



Georgia Department of Education

School Improvement Action Plan



School Year:	2023 - 2024
School Name:	East Cobb Middle
Principal Name:	Leetonia Young
Date Submitted:	6/05/2023
Revision Dates:	6/6/223 and 8/9/23

<i>District Name</i>	Cobb County School District
<i>School Name</i>	East Cobb Middle School
<i>Team Lead</i>	
<i>Position</i>	
<i>Email</i>	
<i>Phone</i>	
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)

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: East Cobb Middle School is the largest and continually growing middle school in Cobb County School District, which is located in the northwest metro area of Atlanta. We are a school within a burgeoning community that is diverse ethnically, socioeconomically, and linguistically. In developing this plan, we sought and included advice from staff members, teacher leaders, parents, school leaders, and other stakeholders when we had input meetings and requested feedback.

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**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	4/20, 5/15, 5/22, 5/25, 6/6, 6/7, 6/8	
Position/Role	Printed Name	Signature
Principal	Leetonia Young	
Assistant Principal	Kacie Phipps	
Assistant Principal	Nicole Sheppard-Floyd	
Teacher (Math Lead)	Jen Katz	
Teacher (SS Lead)	Christian Wood	
Teacher (ELA Lead)	Gail Brown	
Teacher (ESOL Lead)	Shane Petrillo	
Assistant Principal	Kevin Triebsch	
Assistant Principal	Alain Blot	
Teacher (Gifted Lead)	Sheila Billingsley	
Teacher (Science Lead)	Shannon Ventresca	
Parent	Summer Hathcock	
Parent	Alicia Kelley	
Parent	Angela Frutoz	
Parent	Kenya Reeves	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<ul style="list-style-type: none"> • Teachers use their Cobb Collaborative Communities (CCC) to effectively share ideas and data to further enhance instruction. • Teachers share information and provide resources for students to practice during their intervention period. • Teachers meet as a Subject-Area monthly to discuss trends and district initiatives. • Teachers utilize IXL as a remediation tool to address deficits. • Teachers utilize the Interim Assessment tool in CTLS Assess to analyze growth and determine mastery of content. • Teachers create common formative assessments through the CTLS Assess platform in order to deliver assessments and uniformly share results. • Students are making significant Lexile gains from the August 2023 to March 2023 RI. The average 8th grade growth is 162 points, the average 7th grade growth is 158 points, the average 6th grade growth in 197 points. 	<p>All three grade levels take the EOG in Reading/Language Arts once a year and take the RI three times a year. Results from the EOG indicate that 39.7% of students (511 students) are reading below Lexile stretch band according to the ELA EOG Assessment. The Median Lexile Score for 6th graders was 950 according to the ELA EOG Assessment. 6th Grade Lexile range is 925-1070. In 6th grade, 46% of students (190 students) are not reading on grade level according to the ELA EOG Assessment. The Median Lexile Score for 7th graders was 1045 according to the ELA EOG Assessment. 7th Grade Lexile range is 970-1120. In 7th grade, 38% of students (168 students) are not reading on grade level according to the ELA EOG Assessment. The Median Lexile score for 8th graders was 1115. 8th grade Lexile range is 1010-1185. In 8th grade, 35.5% of students (154 students) are reading below grade level.</p> <p>Additionally, according to the Winter 2023 RI, 51% of students (656 students) are reading below grade level. 57% of 6th graders (254 students) are reading below grade level. 53% of 7th graders (218 students) are reading below grade level. 42% of 8th graders (180 students) are reading below grade level.</p> <p>In summation, 6th grade students are reading at a lower Lexile level relative to their</p>	<p>EOG & RI</p>

