School Improvement Action Plan

School Year:	**2022-2023**
School Name:	**Bryant Elementary**
Principal Name:	**Michelle Curry**
Date Submitted:	**06/30/2022**
Revision Dates:	**9/6/22**

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District Name	Cobb County School District
School Name	Bryant Elementary
Team Lead	Michelle Curry
Position	Principal
Email	Michelle.curry@cobbk12.org
Phone	770-819-2402

	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)**
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
X	Other (if selected, please describe below)
Direct Certification	

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

School Response: We held a collaborative meeting with teachers, parents, community leaders and parents on May 11, 2022.

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.

Position/Role	Name
Title I Supervisor	Delores Thompson
Academic Coach (District)	Ashley Powell
Academic Coach (Local School)	Nichol Powell and Dawn-Allison Ruiz
Parent (Non CCSD Employee)	Abby Holland
Business Partner	Mission 1:27
Counselor	Palmetta Hodges
Parent Facilitator	Sarah Wise
Health Care Providers	Judith Gray
Social Workers	Xenia Ventura
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	
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.

Meeting Date(s):	5/11/2022

Position/Role	Printed Name	Signature

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	75% of Kindergarten through Fifth grade scholars will demonstrate 150-point Quantile growth as measured by the Math Inventory from August 2021 to May 2022.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	While 90.4% of kindergarten through fifth grade scholars made growth as evidenced by data from the Math Inventory Growth Report, only 39.8% of the scholars demonstrated 150-point or more Quantile growth from August 2021 to May 2022. The specific percentages of scholars meeting the goal by grade level include Kindergarten – 22.6%, 1st grade – 56.2%, 2nd grade 43.1%, 3rd grade – 38%, 4th grade – 44.5%, and 5th grade – 33.3%.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	-CCC review & discussion of math standards in lesson plans to ensure instructional strategies reflect the rigor of the standards -Use of data to determine flexible grouping and provide more differentiated independent and small group tasks to address scholar needs. -Provide more opportunities for scholar discourse and collaboration to share thinking, different approaches to problem solving, and self-correction/ self-assessment -Additional training on use of 360 Boards to continue the process and development of the teachers. -An intervention block will be added to the beginning of the school day to provide a focus on deficit areas.
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?	

Previous Year's Goal #2	75% of Kindergarten through Fifth grade scholars will demonstrate 2-levels of independent reading growth as measured by the Fountas & Pinnell Text Level Gradient and will increase their writing skills in the areas of Idea Development and Organization by 2-points total as measured by the Cobb County School District Informative/ Explanatory Grade Level Rubrics, from August 2021 to May 2022.

Was the goal met? ☐ YES ☒ NO

What data supports the outcome of the goal?	School spreadsheet documenting F&P reading levels at the beginning of the year, mid-year, and end of year. 30% = Mid-Year 68% = End of Year Collected writing samples at the beginning and end of the year scored by the Cobb County Writing Rubric Scholars were only able to increase by 1 point

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	-Continued implementation of guided reading strategies with fidelity. -Vertical collaboration in grades KDG-2nd on phonemic awareness strategies and application. -Professional Development on foundational reading strategies including phonemic awareness for teachers in grades 3rd-5th to address scholars with unfinished learning. -Teachers will no longer departmentalize in 3rd grade so they can spend focused time working on specific areas of need without having switch classes and lose momentum. Next year's 3rd graders missed a year and a half of phonics training due to the pandemic. -An intervention block will be added to the beginning of the school day to provide a focus on deficit areas.
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?	

Previous Year's Goal #3	All Kindergarten-5th grade scholars will have access to SEL lessons and positive rewards as evidenced by scholar and staff results from an SEL Reflection Survey administered from August 2021 to May 2022.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	As evidenced by data from the Bryant SEL and PBIS Reflection Survey administered to scholars from August 2021 to May 2022, 91% of scholars stated they have access to SEL lessons and PBIS rewards.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Take out the student survey component. We do not feel the scholars truly understood the questions. We know, based on data from Second Step/Quaver and the number of counseling lessons completed this year that each scholar had access to SEL lessons and through the PBIS Rewards app, all scholars were provided positive rewards. We will utilize the data from these programs to determine the goal outcome next 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?	

