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| **School Improvement Action Plan**   |  |  | | --- | --- | | **School Year:** | **2024 - 2025** | | **School Name:** | **Cooper Middle School** | | **Principal Name:** | **James Rawls** | | **Date Submitted:** |  | | **Revision Dates:** | **6/17,7/30,8/7,8/12,8/16,8/20** | |

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| *District Name* | | Cobb County School District |
| *School Name* | | Cooper Middle School |
| *Team Lead* | | Rodney Wheeler |
| *Position* | | 7th Grade Administrator |
| *Email* | | [Rodney.Wheeler@cobbk12.org](mailto:Rodney.Wheeler@cobbk12.org) |
| *Phone* | | 770.819.2438 |
| **Federal Funding Options to Be Employed (SWP Schools) in This Plan**  **(Select all that apply)** | | |
| X | Traditional funding (all Federal funds budgeted separately) | |
|  | Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY** | |
|  | “Fund 400” - Consolidation of Federal funds only | |
| **Factor(s) Used by District to Identify Students in Poverty**  **(Select all that apply)** | | |
| X | Free/Reduced meal applications | |
|  | Community Eligibility Program (CEP) - Direct Certification **ONLY** | |
|  | Other (if selected, please describe below) | |
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| In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).  *References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]* |
| School Response: Sought advice from: School administrators, Academic Coaches, CMS Stakeholders (Faith Based Representative), parent representative |

**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): | 7/26; 7/30; 8/5; 8/26 |

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| **Position/Role** | **Printed Name** | **Signature** |
| Principal | James Rawls | James Rawls |
| Assistant Principal | Rodney Wheeler | Rodney Wheeler |
| Assistant Principal | Christian Waldon | Christian Waldon |
| Assistant Principal | Portia Shaw-Alabi | Portia Shaw-Alabi |
| Academic Coach | Dayan Shannon | Dayan Shannon |
| ELA Subject Area Lead | Ashley Idowu | Ashley Idowu |
| Academic Coach | Charles Polk | Charles Polk |
| Academic Coach | Japonika Francis | Japonika Francis |
| Academic Coach | Gerrilyn Sumlin | Gerrilyn Sumlin |
| PBIS Coach | Johnathan Smith | Johnathan Smith |
| Parent Facilitator | Caleeah Jarrett | Caleeah Jarrett |
| Parent | Quintella Ezekiel | Quintella Ezekiel |
| Faith Based Representative | Reggie Fields | Reggie Fields |
|  |  |  |

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

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

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

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| **Previous Year’s Goal #1** | By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 70% (with enrollment at 1060) on the Reading Inventory. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | End of the Year Proficiency Summary Report from the Reading Inventory (RI) supports the outcome. The RI summary report combines proficient and advanced percentages from August 2023 (54%) to May 2024 (66%) shows an increase of 12%. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | All students will receive increased reading and writing instruction through our school-wide reading annotation strategy, CSS – “Confusing Words, Specific Key Details, Summarizing.” Additionally, students will receive increased writing instruction through our school-wide writing framework, CER- “Claim, Evidence, Reasoning.” Our beginning level ELL students will receive school-wide the ELLevation strategy- “Make Your Mark.” |
| 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? |  |

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| **Previous Year’s Goal #2** | By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 50% (with enrollment at 1060) on the Math Inventory. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | Based on MI data, 59% of students scored Proficient and Advanced. |
| **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? | The math intervention classes along with math support classes contributed to exceeding the goal. The deployment process needs improvement in the area of standards by students. A Title 1 provided tutor also contributed to exceeding the goal. |

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| **Previous Year’s Goal #3** | By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on Social Studies Common Summative Assessments. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | Data from the CCC logs indicate that less than 70% of all students scored proficient in 6th-8th grade on all Social Studies Common Studies Common Summative Assessments. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | The intervention process (deployment) will be based on standard. The instructional coach will conduct CCC  Walks to ensure the 4 questions of a PLC are carried out with fidelity. Feedback will be provided by the  Coach to CCC teams needing support. There will be an increased focus on immediate remediation during  In-class instruction. |
| 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? |  |

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| **Previous Year’s Goal #4** | By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on the Common Summative Assessments for Science. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | Data from the CCC logs indicate that less than 70% of all students scored proficient in 6th-8th grade on all Science common summative assessments. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | The intervention process (deployment) will be based on standard. The instructional coach will conduct CCC  Walks to ensure the 4 questions of a PLC are carried out with fidelity. Feedback will be provided by the  Coach to CCC teams needing support. There will be an increased focus on immediate remediation during  In-class instruction. |
| 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? |  |