		<p>score range than other grade levels. Additionally, 6th grade students need support with Reading Informational Texts and the Craft & Structure/Integration of Knowledge and Ideas domains (RI4-9); 7th grade students need support with reading both informational and literary texts in the Key Ideas and Details, Craft & Structure, and Integrating Knowledge and Ideas domains (RL1-9; RI1-9); 8th grade students need support in reading literary texts in both the Key Ideas and Details and Vocabulary use and acquisition domains (RL1-3; L4-6).</p>	
<p style="text-align: center;">Math</p>	<ul style="list-style-type: none"> • Teachers use their Cobb Collaborative Communities (CCC) to effectively share ideas and data to further enhance instruction. • Teachers share information and provide resources for students to practice during their intervention period. • Teachers meet as a Subject-Area monthly to discuss trends and district initiatives. • Teachers utilize IXL as a remediation tool to address deficits. • Teachers utilize the Interim Assessment tool in CTLS Assess to analyze growth and determine mastery of content. • Teachers create common formative assessments through the CTLS Assess platform in order to deliver assessments and uniformly share results. • Students are making significant Quantile gains from the August 2023 to March 2023 MI. The average 8th grade 	<p>All three grade levels are assessed in Math using the EOG once a year and the MI three times a year. EOG results indicate that 29.4% of students (375 students) are scoring in Level 1 on the Math EOG Assessment. Specifically, in 6th grade, 27% of students (111 students) are scoring in level 1 on the Math EOG Assessment. In 7th grade, 30.1% of students (132 students) are scoring in level 1 on the Math EOG Assessment. In 8th grade, 30.8% (132 students) of students are scoring in level 1 on the Math EOG Assessment.</p> <p>According to the Winter 2023 MI, 75% of students (968 students) are scoring below grade level. 73% of 6th graders (323 students) are scoring below grade level. 76% of 7th graders (314 students) are scoring below grade level. 77% of 8th graders (331 students) are scoring below grade level.</p> <p>Additionally, 8th graders are underperforming all other grade levels on the MI. A large</p>	<p>EOG & MI</p>

	<p>growth is 228 points, the average 7th grade growth is 209 points, the average 6th grade growth is 227 points.</p>	<p>percentage of all students are not performing on grade level on the MI.</p>	
Science	<ul style="list-style-type: none"> Teachers ignite a high level of curiosity in students by engaging them in lessons that are hands-on and relatable. There is a wide range of knowledge held by the teachers which allows them to better teach to the students' levels of cognition. Using the Claim- Evidence-Reasoning Framework, teachers can scaffold the scientific method and actively engages students in the scientific phenomena of the unit being studied. Science teachers at each level are consistently seeking new and innovative ways to teach concepts and improve science literacy with students. Cooperative learning is a great strength for the Science Department. Daily, students are given task in which they can learn and explore with a partner or group. Science teachers meet monthly and weekly in CCCs to discuss new initiatives, instructional data and develop lesson plans. Teachers led the way with the implementation of STEM/STEAM within the school. 	<p>One grade level (8th grade) is assessed using the Science EOG/EOC Assessment. Results indicate that 46% of 8th graders in on-level Science (152 students) are scoring in level 1 on the Science EOG Assessment. More specifically, the areas of concerns from the EOG are that 72% of 8th graders in on-level Science (238 students) are scoring in the Remediate learning band on Waves; 69% of 8th graders in on-level Science (228 students) are scoring in the Remediate learning band on Matter; 15% of 8th graders in HS Physical Science (8 students) are scoring in the Remediate learning band on both Chemistry units. The results indicate that on-Level 8th grade students will benefit from additional support in Waves and Matter (S8P1; S8P4) and HS Physical Science students will benefit from additional instructional support with the Chemistry Standards. When discussed with Guiding Coalition, Science teachers shared that these topics are taught earlier in the school year and based on the data, students may need a more intentional focus on review of those topics as the EOG approaches.</p>	EOG
Social Studies	<ul style="list-style-type: none"> Classroom materials are connected to current events to help students better 	<p>One grade level (8th grade) is assessed using the Social Studies EOG Assessment. Results indicate that 29% of 8th graders (114 students) are scoring in level 1 on the Social</p>	EOG

	<p>understand how the content of the course plays a role in everyday life.</p> <ul style="list-style-type: none"> • Document-Based Questions (DBQ) are used to teach students to create a strong thesis and support that thesis using provided documents, analyze sources to find author's point of view and purpose. • Grade level teachers collaborate weekly (content area meets monthly) to ensure consistency in the delivery of lesson plans, assessments, and projects. • Data from various student assessments is used to drive instruction and improve the quality of instruction in the classroom. <p>Teachers engage students in the areas of history, civics, government, economics, and geography.</p>	<p>Studies EOG Assessment. More specifically, 61% of 8th graders (240 students) are scoring in the Remediate Learning band in the History domain. In summation, 8th grade Social Studies students need support with the History Domain. When discussed with Guiding Coalition, Social Studies teachers mentioned they were surprised a little as students typically struggle with more conceptual units (government and economics), however most of the standards are history-based and comprehensive, so it makes sense that students may struggle with remembering information throughout the year. There may need to be a more intentional focus on review as the EOG approaches.</p>	
<p>Discipline / School Climate Data</p>	<ul style="list-style-type: none"> • The school uses PBIS as our primary tool to manage discipline and intervene with behavior. • Multiple staff members are trained in Restorative Practices to strengthen relationships between once a fracture has occurred. • There is a strong sense of school pride from all stakeholders. • ECMS has maintained a 5-star School Climate rating. • While the overall number of discipline referrals for the 22-23 school year is high (1,197), the number of discipline incidents compared to the school district average has gradually 	<p>During the 2022-2023 school year, there were 1,565 policy violations which led to 2,544 days in school and/or out of school suspension. This is an increase from the 2021-2022 school year. During the 2021-2022 school year, there were 1169 policy violations which led to 2,236 in school or out of school suspension days. Additionally, the state action codes used increased from the 2021-2022 school year (948) to the 2022-2023 school year (1252). Most of the state action codes from the 2022-2023 school year stem from disorderly conduct Level 1 (470), which may come from classroom disruptions, rough and boisterous behavior, and physical altercations. As a result of the school year's early discipline</p>	<p>CSIS and OnTrack</p>

