thoughtful planning for instruction was inconsistent amongst the grade levels and school. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Ineffective instructional delivery methods and strategies. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of sufficient instructional time due to double planning periods. |
| **Contributing Factors**  **(Outside of control)** | Student attendance due to absences or disciplinary consequences outside of the classroom. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2023-2024 school year, we will increase the percentage of students in grades 2-5 scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.    By the end of the 2023-2024 school year, we will increase the percentage of students in grades K-1 scoring in the benchmark and above range by 20 percentage points from the first administration in August to the final administration in May as determined by the reading composite score on the Acadience Reading Screener. |

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| **Statement of Concern #3** | Students are performing below grade level in Math.  23 of 158 (14.6 %) third grade students scored in the proficient (23 students) range on the EOG in math. Zero third grade students scored in the distinguished range. 39% of third grade students scored a Level 1-Beginning Range.  40 of 146 (24.9%) fourth grade students scored in the proficient range (31 students) and advanced range (9 students) on the EOG in math. 36% of fourth grade students scored a Level 1-Beginning Range.  20 of 162 (12.5%) fifth grade students scored in the proficient (17 students) and advanced range (3 students) on the EOG in Math. 62% of fifth grade students scored a Level 1-Beginning Range. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Purposeful and thoughtful planning for instruction was inconsistent amongst the grade levels and school. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Ineffective instructional delivery methods and strategies. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of sufficient instructional time due to double planning periods. |
| **Contributing Factors**  **(Outside of control)** | Student attendance due to absences or disciplinary consequences outside of the classroom. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | From the August 2023 administration to the May 2024 administration of the Math Inventory, students’ scores in the proficient and/or advanced categories will increase by a minimum of 35 percentage points. |

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| **School Improvement Goals**  ***Include goals on the parent compacts and policy*** | |
| **Goal #1** | Students in grades 2-5 that report a sense of feeling safe, connected and a part of the school will increase from 61% on the May 2023 Student climate survey to 70 % on the May 2024 student climate survey.    Staff report that the school climate has an overall feeling of being safe, that staff and students are connected, and a positive community atmosphere exists will increase from 44% on the May 2023 staff climate survey  to 60 % on the May 2024 staff climate survey. |
| **Goal #2** | By the end of the 2023-2024 school year, we will increase the percentage of students in grades 2-5 scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.    By the end of the 2023-2024 school year, we will increase the percentage of students in grades K-1 scoring in the benchmark and above range by 20 percentage points from the first administration in August to the final administration in May as determined by the reading composite score on the Acadience Reading Screener. |
| **Goal #3** | From the August 2023 administration to the May 2024 administration of the Math Inventory, students’ scores in the proficient and/or advanced categories will increase by a minimum of 35 percentage points. |
| **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?** |
| 2nd 3rd, 4th, and 5th Grade Teachers | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Reduces class sizes so that we can utilize evidenced based strategies more frequently and with longer duration (conferencing, smaller groups, increased individualized instruction, etc) |
| Parent Facilitator | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Improves the collaboration between parents, school personnel and community members; increases parent involvement in the educational process of their child; helps close the achievement gap between students in Title I and non-Title I schools; improves the communication among school personnel and non-English speaking parents; assists with the facilitation of School Improvement Plan goals. |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **GOAL #1** | Students in grades 2-5 that report a sense of feeling safe, connected and a part of the school will increase from 61% on the May 2023 Student climate survey to 70 % on the May 2024 student climate survey.    Staff report that the school climate has an overall feeling of being safe, that staff and students are connected, and a positive community atmosphere exists will increase from 44% on the May 2023 staff climate survey to 60 % on the May 2024 staff climate survey.  \*\*Create digital form in house to collect data:  <https://nces.ed.gov/surveys/edscls/questionnaires.asp>  <https://www.panoramaed.com/blog/school-climate-survey>  <https://mimtsstac.org/sites/default/files/Documents/PPSC_Sequence/School/SWPBIS_Day1/10_School_Climate_Surveys.pdf>  <https://global-uploads.webflow.com/5d3725188825e071f1670246/62150f7ec59e6d5b24007abf_School-Climate-Survey-Suite-Manual-February-2022.pdf> | | | | | |