Previous Year's Goal #4	
Was the goal met?　　☐ YES　　☐ NO	
What data supports the outcome of the goal?	
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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	-Implementation and continued growth of the Early Learning Framework (ELF) in grades K-2 -School-wide Literacy Lab included in Enrichment Rotation - 3 grade levels exceeded the goal of raising scholars reading level by two Fountas and Pinnell letters. (1st, 2nd, 3rd)	-Transfer of phonics instruction to writing accuracy in grades K-2 - Strengthening ideas and organization of writing in grades 3-5	-Reading Inventory & Foundational Reading Assessment (FRA) Reports -CTLS Assess Reports -writing samples -Class Observations -Lesson Plans -Guided Reading level spreadsheet -Academic Coaches Instructional Walk
Math	-School-wide implementation of the Math Fluency Initiative (MFI) -Increased accuracy with math facts in grades K-3 -Use of manipulatives to build conceptual understanding -Use of 360° Classroom Model to build engagement in grades 3-5	-Implementation of MFI with fidelity -Automaticity of math facts -Differentiated math tasks -Real-world problem solving including multi-step problems in grades 2-5	-Math Inventory Instructional Planning Report -CTLS Assess Reports -Class Observations -Lesson Plans -Academic Coaches Instructional Walk
Science	-Block of time designated for Science in all grade levels -Focus on Science standards and the Engineering Design Process through STEM Certification -No others identified based on school data	-Hands-on experiences -Embedded Science Content into ELA -Understanding of content vocabulary	-School-wide schedule -Lesson plans -Class observations -STEM Journals -Instructional Walks
Social Studies	-Block of time designated for Social Studies in all grade levels -No others identified based on school data	-Embedded SS Content into ELA -Understanding of content vocabulary	-School-wide schedule -Lesson plans -Class observations

Discipline / School Climate Data	Clear tier 1 and tier 2 monitoring teams/processes Reteaching of PBIS for staff and students Monitoring of PBIS rewards data Buy in from teachers/admin Increased use of Quaver Utilized PBIS app with fidelity (points, minor referrals)	Money for incentives Consistency from all stakeholders Parental involvement in PBIS app	PBIS Rewards app Quaver data
Professional Learning What's been provided? What is the impact?	-Designated day at least once per month for Local School Professional Learning -Identified Teacher Leaders on each Team able to provide Professional Learning school-wide and at district level -Surveying staff for specific topics for relevant Professional Learning	-Consistent observation and monitoring after Professional Learning in individual classrooms to provide feedback -Planning next steps after attending Professional Learning	-Teacher Survey -Class Observations -Lesson Plans -CCC Meetings
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	*SPED scholars participating in ELF performed at or above their general education peers. *EL scholars demonstrated strengths in speaking and listening as determined by ACCESS.	*Developing ideas in writing *Limited understanding of vocabulary for EL scholars	RI,ELF, ACCESS, ITBS, DRA, ELA Interims, Writing Rubrics, READ 180, System 44
Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	*All students made growth in math fact accuracy. *Ability to solve basic calculations	*Limited understanding of math vocabulary for EL scholars. *Ability to solve multi-step word problems	MI, MFI, ITBS, Math Interims
Science	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	*Quarterly grade level STEM projects *More integration of science throughout ELA instruction *Increased exposure to science vocabulary through projects, STEM lab, announcements *Increased engagement when presented hands-on activities	*Lack of time to provide hands-on activities and experiences for scholars. *Limited prior knowledge *Limited understanding of content vocabulary	*Common formative assessments *Interim assessments
Social Studies	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	*More integration of social studies throughout ELA instruction *Increased engagement when presented project-based assignments	*Limited understanding of content vocabulary *Limited prior knowledge *Limited ability to access Social Studies resources independently due to reading below grade level	*Common formative assessments *Interim assessments
Discipline / School Climate Data	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	*RTI process implemented with fidelity. *PBIS app used with fidelity. *SEL support provided by counselors *Classroom SEL support provided through Quaver lessons *Proactive approach to discipline(Restorative Conferences) *Student application of strategies presented by counselors	*Black males are highest referral group *Limited understanding of how to address the behavioral needs of SWD	*PBIS app *CSIS discipline reports

Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	*RTI Process training *CCC Roles training *PBIS training for staff, scholars, and parents *Math 360 Training *MFF Training *ELF Training	*Limited understanding of how to address the behavioral needs of SWD *Lack of writing training across all grade levels	* CTLS ELF/MFI data * CCC minutes * RTI portal * PBIS app
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Overarching Challenge #1	Increase problem solving ability for all scholars
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Scholars not reading on grade level interfering with their ability to accurately read and understand word problems.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Limited automaticity of math facts causing a focus on fluency versus problem solving.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of consistent school-wide problem-solving method; focused on real-word problems, and scholars not consistently applying problem solving methods.
Contributing Factors **(Outside of control)**	A break in MFI, due to pandemic. Parents lack understanding of math strategies due to how they learned it in school. We need more time with parents to be able to help them understand.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.

Overarching Challenge #2	Increase number of scholars reading on grade level
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Learning gaps/missing foundational skills (phonemic awareness).
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Needed professional development for teachers and training on access to materials in CTLS.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Need to balance print text with digital text.
Contributing Factors **(Outside of control)**	-Student tardies and truancy -Lack of parent understanding of grade-level standards -Social emotional issues stemming from the Pandemic -Interrupted learning
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.

Overarching Challenge #3	Increase number of scholars able to write coherent sentences, paragraphs, or stories on topic.
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Lack of writing stamina
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Limited vocabulary/ language; exposure to academic vocabulary
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of consistent writing training for teachers
Contributing Factors **(Outside of control)**	Lack of balance between use digital platforms and
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	By May 2023, 100% of teachers will use the Writing Workshop model with fidelity as observed by Balanced Literacy WRITING Workshop Teacher Reflection Checklist.

Overarching Challenge #4	Parent usage of PBIS applications are low
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Processes, steps and applications in place setup for utilization
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Needed parent training on access to PBIS application and usage.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Needed professional development for teachers and training on PBIS application and usage.
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	By May 2023, the parent usage of PBIS Rewards app will increase from 1% to 15% .

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.
Goal #2	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.
Goal #3	By May 2023, 100% of teachers will use the Writing Workshop model with fidelity as observed by Balanced Literacy WRITING Workshop Teacher Reflection Checklist.
Goal #4	By May 2023, the parent usage of PBIS Rewards app will increase from 1% to 15% .

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?
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Help parents understand how to access and navigate CTLS Parent and CTLS students to support their student's academic goals. Support parents with translations and interpretation to communicate with all the Staff at meetings/Events. Facilitate with parent's phone calls to support Staff, Students, and Administration. Help to improve the communication among school personnel and non-English speaking parents. Facilitates and participates in different school events and workshops like Math Night, Literacy Night, Science Night and shares resources in English and Spanish. Provide necessary materials and handouts for our families during conference week, meetings, and activities to help families work with their children. Translates the school resources in a language that the families can understand.
Academics Coaches	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Provides monthly professional development in the instructional areas that correlate with the goals. Attends and supports grade level CCC's (goals, norms, analyzing data). Supports teachers and staff by modeling lessons, sharing strategies and resources to enhance the instructional program. Leads New Teachers Academy providing mentors and ongoing professional development. Plan/support remedial programs, tutoring and summer enrichment.