	decreased over the course of the 22-23 school year.	data, counselors worked with students in small groups on conflict resolution.	
Professional Learning What's been provided? What is the impact?	<p>Minecraft class- higher student engagement</p> <p>CTLS Training- improved CTLS implementation and instructional engagement</p> <p>Adobe Spark training- improved usage of Adobe in effort to create better infographics</p> <p>RTI training- more individualized intervention to address student academic and behavior needs</p> <p>PBIS Rewards training- improved school culture and better utilization of the PBIS Rewards platform, better student and staff buy-in which increased our performance on our annual PBIS school walk</p> <p>ESOL instructional strategies training- best practices on methods of providing instruction for EL learners by implementing “Can Do” descriptors in lessons as well as TPC accommodations.</p>	As evidenced by the lower assessment data for EL students, there needs to be more training on ESOL instructional strategies using the “I Can” descriptors to meet the academic need of our EL learners. Additionally, to ensure that standards-based instruction that incorporates informational texts is occurring, teachers will receive professional learning on creating learning targets and incorporating more informational texts and literature in the content area to support unit standards.	CTLS, Adobe Spark, Minecraft Education, and PBIS Rewards

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless	With the incorporation of IXL in all academic classes, there is great support and student engagement with skill review and standards/concept resource support.	A higher percentage of active ELL and SWD students are scoring below grade level on the Reading/ELA EOG Assessment. According to the EOG, the overall	EOG

	<input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		Lexile is lower for ELL and SWD students. For Active ELL 6 th graders, Median Lexile was 770. For SWD 6 th graders, Median Lexile was 850. For Active ELL 7 th graders, Median Lexile was 880. For SWD 7 th graders, Median Lexile was 880. For Active ELL 8 th graders, Median Lexile was 885. For SWD 8 th graders, Median Lexile was 913. A large percentage of the students reading below grade level are either active ELL or SWD. Active ELL students are reading significantly below grade level in all grade levels. Active ELL students are not making significant growth between 7 th and 8 th grade.	
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>There is an increased utilization of math manipulatives to help students “see” the math problems.</p> <p>With the incorporation of IXL in all academic classes, there is great support and student engagement with skill review and standards/concept resource support.</p>	<p>A higher percentage of active ELL and SWD students are scoring below grade level on the Math EOG Assessment.</p> <p>50% of SWDs (78 students) are scoring level 1 on the Math EOG Assessment.</p> <p>51.3% of active ELL students (118 students)</p>	EOG

			are scoring level 1 on the Math EOG Assessment.	
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless			

	<input type="checkbox"/> Race / Ethnicity			
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Statement of Concern #1	<p>39.7% of students (511) are reading below Lexile stretch band according to the ELA EOG Assessment. Of those, 179 students are active ELL and 105 are SWD. Additionally, 46% of students are reading below grade level as measured by the 2023 Spring Reading Inventory.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>6th grade teachers need support with Reading Informational Texts and the Craft & Structure/Integration of Knowledge and Ideas domains (RI4- figurative, technical, and connotative meanings; RI5- text structure analysis; RI6- point of view and purpose; RI7- integrating knowledge from multimedia formats; RI8- evaluating the argument and claims in a text; RI9- comparing and contrasting two texts).</p> <p>Language arts, Science, and Social Studies teachers will incorporate more informational texts in their lessons to support reading across the curriculum and address the weaknesses mentioned above. Teachers will assess their students using common assessments that are devised within their CCCs. Additionally, during CCCs, teachers will discuss their students' performance on the assessments and make data-driven decisions that will support their students' literacy needs.</p>
<p>Root Cause #2 - (Within control) Impacts which system(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>7th grade teachers need support with reading both informational and literary texts in the Key Ideas and Details, Craft & Structure, and Integrating Knowledge and Ideas domains (RL1-3- key ideas and details in reading literature; RL4-6- craft and structure in reading literature; RL7-9- integration of knowledge and ideas in reading literature; RL1-3- key ideas and details in reading informational texts; RL4-6- craft and structure in reading informational texts; RL7-9- integration of knowledge and ideas in reading informational texts).</p> <p>Language arts, Science, and Social Studies teachers will incorporate more informational texts in their lessons to support reading across the curriculum and address the weaknesses mentioned above. Teachers will assess their students using common assessments that are devised within their CCCs. Additionally, during CCCs, teachers will discuss their students' performance on the assessments and make data-driven decisions that will support their students' literacy needs.</p>
<p>Root Cause #3 - (Within control) Impacts which system(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>8th grade teachers need support in reading literary texts in both the Key Ideas and Details and Vocabulary use and acquisition domains (RL1-3- key ideas and details in reading literature; RL4-6- craft and structure in reading literature).</p> <p>Language arts, Science, and Social Studies teachers will incorporate more informational texts in their lessons to support reading across the curriculum and address the weaknesses mentioned above. Teachers will assess their students using common assessments that are devised within their CCCs. Additionally, during CCCs, teachers will discuss their students' performance on the assessments and make data-driven decisions that will support their students' literacy needs.</p>