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| **Previous Year’s Goal #5** | By the end of the 2023-2024 school year, the PBIS team will work with all students and staff to decrease classroom disruption by 25% (move from 200-150 or fewer disruption referrals). |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | The CCSD PBIS Data Report indicates that we met the school-wide behavior goal by decreasing classroom disruption referrals to 120 during the 2023-2024 school year. |
| **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? | Administration set grade level behavior goals and provided incentives when met. Teachers were encouraged to use the PBIS rewards app and given an incentive for reaching a particular monthly. A high level of users was recognized in faculty meetings. The PBIS flowchart was modified to an Infographic to increase teacher follow-through with teacher managed behaviors. |

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

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| **Data** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | \*\*Students with Below Basic and Basic Lexiles are given additional support in -Reading --Support Classes (READ 180).  \*\*Students’ Lexiles are increasing as measured by the Reading Inventory administered in the Winter and Spring. | \*\*Reading stamina and vocabulary knowledge  \*\*Writing proficiency  \*\*Moving our proficient and advanced students to the next GMAS achievement band. | \*\*RI Data  \*\*Common formative Assessments |
| **Math** | \*\*Below and Below Basic steadily declined after each test administration.    \*\*Proficient and Advanced percentages grew with each test administration. | \*\*Being extremely intentional with scheduling the right students in math support classes  \*\*Lack of solid knowledge of foundational math skills  \*\*Decreasing the number of Basic and Below Basic | \*\*MI  \*\*Common formative and summative assessments |
| **Science** | \*\*Students' scores consistently increased between Test A and Test B.  \*\*Teams worked as CCCs to create common formative and summative assessments.  \*\*Teams created and shared results of common tasks based on what students needed to know on various standards. | \*\*The effectiveness of Backwards Design planning and assessment alignment.  \*\*Co-teaching teams work collaboratively to create differentiated tasks.  \*\*Deployment (Intervention) planning/implemented by standard. | \*\*Progress Learning Summative Assessments (Test A)  \*\*CTLS Summative Assessments (Test B)  \*\*TEAMS CCC logs  \*\*Academic Coach Observations |
| **Social Studies** | \*\*Students’ scores consistently increased between Test A and Test B.  \*\*Teams worked as CCCs to provide authentic and rigorous assessment using two formats for data collection.  \*\*History is the strongest domain with 130 students meeting the target. | \*\*CCC collaboration having a focus on individual student data.  \*\*Backwards Design and assessment alignment/ design is effective.  \*\*Co-taught teams work collaboratively to create differentiated tasks.  \*\*Deployment (Intervention) is not implemented by standard. | \*\*Progress Learning Summative Assessments (Test A)  \*\*CTLS Summative Assessments (Test B)  \*\*TEAMS CCC logs  \*\*Academic Coach Observations |
| **Discipline / School Climate Data** | \*\*Students have shown progress after participating in counselor-led weekly small groups.  \*\*Students were given behavior trackers and required to have weekly meetings with the administrator to prevent negative behaviors.  \*\*Students strive to use behavior tracker for their repeated discipline infractions. | \*\*There were still 607 referrals processed this school year.   * 289 occurred in the classroom * 103 in the hallway * 47 in the gym   The number of physical aggressive offenses. | \*\*PBIS app/data  \*\*Counselor surveys  \*\*CSIS |
| **Professional Learning**  What’s been provided?  What is the impact? | \*\*CCC  \*\*Monthly PBIS meetings  \*\*Ed Camp | \*\*Adequate implementation time  \*\*Monitoring and follow-up | \*\*Academic Coaches  \*\*District Support  \*\*Teacher Leaders |
| **Other** |  |  |  |