Targeted Support Staff	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Supports grade levels K-2nd . Works with small groups during center rotations for reading, phonics and math. Blend model of push in/pull out support for EIP students. Monitors progress of student learning. Supports during guided reading by reading with the students and completing reading comprehension activities. Supports during guided math by reviewing the previously taught standard, working on math facts, word problems or anything that the students may need extra support in outside of whole group. Ensures that a student navigates the room safely and the environment around is suitable to meet needs.
Targeted Support Staff	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Supports grades levels 3rd-5th.Works with small groups during center rotations for reading, phonics and math. Blend model of push in/pull out. Monitors progress of student learning. Supports during guided reading by reading with the students and completing reading comprehension activities. Supports during guided math by reviewing the previously taught standard, working on math facts, word problems or anything that the students may need extra support in outside of whole group. Ensures that a student navigates the room safely and the environment around is suitable to meet needs.
Push in Tutor	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Implementation to support students scoring low percentages in academic areas. Collaborates with grade level teachers to parallel teach or remediate students in math, reading and writing. Works one on one with students or in small groups. Creates a lesson plan that differentiates the needs of students based on data.

GOAL #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Consistently utilize data during CCC meetings to plan for differentiated instruction specific to scholar needs	-CTLS -Math Inventory -Student Data Tracking Sheet	Local	August 2022	Implementation: Teachers will create CCC agendas and will take detailed minutes regarding analysis of data and next steps for instruction. Meetings will occur weekly. Artifacts: CCC agendas, CCC minutes	Desired Outcome: There will be evidence of student academic performance, engagement and differentiated activities within small group instruction. Evidence: Walkthroughs, formal/ informal observations, peer observations, small group lesson plans	Teachers; Academic Coaches
Utilize the Math Fluency Framework strategies with fidelity to develop scholars' fact fluency in grades K-5.	-MFF resources -manipulatives -technology -math 360 boards (3-5)	Local; Title I	August 2022	Implementation: Teachers will provide MFF instructional lessons and MFF assessments according to the calendar which is grade level specific. Artifacts: Lesson Plans and MFF assessments on CTLS	Desired Outcome: increased math fact fluency in grades K-5 Evidence: MFF data assessments on CTLS and classroom performance activities	Teachers; Academic Coaches
Continue to strengthen the implementation of Math Workshop model with fidelity.	-CTLS -Manipulatives - K-12 Balanced Mathematics Instruction Teacher Reflective Planning Guide	Local	August 2022	Implementation: Teachers will follow the workshop model <u>daily</u> which includes the following components: Opening, Work Session, Closing and Environment. Artifacts: Lesson Plans, small group plans, anchor charts, technology (small group rotation), classroom layout	Desired Outcome: There will be evidence of student academic performance, engagement and differentiated activities within small group instruction. The instructional practice of teachers is strengthened Evidence: Walkthroughs, formal/ informal observations, peer observations, small group lesson plans, K-12 Balanced Mathematics Instruction Teacher Reflective Planning Guide(teacher reflection)	Teachers Academic Coaches Math Lab

Teachers will use common practices for vocabulary instruction across the grade level.	-Math Vocabulary Cards (unit specific) -CTLS -Technology programs	Local; Title I	August 2022	Implementation: Teachers will provide direct instruction daily. Artifacts: Content Vocabulary Word Walls, Lesson Plans, Vocabulary Based Stations/Activities	Desired Outcome: The vocabulary will increase students problem-solving skills and abilities. It will strengthen vocabulary strategies and practices across the grade levels. Evidence: Students performance in common assessments/MI and classroom activities	Local School Academic Coaches, District Math Coach; Teacher Leader