Contributing Factors (Outside of control)	
<i>Goal</i> <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	From the August 2023 administration to the May 2024 administration of the Reading Inventory, students' scores in the proficient and/or advanced categories will increase by a minimum of 10 percentage points.

<p>Statement of Concern #2</p>	<p>29.4% of students (375 students) are scoring in Level 1 on the Math EOG Assessment. Of these students, 50% of SWDs (78 students) are scoring level 1 on the Math EOG Assessment and 51.3% of active ELL students (118 students) are scoring level 1 on the Math EOG Assessment.</p> <p>Additionally, 57% of students score below grade level as measured by the 2023 Spring Math Inventory.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>6th grade teachers need support with the Number System, Expressions and Equations, and Ratios and Proportional Relationships (NS1-4; RP1-3; EE1-9; Units 1-4; Unit 7).</p> <p>Teachers will receive professional development on the new Math standards and will discuss in their CCCs how they can improve in addressing the weaknesses mentioned above. Teachers will assess their students using common assessments that are devised within their CCCs. Additionally, during CCCs, teachers will discuss their students' performance on the assessments and make data-driven decisions that will support their students' Math needs.</p>
<p>Root Cause #2 - (Within control) Impacts which system(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>7th grade teachers need support with Statistics and Probability, Ratios and Proportional Relationships, and the Number System (NS1-3; EE1-4; RP1-3; SP5-8; Unit 1, 2, 3, 6).</p> <p>Teachers will receive professional development on the new Math standards and will discuss in their CCCs how they can improve in addressing the weaknesses mentioned above. Teachers will assess their students using common assessments that are devised within their CCCs. Additionally, during CCCs, teachers will discuss their students' performance on the assessments and make data-driven decisions that will support their students' Math needs.</p>
<p>Root Cause #3 - (Within control) Impacts which system(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>8th grade teachers need support with Geometry, Algebra and Functions, and Numbers, Expressions, and Equations (G1-9; F1-3; EE1-7; Units 1, 2, 3, 4, 5).</p> <p>Teachers will receive professional development on the new Math standards and will discuss in their CCCs how they can improve in addressing the weaknesses mentioned above. Teachers will assess their students using common assessments that are devised within their CCCs. Additionally, during CCCs, teachers will discuss their students' performance on the assessments and make data-driven decisions that will support their students' Math needs.</p>
<p>Contributing Factors (Outside of control)</p>	

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>From the August 2023 administration to the May 2024 administration of the Math Inventory, students' scores in the proficient and/or advanced categories will increase by a minimum of 20 percentage points.</p>
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<p>School Improvement Goals <i>Include goals on the parent compacts and policy</i></p>	
<p>Goal #1</p>	<p>From the Fall 2023 administration to the Spring 2024 administration of the Reading Inventory, students' scores in the proficient and/or advanced categories will increase by a minimum of 10 percentage points.</p>
<p>Goal #2</p>	<p>From the Fall 2023 administration to the Spring 2024 administration of the Math Inventory, students' scores in the proficient and/or advanced categories will increase by a minimum of 20 percentage points.</p>