| **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** |
| **Classroom Environment:** All classrooms will be arranged to include a calm down area | Title I funds may be able to purchase items for these areas | Title I  Instructional Funds | 8/1/23 | **Implementation:**  -TW provide a Calm down area in each classroom.  -S may choose to take a break in the classroom calm down area and remain in that area until ready to return to their seat.  -Teachers may suggest (not force) students move to the classroom calm down area to support student regulation. Materials within the calm down area may be taken to the student’s desk with permission from the teacher.  **Artifacts:**  -Visual calm down areas within each classroom will serve as artifacts that they exist.  -Walk Forms | **Evaluation of Impact:** -Appropriate implementation of a calm down area will reduce the number of administrative interventions needed to remove students from classrooms to regulate students.  **Evidence:** -Administrative referrals will be fewer for removal of dysregulated students than during the 2022-2023 school year.  -Discipline Data | Classroom teachers  Supported by Academic Coaches and Administration |
| **Routines and Procedures:** Clear routines and procedures will be established both in common areas of the school as well as within classrooms. | Tile I Funds may be used to create posters with school-wide expectations to use in common areas  Instructional Funds | Title I Funds  Instructional Funds | Aug 23 | **Implementation:**  -TW post expectations for common spaces.  -Staff members will hold students accountable for common space expectations.  **Artifacts:**  -Signage in common areas  -Observations/walk forms with rubric | **Evaluation of Impact:**  -The number of referrals that result from incidences in common spaces will decrease.  **Evidence:**  -Referral data | Classroom Teachers  Supported by admin, coaches and other staff as assigned |
| **Counselor’s Role:** Counselors will provide additional supportive services to students. | Classroom 180  Restorative Practices  Counseling Resources | Title I Funds  Instructional Funds | Aug 23 | **Implementation:**  -CW conduct classroom lessons on a three-week rotation (potentially based on weekly morning meetings topics)  -CW conduct ongoing weekly small student groups based on data (ie. Attendance, behavioral referrals, social needs, emotional dysregulation, etc.)  -CW utilize a family survey to gather data and information about students who may need additional support  -CW will create a schedule that reflects greater availability to support classroom teachers with regulation and restorative practices  **Artifacts:**  -Small group rosters with meeting logs (dates/times)  -Classroom lesson schedule | **Evaluation of Impact:**  -Students attending small groups for disciplinary concerns will reduce the number of referrals from SY22-23.  **Evidence:**  -decrease in referral data  -Counseling lesson plans/schedules  -Family Survey data  -decrease in absences and tardies | Counselors supported by admin. |
| **Create a Bobcat Den:** A regulation room | Classroom 180  Restorative Practices  Calm down fidgits, music, lighting | Title I Funds  Instructional Funds | Aug ‘23 | **Implementation:**  -Teachers will have a regulation pass to give students when they notice signs of dysregulation.  -Regulation team will be identified to escort students to the Den  -Room will be stocked with a variety of materials for students to use to calm down (fidgets, music, lights, etc.)  -ISS teacher will staff this room when not serving in ISS.  -When students return to class, teachers will conference with students using restorative practices.  -Staff member returning student to class will provide classroom coverage to allow for facilitation of restorative conference.  **Artifacts:**  -record of students utilizing the den, duration of visit, tools that were effective with regulation | **Evaluation of Impact:**  -Appropriate implementation of a calm down area will reduce the number of administrative interventions needed to remove students from classrooms to regulate students.  **Evidence:**  -Administrative referrals will be fewer for removal of dysregulated students than during the 2022-2023 school year. | Classroom teachers, ISI teacher, support staff, coaches |
| **Morning Meetings:** Every classroom will conduct daily morning meetings. | *Circle Forward* Book  Additional book resource (w/ read alouds)  PL for morning meetings (led by teacher leaders) | Tile I Funds | Aug ‘23 | **Implementation:**  -Morning meetings will be held from 8:00-8:15am daily.  -Once weekly, student engagement team will set the conversation topic for morning meeting based on read aloud text.  -4 days per week, teacher will set the conversation topic for morning meeting based on *Circle Forward* text.  **Artifacts:**  -Walk forms  -Lesson Plans | **Evaluation of Impact:**  -Climate survey results will show an increase of students and staff feeling safe, connected, and part of the school  **Evidence:**  -Teacher reflection survey on morning meetings  -Student survey on school climate | Classroom teachers |