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

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| **Data** | **Student Groups** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Strong co-teaching teams regularly implement evidence-based instructional strategies.  \*\*ESOL teachers reinforced reading and writing skills and ELA concepts by meeting with ELA teachers to allow students to preview upcoming units.  \*\*EL and SWD receive reading interventions in Read 180/writing interventions during 3rd period intervention block. | \*\*SWDs not reading proficiently on grade level. | \*\*Read 180/System 44  \*\*Common Formative Assessments  \*\*Reading Inventory  \*\*Observations |
| **Math** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Most EL students were in co-taught classes and were able to get support in small groups.  \*\*ESOL teachers were in constant communication with the content teacher.  \*\*A significant number of SWD students were in Math Support classes.  \*\*Students had access to personal laptops and could access resources at home and in multi-language formats. | \*\*There was a lack of consistency with completing assignments outside of class time.  \*\*Math teachers were not given adequate training to effectively support math instruction for EL Learners.  \*\*Pacing of the standards did not allow for deeper understanding. | \*\*Observations  \*\*Common Formative Assessments  \*\*CCC Logs |
| **Science** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Special education teachers are experienced/knowledgeable of content.  \*\*ESOL teachers provide student support and one-to-one/small group consultation.  \*\*Students had access to personal laptops and could access resources at home and in multi-language formats.  \*\*Students had the opportunity for acceleration in science literacy/STEM interest/academy classes. | \*\*Modification of instruction considers background knowledge.  \*\*Instructional pacing did not allot extra time to implement structured deployment before summative assessment. | \*\*TEAMS CCC Logs  \*\*Academic Coach  Observations |
| **Social Studies** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Access to personal laptops and were able to access resources at home and in multi-language formats.  \*\*Students had the opportunity for remediation, extension and social studies literacy classes.  \*\*Special Ed teachers are strong/experienced.  \*\*ESOL teacher support and consultation was evident. | \*\*There is a need for vocabulary pre-teaching.  \*\*There is a need for tiered lessons.  \*\*Adequate and timely feedback is needed.  \*\*Deployment should consider ESOL and accommodations when executing remediation and acceleration. | \*\*Department TEAMS CCC Logs  \*\*Academic Coach  \*\*Observations  \*\*Walkthroughs |
| **Discipline / School Climate Data** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*There was an increase in EL students exiting ESOL…simulation of ACCESS test throughout school year.  \*\*Grade and schoolwide incentives for behavior are given.  \*\*Behavior interventions…Check-in/Check-out, Check and Connect, and behavior trackers.  \*\*There was a lack of consistent AIR Day rewards. | \*\*There was an inconsistency in promotion of PBIS giveaways and incentive days.  \*\*There was a need to increase teacher training for PBIS in the classroom.  \*\*There was a need for increased parental support for highflyer behavior students | \*\*ACCESS Test Data  \*\*PBIS App Data  \*\*Staff Feedback |
| **Professional Learning** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*PD was delivered on new instructional strategies…Summarizing, Jigsaw, Scaffolding, and Activating Prior Knowledge | \*\*Co-taught teachers needed increased PD.  \*\*EL instructional strategies PD (specifically ELLevation implementation) was needed.  \*\*Writing across the curriculum implementation was needed.  \*\*PD for assessment alignment was needed. | \*\*Teacher Feedback  \*\*Instructional Coach  Observations |
| **Other** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |

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| **Statement of Concern #1** | The major area of concern is the number of students in 6th-8th Grade ELA scoring below proficiency on the ELA Milestones. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | All students in 6th and 7th grade were not consistently exposed to rigorous reading and writing instruction. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Teacher created assessments did not adequately assess mastery of standards. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | Lack of reading outside of what is assigned, lack of motivation, and parental engagement. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-2025 school year, the percentage of students in 6th-8th grade scoring at the Proficient and Advanced Level will increase by 5% from 44% to 49% on the ELA Milestones. |

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| **Statement of Concern # 2** | The major area of concern is the number of students in 8th Grade scoring below proficiency on the Functional and Graphical Reasoning Domain on Summative Assessments. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The remediation process (during and after instruction) not strategic enough for students that demonstrated non-mastery of standards and concepts...Question 3 of the CCC process. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Teacher created and weekly formatives did not adequately assess mastery of standards. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | Student Attendance; parental engagement, lack of motivation |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-25 school year, the percentage of students scoring Proficient or Advanced on the GMAS will increase by 5% from 40% to 45%. |

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| **Statement of Concern #3** | The major area of concern is the number of students in 6th-8th Grade Social Studies scoring below proficiency (70%) on common summative assessment. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | A more coherent and systematic deployment and remediation process (during and after instruction) is needed that addresses non-mastered standards and concepts...Question 3 of the CCC process. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | There is a need for improved Backwards Design and DOK on summative assessments. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | The pacing guides provided by the state and county do not permit time to properly focus on areas of weakness.  Lack of completion of homework/practice, nightly reading, and real-world exposure to natural phenomena. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-2025 school year, the percentage of students in 8th grade scoring at proficiency on the Geography Domain will increase by 5% from 22% to 27%on 8th Grade Georgia Studies Milestones. |

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| **Statement of Concern #4** | The major area of concern is the number of students in 6th-8th Grade Science scoring below proficiency  (70%) on common summative assessment. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of a systematic deployment and remediation process (before summative assessments) to address non-mastered standards and concepts. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Inconsistent use of the Backwards Design approach to use appropriate distribution of leveled DOK questioning on formative assessments. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | The pacing guides provided by the state/county do not permit much additional time to properly focus and accommodate the many areas of weaknesses in student achievement  Lack of application of practice/homework, nightly reading, and exposure to real-world experiences of natural phenomena |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-2025 school year, the percentage of students in 8th grade scoring proficiency in the Domain: Matter will increase by 5% from 44% to 49% on 8th Grade Georgia Milestones Assessment for Science. |

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| **Statement of Concern #5** | Out of 607 processed referrals, 289 occurred in the classroom, 103 occurred in the hallway and 47 occurred in the gym relating to physical aggression offenses. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | There is a need for more frequent PBIS celebrations to increase student buy-in. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☒ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement | There is a need for more training for teachers on how to prevent physical aggression with the use of PBIS in the classroom. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  ☐ Coherent Instruction  ☐ Professional Capacity  ☐ Effective Leadership  ☐ Supportive Learning Environment  ☐ Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | Increased classroom size, students dealing with trauma, students dealing with other outside factors. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-2025 school year, the PBIS team will work with all students and staff to decrease physical aggression offenses by 10%. |