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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will help lead and host the Family Literacy Night, Family Math Night, and International Night to welcome and celebrate diverse family and community members. The parent facilitator will be a liaison between families and the school.
Academic Coach (.49)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Academic Coach will help lead and host the Family Literacy Night, Family Math Night, and International Night to welcome and celebrate diverse family and community members. The Academic Coach will provide teacher training, model quality teaching strategies, will support focused literacy and math remediation during the instructional day with IXL, with assist with the unpacking of the new Math standards, and will help lead trainings on creating standards-based learning targets.
Reading Support Teacher	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Reading Support Teacher will be able to address the reading weaknesses of students using a specialized program in a small group setting. This program will target basic reading skills as well as comprehension. The teacher will also work to address ELA standards in preparation for students to show improvement in their on-level ELA class. The students in the Reading Support class are identified using RI scores and EOG scores.
Math Support Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Math Support Teacher, in addition to all Math teachers, will receive training on the unpacking of the new Math standards. This will be used to assist in the teaching of a small group of students who need more intensive instruction in Math. The students in the Math Support class are identified using MI scores and EOG scores.
Instructional Para	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Instructional Para will assist teachers in Language Arts and Math classes as more one-on-one and focused small group instruction will be feasible and will support the learning environment.

GOAL #1	The percentage of students reading on or above grade level will increase by 10% from the Fall 2023 RI administration to the Spring 2024 RI administration as measured by the RI assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Tier 2: Intervention Period (including IXL)	IXL and RTI professional learning during clusters CCC meetings IXL			Implementation: -Four 90-minute periods per week (once a day) -Students will receive remediation on their current unit of instruction. How do teachers plan for this instruction? What data is used to drive remediation groups? What does remediation look like during this period (small group)? -Students will have 20-30 minutes to work on IXL. <ul style="list-style-type: none"> • Math & Science will complete Math IXL • ELA & SS will complete Reading IXL -progress monitoring Artifacts: IXL usage reports	Evaluation of Impact: Students will complete at least 2 skills practice per week. This will supplement ELA lessons and assist students in remediating and mastering skills. Evidence: IXL progress reports	Jen Katz (Math/Sci), Christian Wood (ELA/SS), academic coach, & administration will monitor IXL usage and progress data

<p>Tier I: IXL (for classroom use outside intervention period)</p>	<p>IXL training CCC meetings IXL</p>		<p>Implementation: ELA teachers will have students progress through at least 2 IXL lessons/practices weekly that are geared towards current unit standards.</p> <p>They will discuss the IXL data weekly in their CCC meetings.</p> <p>Artifacts: -IXL usage reports -CCC meeting minutes</p>	<p>Evaluation of Impact: Students will complete at least 2 skills practice per week. This will supplement ELA lessons and assist students in remediating and mastering skills.</p> <p>Evidence: -IXL progress reports</p>	<p>Jen Katz (Math/Sci), Christian Wood (ELA/SS), academic coach, & administration will monitor IXL usage and progress reports</p> <p>Who will check CCC meeting minutes?</p>
<p>Tier I: Workshop model with learning targets</p>	<p>Learning Targets PL (Franco)</p>		<p>Implementation: -Teachers will implement the workshop model (opening, work session, closing) daily and listed on the board. -Teachers will have daily learning targets using the “I can... in order to...” model and they will be listed on the board. -Learning targets will be aligned to standards. -CCCs will collaboratively plan and implement common assessments.</p> <p>Artifacts: -Walk Form -Lesson plans -CCC meeting minutes</p>	<p>Evaluation of Impact: 80% of teachers will effectively implement the workshop model and learning targets based on lesson plans and walk data.</p> <p>Evidence: Common assessment results Walk form results</p>	<p>Teachers, academic coach, district personnel, & administration will walk classrooms</p>

<p>Tier I: Instructional Focus – Informational Texts, Integration of Knowledge and Ideas Standards</p>			<p>Implementation: -ELA teachers will implement a minimum of one informational text assignment per week. -ELA teachers will prioritize time focused on standards RI4-9 (RI4- figurative, technical, and connotative meanings; RI5- text structure analysis; RI6- point of view and purpose; RI7- integrating knowledge from multimedia formats; RI8- evaluating the argument and claims in a text; RI9- comparing and contrasting two texts).</p> <p>Artifacts: -Lesson Plans -Walk Forms</p>	<p>Evaluation of Impact: There will be more focused time addressing weaknesses as identified in the ELA EOG. A greater number of students should do well in the standards related to informational texts, integration of knowledge, and ideas.</p> <p>Evidence: Common assessment results based on focus standards Interim assessment items that measure focus standards Walk form results</p>	<p>Teachers, academic coach, & administration</p>
<p>Tier 1: SS teachers will implement content literacy standards through reading and writing in a SS context (including DBQ).</p>	<p>DBQ PL (Franco) DBQ Online Platform PL on content literacy standards (Franco)</p>		<p>Implementation: -SS teachers will implement at least 1 assignment integrating a content literacy standard per week. -SS teachers may use DBQs to implement reading and writing across the curriculum.</p> <p>Artifacts: -Lesson Plans</p>	<p>Evaluation of Impact: There will be more focused time addressing weaknesses as identified in the ELA EOG. A greater number of students should do well in the standards related to</p>	<p>Teachers, academic coach, district personnel, & administration</p>