| **Trauma-Informed Practices**: Staff will receive PL on the regulation cycle and implementing trauma-informed practices to support student regulation. | *Classroom 180- All Staff*  *Help for Billy- Guiding Coalition*  *Trauma Informed Practices-* Administrative Team  Restorative Practices Books | Title I Funds  Instructional Funds | July 23 during preplanning | **Implementation:**  -Book study for *Classroom 180* will be built into Tuesday meetings (possibly 2x monthly)  -Book study for *Help for Billy* will be held during Guiding Coalition meetings.  -County support staff will provide training on Cobb’s approach to Trauma Informed Practices  **Artifacts:**  -“I Spy” walks for physical environment (before Aug. 1)  -Walk forms/Observations  -Book study sign-in/agendas | **Evaluation of Impact:**  -Climate survey results will show an increase of students and staff feeling safe, connected, and part of the school  **Evidence:**  -Teacher reflection survey on morning meetings  -Student survey on school climate | County support staff, coaches, admin, staff |

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| **GOAL #2** | K- 1st grade- By the end of the 2023-2024 year, we will increase the number of students scoring a composite reading score at or above benchmark by 20 percent from the first administration in August to the final administration in May as determined by the Acadience Reading Assessment.    2nd -5th grade- By the end of the 2023-2024 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment. | | | | | |
| **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** |
| **Phonics: K-2** will implement whole group AND small group phonics instruction daily. | Heggerty books are available for all K-2nd grade teachers.  PL for Heggerty will be conducted for each grade level (K-2) to ensure teachers feel confident in using this resource.  Teachers who have had LETRS training will support their teams in best practices based on their learning with the support of Academic Coaches as needed.   Structured Literacy grade level scope and sequence will be created for each quarter by teams.  REAP Trainings for all K-2 teachers not yet trained. | Title I instructional funds  Title I PL funds | 8/1/2023  8/2023  8/2023-5/2024  6/2023-2/2024  8/2023-3/2024 | **Implementation:**  Teachers daily schedule, plans, and walk-throughs will reflect time for 5-10 minute daily Phonologic and/or Phonemic Awareness skills lesson (ex. Heggerty).  Teacher daily schedule, plans, and walk-throughs will reflect time for additional phonics instruction based on scope and sequence and student needs.  Teachers will include the following in their phonics lessons: phonological awareness, review, introduction of new concept, guided practice, extended practice, dictation, connect word meaning, text reading as appropriate.  K-2 teachers not yet trained in Structured Literacy will attend trainings provided by REAP and implement strategies taught in the training.  **Artifacts:** Daily Schedule, lesson plans, and walk-through checklists. | **Evaluation of Impact:**  Students will improve in their ability to blend and segment phonemes, decode words, and read with accuracy, fluency, and comprehension.  **Evidence:** Common assessment data.  Universal Screener results.  Lesson plans that include phonologic and/or phonemic awareness as well as dictation. | **Teachers** will provide lesson plans and schedule that include phonics instruction daily.  **Admin** will review plans, schedules, and conduct walk-throughs.  **Academic coaches** will model and support teachers in developing and implementing lessons that match the grade level scope and sequence. |
| **Phonics/Word Recognition: 3-5** will implement whole group and small group phonics/word recognition instruction daily. | Heggerty’s Bridging the Gap books are available for teachers to reference as needed.  Academic Coaches will provide support and PL for 3-5 teachers who need support in using Heggerty or identifying decoding deficits in 3-5 grade students.  CTLS vocabulary and reading lessons |  | 8/1/2023 | **Implementation**:  Teacher daily schedule, plans, and walk-throughs will reflect time for 5-10 minute daily phonics/word recognition instruction.  Teachers will include the following in their Phonics/Word Recognition lessons: Review, new concept, guided practice, extended practice, dictation/application, and text reading.  **Artifacts**:  Daily Schedule, lesson plans, and walk-through checklists. | **Evaluation of Impact:**  Students will improve in their ability to decode multisyllabic words, and read with accuracy, fluency, and comprehension.  **Evidence:** Common assessment data.  Universal Screener results.  Lesson plans that include phonics and/or word recognition, as well as dictation or writing. | **Teachers** will provide lesson plans and schedule that include phonics/word recognition instruction daily.  **Admin** will review plans, schedules, and conduct walk-throughs.  **Academic coaches** will model and support teachers in developing and implementing lessons that match the grade level scope and sequence. |