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| **School Improvement Goals**  ***Include goals on the parent compacts and policy*** | |
| **Goal #1** | By the end of the 2024-2025 school year, the percentage of students in 6th-8th grade scoring at the Proficient and Advanced Level will increase by 5% from 44% t0 49% on the ELA Milestones. |
| **Goal #2** | By the end of the 2024-25 school year, the percentage of students scoring Proficient or Advanced on the GMAS will increase by 5% from 40% to 45%. |
| **Goal #3** | By the end of the 2024-2025 school year, the percentage of students in 8th grade scoring at proficiency on the Geography Domain will increase by 5% from 22% to 27%on 8th Grade Georgia Studies Milestones. |
| **Goal #4** | By the end of the 2024-2025 school year, the percentage of students in 8th grade scoring proficiency in the Domain: Matter will increase by 5% from 44% to 49% on 8th Grade Georgia Milestones Assessment for Science. |
| **Goal #5** | By the end of the 2024-2025 school year, the PBIS team will work with all students and staff to decrease physical aggression offenses by 10%. |

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| **Title I Personnel/Positions Hired to Support the School Improvement Goals**  *SWP Checklist 2.c(iv) -*  *Section 1114(b)(7)(A)(i-iii)(I-V)* | | | |
| **Position** | **Supports Goal(s)** | **Supports which system(s)** | **How will the primary actions of this position support the implementation of the School Improvement Plan?** |
| Dayan Shannon | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | \*\*Identify students needing the Reading Support classes.  \*\*Identifying students needing to be placed in the 3rd period ELA Literacy Class.  \*\*Provide ongoing support and professional development.  \*\*Provide support with data analysis from RI and other common assessments to help drive instruction.  \*\*Implement coaching cycles.  \*\*Provide resources/strategies for reading and writing for families to implement at home. |
| Charles Polk | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | \*\*Provide support when identifying struggling students and areas of weakness based on Math Inventory, GA Milestones, formative assessments, and summative assessments.  \*\*Support teachers in development and implementation of deployment/ remediation plans.  \*\*Provide ongoing support and monthly professional development in implementation of Dream Box, 360-Classroom and other instructional strategies.  \*\*Provide support with data analysis of Math Inventory and common assessments to guide instruction and support strategies.  \*\*Provide feedback and support throughout lessons and instruction to meet the needs of all students.  \*\*Provide resources for parents for students struggling in math that can be applied outside the classroom. |
| Gerrilyn Sumlin | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | \*\*Provide weekly feedback using the lesson plan checklist.  \*\*Support CCCs weekly with implementation of common formatives, summative and remediation or enrichment for class deployment based on Test A scores.  \*\*Facilitate quarterly focused PD and support collaborative PD with the department chair and individual teachers who are particularly proficient in teaching strategy of practice.  \*\*Provide regular observations focusing on action steps to meet our 2025 SIP goal, by providing direct feedback and direction to resources that can be used to improve curriculum and instruction. |
| Japonika Francis | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | \*\*Support CCC/PLC weekly with common formatives and summative and remediation or enrichment for class deployment throughout our instructional framework.  \*\*Facilitate quarterly focused PD and support collaborative PD with the science department chair and individual teachers who are particularly proficient in teaching strategies that yield high student achievement data.  \*\*Provide regular observations focusing on action steps to meet our 2024-2025 SIP goal, by providing direct feedback and direction to resources that can be used to improve curriculum and instruction.    \*\*Provide data share outs to calibrate school grade level and individual performance. |