	Support developing common assessments (Franco)			-Walk Forms	<p>informational texts, integration of knowledge, and ideas.</p> <p>New Impact Statement to consider: Students will increase their ability to read and comprehend informational texts in the context of Social Studies.</p> <p>Evidence:</p> <p>Social Studies common assessment results based on content literacy standards</p> <p>Walk form results</p>	
<p>Tier 1: Science Teachers will implement content literacy standards grade level informational reading and informational/argumentative writing standards through reading and writing in a Science context (including CER).</p>	<p>CER professional learning (DC Matthews)</p> <p>Content Literacy standards PL (Franco/Matthews)</p> <p>Common assessment development</p>			<p>Implementation:</p> <p>-Science teachers will implement at least 1 assignment integrating a content literacy standard grade level informational reading or informational/argumentative writing standard per week.</p> <p>-Science teachers may use CER to implement informational and argumentative writing across the curriculum.</p>	<p>Evaluation of Impact:</p> <p>There will be more focused time addressing weaknesses as identified in the ELA EOG. A greater number of students should do well in the standards related to informational texts, integration of</p>	<p>Teachers, academic coach, district personnel, & administration</p>

	(Franco/ Matthews)			Artifacts: -Lesson plans -Walk forms	knowledge, and ideas. New Impact Statement to Consider: Students will increase their ability to read and write in a Science context. Evidence: Science common assessment results, including reading/writing tasks aligned to grade level standards Walk form results	
Tier 1: ESOL Strategies- Teachers will incorporate EL strategies in their lessons (ie. Scaffolding, visual references).	Professional learning on EL strategies (ESOL Consultant)			Implementation: Teachers will receive training on the “Can Do” descriptors and ESOL strategies in order to implement daily within their content area. What is the expectation for implementation after the PL takes place? Artifacts: Lesson plans Walk forms	Evaluation of Impact: Data dig and discussion of grade distribution by student groups New Impact Statement to Consider: ESOL students will increase their ability to read and comprehend grade level texts. Evidence:	Teachers, academic coach, & administration

					Common assessment results for ESOL students Interim assessment results for ESOL students RI scores for ESOL students	
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GOAL #2	Math: The percentage of students scoring on or above grade level will increase by 20% from the Fall 2023 MI administration to the Spring 2024 MI administration as measured by the MI assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s)) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Tier 1: Standards-based instruction (New Standards)	<p><i>Becoming a Teacher of Mathematical Modeling</i> (Will teachers receive this book? What will they be expected to do with it?)</p> <p>PL on unpacking standards (DCs – Mack, Powell, Slaughter)</p>			<p>Implementation: The teachers will receive professional learning on instructional practices, unpacking standards (modeling), and Mathematical Modeling and the Statistical Reasoning Framework.</p> <p>Teachers will plan their lessons collaboratively and will implement the lesson using the new Math standards.</p> <p>Artifacts: -Walk Form (based on PL provided) -lesson plans</p>	<p>Evaluation of Impact: Students will increase their ability to perform proficiently on grade level standards.</p> <p>New Impact Statement to Consider: Teachers will implement lessons based on new math standards, incorporating mathematical modeling and statistical reasoning, when possible.</p> <p>Evidence: -Walk forms -Common Assessment Data</p>	Teachers, academic coach, district personnel, & administration

<p>Tier 2: Intervention Block</p>			<p>Implementation: -Four 90-minute periods per week. -Students will receive remediation on their current unit of instruction. How do teachers plan for this instruction? What data is used to drive remediation groups? What does remediation look like during this period (small group)? -Students will have 20-30 minutes to work on IXL.</p> <ul style="list-style-type: none"> • Math & Science will complete Math IXL • ELA & SS will complete Reading IXL <p>Artifacts: -IXL usage reports -Lesson Plans</p>	<p>Evaluation of Impact: Students will increase their ability to perform proficiently on grade level math standards.</p> <p>Evidence: -MI Data (August, January, & May) -IXL progress reports -IXL Math Diagnostic assessment</p>	
<p>Tier 1: IXL During Math Block (not intervention periods)</p>	<p>Professional Learning</p>		<p>Implementation: -Teachers will assign skills weekly to supplement classroom instruction. -Teacher will utilize the information provided in diagnostic reports to meet the individual needs of students (when? How?) -Teachers will utilize the assessment (quiz) option in IXL for frequent (how often? Minimum?) formative assessments to ensure student understanding. -Teachers will ensure that Math Diagnostic levels are</p>	<p>Evaluation of Impact: 80% of students will show growth according to IXL progress reports.</p> <p>Evidence: -IXL Progress Reports</p>	