| **Workshop Model**- Teachers will use the workshop model to structure reading lessons. | Professional Learning with Coaches on components of an effective lesson. |  | 8/2023-5/2023 TW include an Op | **Implementation**:  ening, Mini-Lesson, Work Session, Closing  -The Opening will consist of a warm-up and review of previous learning.  -The mini-lesson will include introduction of new concept, modeling of application of new concept    - Teachers will create anchor charts for lessons with students and post evidence of student learning in the classroom (anchor charts should be created during introduction and modeling of new concept for student use during practice and work session as needed for reference). Students practice application of concept with peer/teacher support (ex. Dictation, written response to concept/reading, etc).  -The work session will include independent application of new concept, practice previously learned concepts, small group support/instruction as determined by data.  -The closing will include student voices summarizing the learned concept, sharing application and new understanding. Student’s evidence of application (work completed during the work session) should be shared and posted within the classroom as exemplars and celebration of student success.  **Artifacts**:  -Lesson plans  -Walk Forms (include evidence of learning) | **Evaluation of Impact:**  Having a consistent framework for lessons provides both teachers and students with predictable and consistent structures for learning.  Using each section of the workshop model provides the appropriate and necessary scaffolding to learning.  **Evidence:**  Lesson plans will reflect the workshop model.  Walk-throughs and observations will provided evidence that the workshop model is being implemented in classrooms. | **Teachers** will use the workshop model when planning and conducting lessons.  **Admin** will review lesson plans as needed and conduct walk-throughs to determine effective use of the workshop model.  **Academic coaches** will support teachers in planning lessons using the workshop model framework including both whole group and small group lessons. |
| **Workstations**- Teachers will use content driven, differentiated workstations and small group lessons during the work session of reading lessons. | Title I and local school coaches  CTLS Teach  Academic Coaches will provide professional learning on specific grade level workstation/ independent work suggestions that include differentiation. |  | 8/2023- 5/2024 | **Implementation**:  Teachers will provide differentiated assignments for individual students or student groups to practice and reinforce taught concepts.  Teachers will consistently use data from local and district common assessments to form content or skill-based groups to support student learning and enrichment.  **Artifacts**:  -Walk form  -Lesson Plans | **Evaluation of Impact:**  Students will practice learned skills/concepts and receive support with skills/concepts for which they need support or enrichment.  Students will be engaged during workstations.  **Evidence:**  Lesson plans will include differentiation in both small group instruction as well as workstations.  Differentiation will be observed during walk-throughs completed during workstation time. | **Teachers** will plan differentiated small group and stations.  **Admin** will complete walk-throughs and provide feedback to teachers.  **Academic Coaches** will provide PL as well as additional support as requested by teachers. Coaches will also complete walk-throughs and provide feedback to teachers. |
| **Planning**- Grade level teams will complete Team Planning document weekly including standards, learning targets, assessment strategies, key vocabulary, and instructional and differentiation strategies for each big idea/subject area lesson. | PLC+ Playbook  Team Planning Document (developed by admin)  Local and district coaches will provide professional learning on:  \*Understanding the standards \*Creating Learning Targets \*Creating various assessments  \*Explicitly teaching vocabulary \*Differentiated Instructional strategies |  | 8/2023- 5/2024 | **Implementation:**  Teams will complete the Team Planning document weekly to identify big ideas for what will be taught the following week throughout the team.  Teams will create an assessment calendar each quarter and use assessment data to inform future plans/lessons.  Teams will follow the schoolwide meeting schedule as outlined by administration.  **Artifacts**:  -Planning documents  -Walk-through forms | **Evaluation of Impact:**  The big ideas being taught will be consistent within each grade level team.  Teams Planning documents will be completed through a thoughtful and collaborative process during team meetings.  **Evidence:**  Completed Team Planning document  Topic consistency among each grade level team during walk-throughs. | **Teachers** will work collaboratively to discuss and complete the Team Planning document weekly. Teachers will also implement lessons centered around the agreed upon big ideas for each subject area.  **Admin** will attend team planning sessions to ensure all teachers are collaborating and contributing to the team’s planning document. Walk-throughs will be conducted across grade levels to ensure big ideas are consistent.  **Academic Coaches­** Will provide PL to teams to ensure consistent implementation and use of Team Planning Documents. |