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| **GOAL #1** | By the end of the 2024-2025 school year, the percentage of students in 6th-8th grade scoring at the Proficient and Advanced Level will increase from 44% to 49% on the ELA Milestones. | | | | | |
| **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 34 CFR § 200.26* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.b 34 CFR § 200.26* | **People Responsible** |
| –6TH – 8TH Grade Teachers in all content areas will implement the CER strategy monthly as measured by teacher created assessments. | -CER Strategies Poster  CER Rubric Posters | Title 1 | August, 2024 | **Implementation Performance Target:**  100% of teachers will implement CER strategies monthly.  **Implementation Plan:**  **Preplanning:**   * Academic coaches will provide PL on CER strategies.   **August – September:**   * Subject area leads will model strategies during department meetings. * ELA teachers will implement CER strategies during instruction. * ELA walkthrough conducted to focus on CER implementation.   **September – October:** ·   * PL on CER rubric development and scoring * School-wide implementation of CER strategies. * All content area walkthroughs were conducted to focus on CER implementation.   **October – December:**   * All teachers continue to use CER strategies during instruction. · * CCCs will review and discuss student work that includes CER strategies. * All teachers will extend or remediate based on student learning needs. * All content area walkthroughs were conducted to focus on CER implementation.     **Artifacts:**   * Student writing samples * CER Assessment rubric * Student Writing Assessments * Walkthrough form | **Evaluation Performance Target:** By December 2024, 75% of students will demonstrate proficiency on CER strategies as evidenced by the CER assessment rubric  **Evaluation plan:**   * ELA teachers will give a CER writing assessment monthly. * CCC will analyze monthly assessment results. * These results will be shared with the faculty. * Strategies will be provided to content area teachers to help with CER writing.   **Evidence:**  CER Writing assessment data    Walkthrough Data | -Teachers  -Coaches  -Subject Area Leads  -Administrators |
| Action Step #2: 6th-8th Grade Teachers will create/use balanced summative assessments to adequately assess mastery. | CTLA;  Progress Learning | Title 1 | August, 2024 | **Implementation Performance Target:** 100% of ELA teachers will create balanced summative assessments.  **Implementation Plan**:   * Teachers will create a balanced assessment formula for their formative assessments * Review formative assessments to ensure they align with the standards and reflect the appropriate level of rigor. * Provide ongoing professional development on creating balanced assessments. * Coaches will review all summative assessments and provide feedback   **Artifacts:**   * Teacher created assessments * Coaching feedback on assessments | **Evaluation Performance Target:** By December 75% of summatives will have a balanced level of DOK questions.  **Evaluation plan:**   * CCCs will create summatives with a balanced level of DOK questions. * CCC will review any prior summatives for a balanced level of DOK questions.   ELA Coach will review all summatives.  **Evidence:**  **-**Teacher created assessments  -Assessment data | -Teachers  -Coaches  -Subject Area Leads  -Administrators |

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| **GOAL #2** | By the end of the 2024-25 school year, the percentage of students scoring Proficient or Advanced on the GMAS will be 45%. | | | | | |
| **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** |
| 8th Grade Math teachers will develop differentiated weekly lessons | Quizizz, Progress Learning, Delta Math,  CTLS | Title 1 | August 2024 | **Implementation Performance Target:**  8th Grade Math teachers will meet weekly to plan and develop differentiated remediation /deployment lessons for level 1&2 students indicated by weekly formative tasks  **Implementation Plan**:  **August-September:**   * CCCs will share/model in-class differentiation and reinstruction strategies. * Academic coach will identify prerequisite assessments for the main standards within the FGR Domain. * CCCs will evaluate effectiveness of in-class reinstruction strategies and prerequisite assessments. * CCCs will establish data driven strategies for deployment remediation * CCCs will evaluate deployment method and results   **October-November:**   * Math walkthroughs conducted to focus on in-class differentiation strategies * CCCs will establish data driven strategies for deployment remediation * CCCs will evaluate deployment method and results * PLs on PL of self-reflection and self- assessment.   **December - February:**   * Math walkthroughs conducted to focus on in-class differentiation strategies * CCCs will establish data driven strategies for deployment remediation   **Artifacts:**  CCC agenda  Walkthrough form  Formative Assessment Data  Summative Assessment Data | **Evaluation Performance Target:**  By March 2025, the number of students demonstrating below level 2 mastery will be less than 15% of 8th grade students.  **Evaluation plan:**   * CCC will analyze pre-req. assessments after each administration and spiral below proficiency content into instruction. * CCC will track below proficiency students’ progress throughout the unit to promote growth.   **Evidence:**  -Walkthrough data  -Common formatives  -CCC log | -Teachers  -Coaches  -Subject Area Leads  -Administrators |
| 8th Grade Math teachers will use DOK data from the Georgia Milestone’s Assessment Blueprint to design balanced summative assessments | Quizizz, Beacon, Progress Learning, Delta Math |  |  | **Implementation Performance Target:** All Mathteachers will demonstrate proficiency in using the Georgia Milestone’s Assessment Blueprint to create aligned DOK questioning on common assessments  I**mplementation Plan:**  A**ugust-September:** Teachers will create assessments and demonstrate usage of Milestone’s Blueprint for the rigor and DOK levels of questions.  **October-November:**   * PL on assessment development rubric * Academic coach meetings with CCC leads regarding Backwards Design and GMAS Mathematical Assessment Blueprint * Academic Coach will inspect all Summative Assessments.   **December-March**   * Ed Camp and PL on assessment development rubric * Academic coach meetings with CCC leads regarding Backwards Design and Milestone Assessment Blueprint * Academic coach check-in during weekly meeting with content administrator (where applicable)     **Artifacts:**   * Academic coach observation logs * CCC lead meeting minutes | **Evaluation Performance Target:**   * All summatives will have a balanced level of DOK questions per GMAS blueprint.   **Evaluation plan:**   * CCCs will create summative assessments with a balanced level of DOK questions. * CCC will review any prior summatives for a balanced level of DOK questions. * Academic Coach will review all summatives. * **Evidence:** * **-**Teacher created assessments * -Assessment data | -Teachers  -Coaches  -Subject Area Leads  -Administrators |