				<p>continuously up-to-date (how often is “continuously”).</p> <p>-Teachers will utilize IXL resources (videos, lessons, prerequisite skill practice and learn with examples) to supplement learning as needed.</p> <p>Artifacts:</p> <p>-IXL Usage Reports</p> <p>-Lesson Plans</p>		
Tier 1: Instructional Framework and Learning Targets	Learning Targets PL (Franco)			<p>Implementation:</p> <p>-Teachers will implement the workshop model (opening, work session, closing) daily.</p> <p>-Teachers will have daily learning targets using the “I can... in order to...” model.</p> <p>-Learning targets will be aligned to standards.</p> <p>-CCCs will collaboratively plan and implement common formative assessments.</p> <p>Artifacts:</p> <p>-Walk Forms</p> <p>-Lesson plans</p>	<p>Evaluation of Impact:</p> <p>80% of teachers will effectively implement the workshop model and learning targets based on lesson plans and walk data.</p> <p>Evidence:</p> <p>Observation results - Instructional Planning and Delivery- TKES Standards 2 & 3</p>	

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	We will provide the necessary resources to overcome economic barriers which serve to negatively impact education.	Students are provided resources i.e. supplies, strategies to overcome economic barriers to instruction. Formative and summative assessments will be used to evaluate student progress.	Title I and Local School
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	We will use our academic data to monitor student group performance.	Academic data will be analyzed to provide scaffolding and support. Formative and summative assessments will be used to evaluate student progress.	Local school
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	The SSA, counselor, and/or social worker will provide resources and support as needed.		Local school Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	We will embed researched based programs, such as Rosetta Stone, into the EL program. We will provide training and monitor daily implementation of the "I Can" descriptors and strategies in the classroom.	Students will be scheduled into EL classes (IEL, sheltered, push-in, and/or innovative). Teachers will receive training and strategies to incorporate into lessons. The evidence to evaluate EL student progress are	Local School Title I Title III

		formative assessments, summative assessments, RI, MI, and ACCESS testing. Teacher observations and lessons plans will be used to monitor implementation as well.	
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	August-Sept 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	August 31, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 18, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	September 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	November 2023		
	February 2024		
	April 2024		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here:</p>	March 7, 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<u>List documents translated for parents:</u>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) SWP Checklist 5.e	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Literacy Night (Book Fair Opened) during October conference week	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			October 2023		
Back to School Open House (IXL How-To)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			August 2023		
International Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			April 2024		

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)
<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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)</p>

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: East Cobb Middle school will integrate state and local funds and community support in several ways. Title I will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. East Cobb will utilize twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Chick Fil A East Lake, Corey Chiropractic, Family First Chiropractic, Huntington Learning Center, Jet's Pizza Roswell Road, Jet's Pizza West Marietta, Johnson Ferry Baptist Church, Marietta Roswell Alumnae Chapter of Delta Sigma Theta Sorority, Inc. and Omega Learning Center) will provide volunteers and/or resources to support a positive learning environment at East Cobb Middle School through campus clean-ups and/or tangible incentives for staff and students. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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 East Cobb administrative team and faculty will regularly monitor the growth of the students through common, formative, summative, and standardized assessments and will adjust instructional strategies as needed. The East Cobb administrative team will provide time for and monitor weekly professional learning communities (CCCs) where the teachers regularly monitor student progress, appropriate strategies, and make adjustments to instructional practices.

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: East Cobb Middle School determines its schoolwide program's effectiveness through pre- and post-scores on local common assessments, standardized assessments, student and parent surveys, CTLS Data and Dashboard and classroom observations.

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: East Cobb's Guiding Coalition and administrative team will review the plan monthly to assess if we, as a school, are implementing the strategies in place to ensure student success and parent involvement. If strategies are being followed but not successful, revisions will be made as needed to support and promote student achievement and parent involvement.

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: The Positive Behavior Intervention and Supports (PBIS) philosophy involves teaching behavior expectations and reinforcing them with positive rewards. This is implemented school-wide to reduce discipline, as well as the number of instructional days missed due to consequences and promote positive school culture. Incentives are provided to promote positive behavior. Some of the incentives include:

- Fresh Air Fun Day (monthly)
- REP Stores for points earned redemption
- Monthly drawings
- Quarterly celebrations

Additionally, East Cobb's counselors teach class lessons based on culturally responsive frameworks to support the whole child. They also facilitate the Sources of Strength program, giving students a voice as they support and lead their peers in schoolwide activities focusing on the promotion of tolerance, kindness, positive affirmations and encouragement. Counselors also meet with specific student groups as a part of their annual counseling goals, which supports a positive school culture.