| **Lesson Plans**- Classroom lesson plans are written by individual teachers |  |  | Aug ‘23 | **Implementation**:  -Grade level teams will develop an overview of weekly lessons. -Grade level plans will include standards, learning targets, common assessments, instructional strategies along with ideas for differentiation.  -Classroom teachers will use the Team Planning document to develop individual lessons that meet the needs of their classroom  **Artifacts**: -Lesson plans  -Walk-throughs | **Evaluation of Impact:**  Teachers will be prepared to meet the needs of all students in their classroom through careful planning and intentional, targeted, differentiation.  **Evidence:**  During walkthroughs, administration will view complete and detailed lesson plans and observe the implementation of those plans.  Walkthrough forms will provide evidence of intentional plans that meet the needs of the students in each classroom. | **Teachers** will develop classroom lesson plans that address deficits, clarify misconceptions, and provide enrichment for students based on classroom data.  **Admin** will conduct walk-throughs and view teacher’s lesson plans to ensure students needs are being planned for and met.  **Academic Coaches** will be available for individual support/guidance at teacher’s requests. |

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| **GOAL #3** | From the August 2023 administration to the May 2024 administration of the Math Inventory, students’ scores in the proficient and/or advanced categories will increase by a minimum of 35 percentage points. | | | | | |
| **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** |
| **Common Assessments-** Grade level teams will create common assessments | CTLS Teach  Title I and local school coaches |  | 8/2023 | **Implementation:**  Grade level teams will create common assessments to be given at least twice per quarter as a grade level.  **Artifacts:**  Testing calendars for each grade level | **Evaluation of Impact:**  Grade level teams will use the common assessments to determine small groups as well as next steps for whole group instruction.  **Evidence:**  Common assessments are developed, scheduled, given, and data is analyzed to make future instructional decisions. | **Teachers** will work as grade level teams to create assessments.  **Admin** will review assessment calendars and data.  **Admin and Coaches** will participate in CCC data meetings where assessment data is analyzed, and plans are made for actions steps based on the data. |
| **Workshop Model**- Teachers will use the workshop model to structure math lessons. | Title I Coaches and local school coaches  **Coaches** will provide training in the following areas:  -Fluency Kits  -Instructional Routines  -Number routines  -Authentic mathematical tasks  -How to create flexible groups  -Formative assessments  -Facilitating discourse in math (closings)  -New standards (unpacking standards & determining instructional strategies) | Title I Funds  Instructional Funds | 8/2023 – 5/2024 | **Implementation**:(Opening, Mini-Lesson, Work Session, Closing)  **-Opening**: The teacher will include number routines such as 3 Act Tasks, image talks, number talks, etc to review or preview content and fluency routines.  -**Mini-lesson**: The teacher will present an authentic situation where students will have to apply mathematical skills. Balance student-led work with teacher-led instruction.  -**Work Session:** The teacher will create flexible groups based on formative assessments (consider action step on formative assessments).  **-Closing**: Teachers will synthesize the lesson and allow/encourage students to connect strategies that various students used to do the work.  **Artifacts:**  -Lesson plans  -Classroom observations | **Evaluation of Impact:**  Constructing and implementing lessons through the workshop model will provide structure and engagement that leads to student learning.  **Evidence:**  Components of the workshop model are evident in classroom observations. | **Teachers** will plan lessons using the workshop model.  **Admin** will observe lessons identifying components of the workshop model during observations.  **Coaches** will provide PL for teachers on the components and implementation of the workshop model. |
| **Workstations**- Teachers will use content driven, differentiated workstations and small group lessons during the work session of math lessons. | CTLS Teach  GaDOE Lessons  Title I and local school coaches  Academic Coaches will provide professional learning on specific grade level workstation/independent work suggestions that include differentiation. |  | 8/2023- 5/2024 | **Implementation**:  Teachers will provide differentiated assignments for individual students or student groups to practice and reinforce taught concepts.  Teachers will use data to form content or skill-based groups to support student learning and enrichment.  **Artifacts**:  -Walk form  -Lesson Plans | **Evaluation of Impact:**  Students will practice learned skills/concepts and receive support with skills/concepts for which they need support or enrichment.  Students will be engaged during workstations.  **Evidence:**  Lesson plans will include differentiation in both small group instruction as well as workstations.  Differentiation will be observed during walk-throughs completed during workstation time. | **Teachers** will plan differentiated small group and stations.  **Admin** will complete walk-throughs and provide feedback to teachers.  **Academic Coaches** will provide PL as well as additional support as requested by teachers. Coaches will also complete walk-throughs and provide feedback to teachers. |