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| **GOAL #3** | By the end of the 2024-2025 school year, the percentage of students in 8th grade scoring proficiency on the Geography Domain will increase by 5% on 8th Grade Georgia Studies Milestones. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| 6th-8th Grade Social Studies teachers will restructure in-class remediation using immediate feedback on standards. | Common assessments, CCC Log  Remediation tasks | Title 1 | August 2024 | **Implementation Performance Target:**  100% of Social Studies teachers will implement an in-class remediation process for each unit.  **Implementation Plan:**  Preplanning: Academic coach and content administrator will provide training/PL on in-class remediation process.  **August-September:**   * Social studies teachers will share/model in-class remediation strategies in monthly meetings. * All social studies teachers will implement in-class remediation strategies during instruction (supports vertical alignment from grades 6-7). * SS walkthrough conducted to focus on in-class remediation at the end of each unit. * CCCs will evaluate effectiveness of in-class remediation strategies by unit. * 8th grade teachers will review geography standards throughout the use with warm-up and in class practice.   **September-October:**   * PL of self-reflection and other topics deemed as a need in the school for in-class remediation. * Department-wide implementation of in-class remediation strategies. * SS department walkthrough conducted on implementation. * CCCs will evaluate the effectiveness of in-class remediation strategies and process by unit.   **October-December:**   * All SS teachers continue to use in-class remediation strategies. * CCCs will evaluate effectiveness of in-class remediation strategies by unit.   **Artifacts:**   * CCC Agenda * Academic Coach observation forms * CCC Logs | **Evaluation Performance Target:**  By December 2024, 75% of students will demonstrate proficiency/mastery of the geography standards as evidence by newly implemented in-class remediation strategies on common assessments.  **Evaluation plan:**   * Academic coach and CCC leads will meet monthly to analyze proficiency/mastery data on common assessments. * CCC will analyze common assessments after each administration and spiral below proficiency/non-mastered standards/content into current instruction.   **Evidence:**   * Common assessment data...formative & summative * CCC agenda minutes...Question 3 “How do we respond when students do not learn?” | -Teachers  -Coaches  -Subject Area Leads  -Administrators |
| 6th- 8th Grade Social Studies teachers will construct summative assessments according to Backwards Design and GMAS Social Studies Assessment Blueprint for each unit. |  | Title 1 |  | **Implementation Performance Target:**  100% of 6th-8th Grade Teachers will implement Backwards Design and GMAS Social Studies Assessment Development Blueprint for each unit.  **Implementation Plan:**  **Preplanning:** Administrationwillprovide PL to teachers on assessment design.  **August-September:**   * CCC teams will vet all first semester common formative and summative assessments.   **September-October:**   * PL on assessment development rubric * Academic coach meetings with CCC leads regarding Backwards Design and GMAS Social Studies Assessment Blueprint * Academic coach check-in during weekly meeting with content administrator (where applicable)   **October-December:**   * CCC teams will vet all second semester common formative and summative assessments using Solutions Tree “Assessment Instrument Quality Evaluation Rubric”. * CCC teams will compare common formative and summative assessment data from the 2023-2024 school year to determine effectiveness.     **Artifacts:**   * Academic coach and CCC lead meeting minutes * Solutions Tree “Assessment Instrument Quality Evaluation Rubric” | **Evaluation Performance Target:**  By December 2024, 100% of 6th-8th Grade Social Studies teachers will demonstrate proficiency in Backwards Design and GMAS Social Studies Assessment Blueprint development using the Solutions Tree “Assessment Instrument Quality Evaluation Rubric”.  **Evaluation plan:**   * CCC teams will adjust future (2nd semester) common assessments by unit based on first semester findings.   **Evidence:**   * Common assessment data (CCC Log) * Solutions Tree “Assessment Instrument Quality Evaluation Rubric” scoring data | Content team teachers, Academic Coach, Content Administrator |
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| **GOAL #4** | By the end of the 2024-2025 school year, the percentage of students in 8th grade scoring proficiency on the Domain Matter will increase by 5% on 8th Grade Georgia Milestones Assessment in Science. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| 6th - 8th grade Science teachers will develop differentiated unit deployment lessons, bi-weekly, based on student’s formative and/or summative results. | common formative assessments; CTLS assess; Progress Learning | Title 1 | August 2024 | **Implementation Performance Target:**  100% of science teachers will meet weekly to plan and develop differentiated remediation /deployment lessons for level 1 & 2 students indicated by weekly formative tasks  **Implementation Plan:**  **August – November:**  Academic coach will model remediation strategies/tasks within weekly CCC meetings  **September - November:**  Teachers will explain/present deployment lessons in monthly subject area meeting; team will debrief.  **September -December:**  CCC’s will monitor progress of student’s mastery of standards, strengths/weaknesses of deployment lessons throughout prior to summative assessments  **Artifacts:**  CCC Agendas; deployment lessons; CCC assessment data chart  Academic Coach observation forms | **Evaluation Performance Target:**  By December 2024, 80% of level 1 & 2 students will show an increase in mastering priority standards on summative unit assessments  **Evaluation plan:**  Teachers will monitor/note student progress/achievement on formative (weekly) and summative assessments in CCC student data chart;  content administrator will meet with academic coach to provide feedback.  **Evidence:**  -Academic coach observation forms  -CTLS assess reports/Progress Learning reports/weekly assessments data | -Content Team - Teachers and Academic Coach |
| 6th – 8th grade science teachers will use leveled DOK data to design aligned summative assessments based on the Georgia Milestones Assessment Blueprint. | Common assessments; CTLS; Progress Learning; Georgia Milestones assessment blueprint | Title 1 | August 2024 | **Implementation Performance Target:**  100% of science teachers will demonstrate proficiency in using the Georgia Milestone’s Assessment Blueprint to create aligned DOK questioning of prioritized standards on common assessments.  I**mplementation Plan:**  A**ugust – December:**  Teachers will access the GMA blueprint and reconstruct common assessments questions given the normed percentage of DOK leveled questions for unit standards.  **September - December:**  Teachers will appropriately distribute leveled questions (using GMA blueprint) on assessments and monitor student performance and growth on DOK 2 & 3 questioning, including technology-enhanced questions samples.  A**rtifacts:**  Progress Learning assessments, CTLS assessments; | **Evaluation Performance Target:**  By December 2024, 100% of 6-8 grade science teachers will show proficiency in utilizing the Georgia Milestones Assessment Blueprint to create effective formative/summative assessments.  **Evaluation plan:**  Academic coaches will meet with content administrator regarding teacher implementation.  E**vidence:**  Academic coach observation forms  CCC assessment data chart; TKES evaluation |  |
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| **GOAL #5** | By the end of the 2024-2025 school year, the PBIS team will work with staff to decrease the percentage of student behavior incidents by 10%. | | | | | |
| **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** |
| Creating more opportunity for students to celebrate in celebrations for their positive behavior to increase students buy-in | PBIS in the classroom | Title 1/PBIS funding | August 2024 | **Implementation Performance Target:**  By the first day of school, 100% of teachers will have received PBIS training.  **Implementation:**  Preplanning: District training    **August-September:**  Staff will award students PBIS when they are displaying one of our core values of Accountability, Integrity, and Respect.  **September- December:** Students will have celebrations for having the lowest number of referrals, greatest percentage drop in our targeted area (physical aggression) referrals.  **Artifacts:** Pre-planning agenda, PPT, surveys from trainings, data from the year on physical aggression | **Evaluation Performance Target:**  By December 2024, 100% of students will have at least four chances to celebrate their behavior.  **Evaluation plan:**  Each grade level will have behavior data pulled to determine if students are meeting their behavior goal  Each grade level will have continued to track referral data.  **Evidence:**  The number of students participating in behavior celebrations are increasing  The number of referrals in a grade level that are physical aggression are decreasing. | -Teachers  -Counselors  -PBIS Team  -PBIS Coach  Admin |
| Teachers with the highest discipline referrals will receive a multi-tier intervention from grade level PBIS representative, PBIS Coach, grade-level AP, District Coach etc. | Planning time | Title 1/PBIS funding | October 2024 | **Implementation Performance Target:**  By January 2025, the top five teachers with the highest referrals will receive support/interventions from grade level PBIS representative, PBIS Coach, grade-level AP, District Coach etc.  **Implementation Plan:**  The PBIS Coach/Team Leader will arrange a meeting with teachers with high referral numbers to review classroom management strategies.  **Artifacts:**  Data reports and teacher reflections. | **Evaluation Performance Target:**  By November 2024 the top three teachers with the highest referrals will receive support/interventions from grade level PBIS representative, PBIS Coach, Grade-Level AP, District Coach etc.  **Evaluation plan:**  PBIS and Admin team will review discipline data monthly/weekly.  **Evidence:**  Reduction of discipline referrals from teachers | -Counselors  -Teachers  -PBIS Team  -PBIS Coach  Admin |