GOAL #2	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implement Readers Workshop and all components of the instructional workshop model daily K-5	-PL provided by Academic Coaches -CTLS resources for Launch Units -Scholastic Library -Cross Curricular Book Tubs -Technology programs and Resources -Benchmark -LETRS Training -Cross content integrated activities that include Social Studies, Science and Math, and STEM	Title I Title I, Local Funds Title I Title I Title I/Local Funds CCSD CCSD Local Funds and Title I Local School	August 2022	Implementation: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. Artifacts: PL trainings/presentations, lesson plans (whole group/small group), Readers Workshop/Guided Reading Look Fors/Reflection Checklist	Desired Outcome: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes	Admin, Academic Coaches, Teachers, Paras

	- Reading Look Fors/Reflection Checklist				
Utilize Jan Richardson Next Steps Forward in Guided Reading to assess, decide and guide reading workshop.	-Next Steps Forward in Guided Reading Book -Next Step Guided Reading Assessment Kit/Online tool -Teacher created common assessments -CTLS -Word Study Kits -Literacy Footprints resources	Title I, Local Funds Title I, Local Funds Local funds Title I, Local Funds Title I, Local Funds	August 2022	Implementation: Teachers will utilize Jan Richardson's curriculum to assess, decide and formulate guided reading groups. Artifacts: CCC Agendas and meetings, , Next Step Assessments, Jan Richardson Lesson plan guided reading templates	Desired Outcome: The quality of differentiated instruction during guided reading small group sessions will increase. This will support student growth towards reading proficiency through student focused lesson interventions. Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes, Next Step Guided Reading Assessments	Teachers, Academic Coaches
Teachers K-2 will utilize the Early Literacy Framework (ELF) with fidelity to develop balanced reading, writing and phonics instruction.	-ELF resources in CTLS -Benchmark Phonics - Phonics Instruction Checklist	Local, Title I	August 2022	Implementation: Teachers will provide ELF instructional lessons and ELF assessments. Artifacts: Lesson Plans and Cycle assessments on CTLS, Data discussion sheets	Desired Outcome: An increase in the evidence of balanced literacy throughout ELA classroom instruction. Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC	Teachers ELA Coach

	-District/Local PL				agenda/minutes, Next Step Guided Reading Assessments, ELI assessments	
Utilize common assessments and Next Steps data proficiently to analyze student needs and to drive daily instruction.	-Next Step Guided Reading Assessment Kit -Teacher created common assessments -CTLS	Title I, Local Funds Title I, Local Funds Local funds	August 2022	Implementation: Teachers will streamline data resources by utilizing common assessments and Next Steps Guided Reading Assessments to drive instruction. Artifacts: CCC Agendas and meetings, scope and sequence, Next Step Assessments, teacher created common assessments by grade level	Desired Outcome: The quality of differentiated instruction during whole group and small group sessions will increase. This will support student growth towards reading proficiency. Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes, Next Step Guided Reading Assessments	Admin, Academic Coaches, Teachers
Consistently utilize data during CCC meetings to plan for differentiated instruction specific to scholar needs.	-CTLS Assess -Grade Level Data -FRA/RI -Next Steps Assessments	Local	August 2022	Implementation: Teachers will create CCC agendas and will take detailed minutes regarding analysis of data and next steps for instruction. Meetings will occur weekly. Artifacts: CCC agendas, CCC minutes	Desired Outcome: Teachers will collaborate and analyze data to determine student needs. Teachers will use data to inform small group instruction. Evidence: CCC agendas, CCC minutes, small group plans	Admin Grade level CCC Coaches