| **Evidence of Learning-** Teachers will create anchor charts for lessons with students and post evidence of student learning in the classroom. | CTLS Teach  Anchor chart paper  Markers | Title I  Instructional funds | 8/2023-5/2024 | **Implementation:**  During lessons, teachers and students will co-create anchor charts as a reference for students to use during work sessions and future problem solving.  **Artifacts:**  Anchor charts are visible in the classroom when observations or walkthroughs are conducted. | **Evaluation of Impact:**  Students use anchor charts and other items available on the wall spaces of the classroom as references during independent or group work times.    **Evidence:**  Anchor charts are on the walls in the classroom. | **Teachers** will use anchor charts for lessons  **Admin** will monitor implementation during walks and observations |
| **Planning**- Grade level teams will complete Team Planning document weekly including standards, learning targets, assessment strategies, key vocabulary, and instructional and differentiation strategies for each big idea/subject area lesson. | Admin created Team Planning document  School based and Title I Coaches will provide Professional Learning about:  \*Understanding the standards \*Creating Learning Targets \*Creating various assessments  \*Explicitly teaching vocabulary \*Differentiated Instructional strategies |  | 8/2023-5/2024 | **Implementation:**  Teams will complete the Team Planning document weekly to identify big ideas for what will be taught the following week throughout the team.  Teams will create an assessment calendar each quarter and use assessment data to inform future plans/lessons.  Teams will follow the schoolwide meeting schedule as outlined by administration.  **Artifacts**:  -Planning documents  -Walk-through forms | **Evaluation of Impact:**  The big ideas being taught will be consistent within each grade level team.  Teams Planning documents will be completed through a thoughtful and collaborative process during team meetings.  **Evidence:**  Completed Team Planning document  Topic consistency among each grade level team during walk-throughs. | **Teachers** will work collaboratively to discuss and complete the Team Planning document weekly. Teachers will also implement lessons centered around the agreed upon big ideas for each subject area.  **Admin** will attend team planning sessions to ensure all teachers are collaborating and contributing to the team’s planning document. Walk-throughs will be conducted across grade levels to ensure big ideas are consistent.  **Academic Coaches­** Will provide PL to teams to ensure consistent implementation and use of Team Planning Documents. |
| **Lesson Plans**- Classroom lesson plans are written by individual teachers | CTLS Teach |  | 8/2023-5/2024 | **Implementation**:  Classroom teachers will use the Team Planning document to develop lessons that meet the needs of their classroom while still meeting the standards as outlined.  In addition to the items from the Team Planning document, lesson plans, the teacher will include specific differentiation strategies including scaffolding and enrichment for students when appropriate.  **Artifacts**: -Lesson plans  -Walk-throughs | **Evaluation of Impact:**  Teachers will be prepared to meet the needs of all students in their classroom through careful planning and intentional, targeted, differentiation.  **Evidence:**  During walkthroughs, administration will view complete and detailed lesson plans and observe the implementation of those plans.  Walkthrough forms will provide evidence of intentional plans that meet the needs of the students in each classroom. | **Teachers** will develop classroom lesson plans that address deficits, clarify misconceptions, and provide enrichment for students based on classroom data.  **Admin** will conduct walk-throughs and view teacher’s lesson plans to ensure students needs are being planned for and met.  **Academic Coaches** will be available for individual support/guidance at teacher’s requests. |

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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 | ESOL teachers will use Imagine Learning reading intervention program during ESOL segments as well as Read 180 to support acquisition of English Language learning.    ESOL teachers will use the data to support reading groups and specialized language development.  ESOL teachers will work with Innovative ESOL classrooms to provide support and strategies. | ESOL Teachers    Imagine Learning | CCSD  Title III |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Attendance clerk with work with counselors and school social worker to provide support to parents to over come barriers that prevent students from attending school. | Social Worker  HEP Department  Attendance reports | CCSD  Title I |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |
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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*** Annual Title I Meeting – Deadline September 29, 2023  Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center. | Aug 24, 2023 Annual Title I Meeting  Aug 31, 2023 Feedback Forum |  | 1  4  2  5  3  6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023  ­Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds. | October 17, 2023 |  | 1  4  2  5  3  6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024  ­Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds. | April 12, 2024 |  | 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 9/22/23 | PL#2 12/8/23 | PL#3 2/16/24 | PL#4 4/29/24 | PL #1 September 12, 2023 |  | 1  4  2  5  3  6 |