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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 | \*\*Read 180/System 44 and 3rd period Literacy support classes  \*\*Access to technology  \*\*Academic Coach will provide resources to help with reading strategies and vocabulary instruction. | -Membean  -Cobb Digital Library/SORA | Title 1 |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Provide support when identifying struggling students and areas of weakness based on GA Milestones, formative assessments, and summative assessments.  \*\*Support teachers in development and implementation of deployment/ remediation plans.  \*\*Provide ongoing support and monthly professional development in implementation of Dream Box, 360-Classroom and other instructional strategies.  \*\*Provide support with data analysis of Math Inventory and common assessments to guide instruction and support strategies.  \*\*Provide feedback and support throughout lessons and instruction to meet the needs of all students.  \*\*Provide resources for parents of those students struggling in math that can be implemented outside of the classroom. | -Delta Math  -360 Classroom | Title 1 |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Support CCCs weekly with implementation of common formatives, summative and remediation or enrichment for class deployment based on Test A (Interim) scores.  \*\*Facilitate focused PD through Ed Camps, department collaborative PD remediation, deployment, and assessment design.  \*\*Provide CCC walkthroughs/observations as well as classroom walks. | -CTLS  -Progress Learning  -CCC Data Log  -Academic Coach -Observation Form | Title 1 |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | \*\*Support CCC/PLC weekly with common formatives and summative and remediation or enrichment for class deployment based on Test A scores.  \*\*Facilitate quarterly focused PD and support collaborative PD with the science department chair and individual teachers who are particularly proficient in teaching strategy of practice.  \*\*Provide regular observations focusing on action steps to meet our 2024-25 SIP goal by providing direct feedback and direction to resources that can be used to improve curriculum and instruction. | -CTLS  -Progress Learning  -CCC Data Log  -Academic Coach Observation Form | Title 1 |
| 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  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. | 9-19-2024 |  | 1  4  2  5  3  6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method)  ­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. | 10-1-2024 |  | 1  4  2  5  3  6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) –  ­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. | 9-13-2025 |  | 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 10-10-2024 | PL#2 11-14-2024 | PL#3 2-13-2025 | PL#4 4–24-2025 | 10-10-2024 |  | 1  4  2  5  3  6 |
| 11-14-2024 |  |
| 2-13-2025 |  |
| 4-24-2025 |  |
| ***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:**  **TBA** |  |  | 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:***  School Parent and Family Engagement Policy  Parent Compact  All document communications via CTLS | | 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** |
| CCSD Technology Fair: This event will showcase to parents and students all the applications offered by CCSD to assist parents in supporting student achievement. | 1  2  3  4  5  6 | Goal1  Goal 2  Goal3  Goal 4 |  | Title 1 | N/A | **-**Parent sign in  -Parent survey completion at the end of the presentation  -Parent Q&A | Rodney Wheeler/ Caleah Lang (Parent Facilitator) |
| ESOL Student Celebration | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 |  | Title 1 | N/A | -ACCESS Test Scores | Rodney Wheeler/ Caleah Lang (Parent Facilitator)/Rosana Machado (Lead ESOL Teacher) |
| Black History & Hispanic Heritage Month Celebrations | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 |  | TBD | N/A | -Student participation signup  -Guest survey | Portia Shaw/Ashley Summerlin-Smith/Rosana Machado |