GOAL #3	By May 2023, 100% of teachers will use the Writing Workshop model with fidelity as observed by Balanced Literacy WRITING Workshop Teacher Reflection Checklist.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implement the writing workshop model with fidelity.	-Units of Study Resources -CTLS Resources (Launch units) -K-5 writing plan resource - Cobb Balanced Literacy Writing Workshop Teacher Reflection Checklist	Title I, Local	August 2022	Implementation: Teachers will follow and implement each component of Writing Workshop daily including mini lesson, work session and closing Artifacts: PL trainings/presentations, lesson plans (whole group/small group), Cobb Balanced Literacy Writing Workshop Teacher Reflection Checklist	Desired Outcome: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. Evidence: Instructional Walks/Observations, common assessments, CCC agenda/minutes, data from Cobb Balanced Literacy Writing Workshop Teacher Reflection Checklist , Coaching and Administrative Feedback	Teachers
Provide Units of Study professional development to align components with writing workshop.	-Units of Study Resources -CTLS -District Coaches -Heinemann Resources	Title I, Local	August 2022	Implementation: Teachers will have an understanding on how to apply the Units of Study components into daily writing instruction. Artifacts: small group plans, class observations, On Demand assessments, writing rubrics, PL presentations, sign-in sheets	Desired Outcome: close gaps in missing foundational writing skills, increase writing stamina, and improve scholar ability to write coherent sentences, paragraphs, or stories on topic. Evidence: On Demand assessments data, student work samples,	Teachers, Academic Coaches, District Coaches

Provide support and guidance on implementation of vocabulary-based instruction	-CTLS -Literacy Resources -Academic Games -Technology Applications	Title I, Local	August 2022	Implementation: Model and co-teaching (teacher, observer, reflection and roles switch) vocabulary based instructional strategies Artifacts: Walkthroughs; quarterly, Professional Development; monthly, Modeling/Observations; ongoing	Desired Outcome: Increased exposure to academic vocabulary and usage in writing and communication. Evidence: student writing samples, student observations, assessment data	Academic Coaches, Teachers
Teachers will develop common practices for scoring writing across the grade level.	-UOS Grade level Rubrics -CTLS		September 2022 November 2022 January 2023 April 2023	Implementation: Teachers will participate in collaborative scoring sessions lead by ELA coach and/or district personnel. Artifacts: Agendas/sign-in sheets, collaborative scoring documents/reflections,	Desired Outcome: Teams will develop consistency in practice when scoring writing and work collaboratively to determine instructional next steps. Evidence: Grade level writing rubrics with pre-post scores, CCC agendas/minutes	ELA COACH District Title I coaches Teachers

GOAL #4	By May 2023, the parent usage of PBIS Rewards app will increase from 1% to 15%.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Parent/Guardian PBIS Rewards meeting	Technology, PBIS app	Title I, Local	September 2022	Implementation: PBIS committee will provide parent meeting introducing PBIS Rewards Application Artifacts: PBIS Rewards Application, Sign-In sheets	Desired Outcome: Parent/Guardian will download PBIS Rewards App. Evidence: PBIS Rewards data	PBIS Committee
New Teacher PBIS Rewards Training	Technology, PBIS app	Title I, Local	September 2022	Implementation: Teachers will participate in PBIS Rewards Training during New Teacher Academy Artifacts: New Teachers agenda, sign-in digital, PBIS Rewards App	Desired Outcome: Teachers will use PBIS Rewards daily and assist with parent usage Evidence: PBIS Rewards Data (participation activity)	PBIS Committee, Academic Coaches
Parent/Guardian PBIS Rewards App Training	Technology, PBIS app	Title I, Local	October 2022	Implementation: Parents/Guardians will participate in PBIS Rewards App training during conference week rotation Artifacts: PBIS Rewards Application, Sign-In sheets	Desired Outcome: Increase in parent knowledge and usage of PBIS Rewards App Evidence: PBIS Rewards Data	PBIS Committee, Academic Coaches
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist 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	Build background knowledge by introducing vocabulary in the mini lessons and providing guided practice to support learners before independent practice. Provide professional development for classroom teachers to support ESOL scholars.	ESOL teachers Academic Coaches, Admin, and classroom teachers; Imagine Learning	ESOL Department and Local school Title I
☒ **Econ. Disadvantaged** ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Provide professional development for teachers to ensure Best Practices are used for planning and executing high quality instruction for scholars. Provide monthly parent sessions and resources that include technology training and assistance with instructional strategies in math, reading, and writing to assist their scholars at home.	Admin, Academic Coaches, Parent Facilitator	Local School and District Support, Title I
☐ Econ. Disadvantaged ☐ English Learners ☒ **Special Ed.** ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Ongoing professional development provided by the SSA for teachers to support the various teaching models and strategies to support SWD and their goals and objectives.	SSA, Admin, District Support	Local school, District, Title I
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ **Foster/Homeless** ☐ Race / Ethnicity ☐ Migrant	Provide support through school counselors, Community in Schools, social worker, and access to community resources	Admin, Counselors, social worker, Community in Schools	Local School, Title I
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ **Race / Ethnicity** ☐ Migrant	Provide culturally relevant opportunities and activities for inclusiveness. Provide cultural sensitivity training for staff.	Admin, Counselors, Parent Facilitator, Teachers	Local School, Title I