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: Following Cobb County School District's model, East Cobb Middle School will provide professional learning during protected scheduled times when Cobb Collaborative Communities (CCCs) meet. Professional development will be provided when grade level CCCs meet during clusters. Professional development will be provided in areas that have been identified as a deficiency and/or need and addressed in the Title I School Improvement Plan (SIP). Targeted professional development will be in the areas of:

- Creating standards-based learning targets (all teachers),
- Unpacking the new Math standards (Math teachers),
- EL strategies utilizing the "I Can" descriptors" (all academic teachers),
- IXL training (all academic teachers),
- DBQ training (as needed for Social Studies teachers), and
- CER training (as needed for Science teachers), and
- RTI training (data collection and progress monitoring for academic teachers),
- Continuous training on Cobb County School District's CTLS utilization and program updates.

Teachers will also participate in CCCs with their common grade level subject area. In their CCCs, which meet at least once a week, they will collaboratively:

- Plan using the Georgia Standards of Excellence (GSE), CTLS Teach, and CTLS Assess to develop unit plans and common assessments,
- Monitor student progress and adjust instruction, as needed,
- Develop unit plans and lessons centered on the 4 Questions and using the workshop model,
- Prioritize standards and create learning targets using the "I Can, In Order To" format,
- Incorporate informational texts and literature in the content area to support unit standards once a week (Language Arts, Science, and Social Studies teachers), and
- Assign 2 practice skills each week (Language Arts and Math teachers) to support student mastery of the standards.

The following initiatives will be used to improve instruction and use of data from academic assessments:

- Mentor support from veteran teachers for teachers that are new to our building,
- Instructional Coaching for any teacher in need of support,
- Implementation of the workshop model in all content areas,
- Weekly collaborative team meetings focused on instruction and common assessment data,

- Targeted professional learning, facilitated by district and local academic coach, that are aligned to East Cobb’s academic goals,
- Monthly instructional technology trainings as needed,
- Local and district ESOL training focused on the “I Can” descriptors and best instructional practices for EL learners.

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:

East Cobb Middle School and Wheeler High School counselors meet with 8th grade students to discuss high school course offerings, activities, and high school operations.

- Classroom sessions with the counselor are held to provide students with expectations relative to course requirements, credits, and specialized programs.
- 8th grade students visit Wheeler High School to preview its offerings, meet staff, student leaders, and tour the building.
- 8th grade families are provided the opportunity to attend a Rising 9th Grade Night where graduation requirements, course offerings, program opportunities, and general information is provided.
- During a presentation from district leaders and local school counselors, 8th grade students learn about various magnet school offerings around the county (CITA, Pebblebrook, South Cobb, Osborne, Campbell, Kennesaw Mountain, Wheeler, and North Cobb) and the application process. 8th graders and their families have an opportunity to visit the magnet high schools to learn more about their magnet programs.
- 8th grade counselor hosts magnet school application sessions to help students with related tasks.

East Cobb offers the following classes that will lead into the high school CTAE courses and increase awareness of opportunities for post-secondary education and the workforce:

- Business
- Engineering
- Family and Consumer Science.

Counselors visit all middle school students in classrooms throughout the year to assist students in establishing *Naviance* accounts, participating in Naviance lessons, and completing interest inventories in an effort to prepare students for college, career, and life readiness after high school. Each year middle and high school students participate in various learning activities that will introduce them to both career opportunities, colleges of interest, and life skills. Students can access Naviance from home and school using their school login.

- In July, East Cobb Middle School hosts the Wildcat Prowl, which allows students and parents to tour the school and meet staff.
- In late August, East Cobb Middle School hosts an Open House for all grade levels, where families are invited to attend a meeting where they will meet their student’s teachers, learn about grade level curriculum, and school-wide expectations.
- In March and April, rising 6th graders visit East Cobb to tour the building, speak to student leaders, and listen to a presentation regarding the classes, clubs, typical school schedule for 6th grade students, and school expectations.

- In March, rising 6th graders and their families are invited to attend the Rising 6th Grade Night, where families may tour the school, meet 6th grade staff, view a musical presentation from the fine arts department, listen to curriculum and grade level information, and ask questions.
- In July, rising 6th graders are invited to participate in Rising 6th Grade Camp, which is a one-day camp for students to tour the building, “have class” in 6th grade classrooms on topics such as PBIS, school-wide expectations, the 6th grade schedule, and clubs.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*)

SCHOOL RESPONSE:

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County’s schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*