| PL #2 November 28, 2023 |  |
| PL #3 January 16, 2024 |  |
| PL #4 March 19, 2024 |  |
| ***5. Required*** Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. **Briefly describe the transition activities here:**  **Rising Kindergarten Orientation-May 14th, 2024**  Parents will visit the school for a tour of classrooms and relevant areas of the building while their student participates in engaging activities with kindergarten teachers. | May 14th |  | 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* | ***List documents translated for parents:***  Compacts  Policies | | 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** |
| Literacy Night | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | Literacy resources and strategies    Activity materials | Title I Funds | Sept 21, 2023 | Families will participate in a variety of games and activities that promote literacy. Event invitation, sign-in sheets, evaluation forms, and pictures of the event will serve as evidence. | Parent Facilitator  Committee members |
| Math/STEAM Night | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | STEAM activity materials | Title I Funds | Jan 25, 2024 | Families will enjoy a night where they get to see how STEM and Arts Integration help their child prepare for the real-world incorporating Arts, science, and math curriculum. | Parent Facilitator  Committee members |
| International Night | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 |  | Title I Funds | March 14, 2024 | Families will have the opportunity to share their culture through activities, foods, dress. | Parent Facilitator  Committee members |

**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**: Title I will support district initiatives such as Read 180 and System 44, LETRS professional development for K-2 cohort #2, administration, ESOL, and Special Education teachers. Brumby will utilize Twenty-Day Money and Title I funds for tutoring support of our students struggling to meet grade level standards. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers. |
| **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**: Brumby Elementary will regularly monitor implementation of schoolwide programs through walkthroughs, discipline data, Math Inventory, Reading Inventory, and sign-in sheets/forms. |
| 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**: Brumby Elementary will determine the effectiveness of the schoolwide program through review of assessment data from interims, Imagine Learning, RI, MI in data digs and grade level CCC data meetings. |
| 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**: Brumby Elementary will regularly monitor student growth and performance through quarterly desegregation of data from a variety of sources, such as discipline data, diagnostic, formative, and summative assessments, and revise the schoolwide plan if needed. |
| **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**: Brumby will provide PL for staff on Trauma Informed Practices and Strategies. Brumby will also take deliberate steps to build a more positive school culture to prevent misbehavior and target student supports to help them address underlying causes of misbehavior—including trauma, physiological factors, curricular problems, environment, etc. Brumby will seek first to prevent misbehaviors through these student supports and when needed to address misbehaviors through respectful and restorative practices. Brumby will implement a behavior support committee to develop school-wide expectations, interventions, and supports. |
| 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**: Brumby Elementary School utilizes CCSD training for K-2 teachers on Orton Gillingham, Structured Literacy, LETRS, and Arts Integration in grade K-5.    Paraprofessional representation is included in our Guiding Coalition meetings and decision-making processes. Paras also can participate in CCSD professional development to support reading instruction in the classroom.    Our academic coaches in collaboration with various in-house teacher leaders and TTIS will provide ongoing professional development in areas that meet the demands on the changing educational environment both at Brumby, in Cobb, in Georgia, and nationally. These PL sessions will include but are not limited to, *All Things CTLS, Integrating Arts into Academics, Trauma Informed Practices and Strategies, 180 Classroom.* Additional sessions will be planned throughout the year as staff members indicate a need or as administration determines.    Academic Coaches provide professional learning and support for new teachers and teachers that have specific needs (Brumby University). |
| 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**:  ***Incoming Kindergarten Orientation***  Parents will visit the school for a tour of classrooms and pertinent areas of the building while their student participates in engaging activities with the kindergarten teachers.    ***Kinder Camp***  Kindergarten students will learn general school rules, procedures, and processes, and participate in interaction activities throughout the week. During camp, teachers will evaluate student knowledge of basic academic skills to assist with classroom placement. |
| 16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)* |
| **SCHOOL RESPONSE**: |
| **Comprehensive Needs Assessment** – *Section 1114(b)(1)(A)* |
| 17. Cobb County’s schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1* |