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.	8/25/2022		☒ 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.	10/19/2022		☐ 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.	4/19/2023		☐ 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	9/8/2022 11/10/2022 1/26/2023 3/30/2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
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:** - *Rising Kindergarten Information Meeting* - *Rising 6th Grader Transition Meeting co-hosted with Lindley 6th Grade Academy*	5/17/2023 5/??/2023		☐ 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:* Policy, Compacts, Newsletters, Flyers		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Family Literacy Night (2)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	11/3/22	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. - PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator
Family Math Night (2)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I EIP Funds	12/2/22	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. - PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator
Family STEM Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	1/26/23	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator

Activity	Goal #	Goal	Stakeholders	Funding	Timeline	Monitoring/Evaluation	Responsible
Working on Wednesdays for Scholar Success Parent Meetings (WOW)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	8/17/ 22; 9/14/22; 11/15-16/22; 2/15/23; 3/15/23	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS support for parents to utilize app with consistency.	Academic Coach; Parent Facilitator
English Classes for Spanish Speaking Families	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	9/2022 – May 2023 (Wednesdays)	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator
Donuts with Dad	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	October 2022	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	
Muffins with Mom	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	May 2023	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	

Chat & Chew with the Principal	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator	Title I	August 11, 2022, December 6, 2022, March 28, 2023	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	
Masquerade Ball	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ Goal 4	Local Community, Stakeholders, Parent Facilitator	Title I	February 2023	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

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

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**   **SCHOOL RESPONSE**:   This plan was developed with staff, parents, and community leaders. District initiatives (MFI, ELF, READ 180, System 44, PBIS) were supported with Title I funds.

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 plan is reviewed with all stakeholders at the end of each quarter. Results are shared with staff and next steps determined to maintain progress toward meeting goals.
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: Data is reviewed regularly in CCC meetings or Team meetings and instructional next steps and interventions implemented as needed.
9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*
SCHOOL RESPONSE: The schoolwide plan is revised periodically with the support of our Title I supervisor and adjustments made at our midyear conference.

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:
We utilize a holistic approach to addressing the behavioral concerns of our scholars. We provided SEL support at the tier 1 level with the use of Quaver and Second Step. Tier 2 was supported by the counselors through group sessions and interventions (Check in/Check out). Tier 3 was supported through Check and Connect and individualized meetings with the counselors.
The PBIS team monitored and tracked the referral data from CSIS and the PBIS rewards app. This data was reported to admin. Interventions were put in place to address the behaviors through individualized interventions.

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: Professional Development offered: Para University, New Teacher Academy, Front office staff training, differentiated PL options for staff, ELF PL, MFF PL, Math 360 PL, and technology training.

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: 5th grade students have 3-4 virtual visits from the middle school. The topics range from (Meeting the Principal, enrichment options, extracurricular activities and clubs). There is one physical visit to the middle school at the end of the year where they showcase their students and activities.

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*