**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**: Cooper Middle School receives Title I funding to support a variety of school needs. A large percentage of funding is allocated to personnel or additional positions (Academic Coach, Parent Facilitator, and possibly a part-time teaching position). The School Improvement Plan remains in effect for the duration of the school’s participation under Sec. 114(b) (1-5) of ESSA. Upon the plan’s implementation, it will be monitored as described in previous sections of the document. It should be noted that the plan may be revised as needed to support student needs. The School Improvement Plan is available to stakeholders such as the local educational agency, parents, and the public. The plan is published on the local school website and available in the front office of the school.  The information contained in the plan is written in a uniform format and provided in parent friendly language. |
| **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**: **We review the results from the Beacon and Reading Inventory and share those results with parents, students, and staff in December and with staff in May. We also share the results of the GA Milestones and End of Course Tests with staff when they are received in May and August.** |
| 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**: **Our students’ scores on the Reading Inventory and Beacon Assessment and End of Course Tests were comparable to historical data, and we are waiting for all of our GA Milestones scores to be forwarded so that we can make those comparisons for student achievement and growth.** |
| 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 Title 1 team will have standing meeting dates throughout the school year (quarterly) at a minimum. Adjustments will be made as 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**: **We utilize PBIS strategies to ensure a positive school climate. Lessons created by the PBIS team are taught at the beginning of the school year by teachers in each class to ensure consistency and alignment of our PBIS expectations (specifically “Bullying”). Our counselors hold small group classes to support struggling students and there are classroom and school-wide recognition programs to encourage and reward good behavior. It should also be noted that physical aggression has been identified as the escalated behavior from the 2023-2024 school year and is a focus for the PBIS team and schoolwide.** |
| 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**: **All new teachers are provided with an assigned mentor and mentor/mentee activities are held at the beginning of the school year. New teachers and staff and given an orientation by the principal along with a school tour. The academic coaches and leadership team plan and implement professional development for teachers based on their content and goals established prior to the beginning of the year. The teachers are given paid time in the summer to plan for the first unit of teaching by reviewing the priority standards, instructional strategies, and assessments, etc. A schoolwide instructional goal (student grade self-reporting) has been chosen and will be addressed with the support of the ILT and academic coaches modeling PD.** |
| 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**: **Each year we host our rising 6th graders from our three feeder schools to spend a few hours visiting their new school during the day and a parent meeting is held that evening. Parents are able to visit classrooms, hear presentations and meet most of the teachers.** |
| 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* |