



School Improvement Action Plan



School Year:	2024-2025
School Name:	East Cobb Middle School
Principal Name:	Dr. Mitchell Askew
Date Submitted:	6/12/2024
Revision Dates:	8/2/24, 8/6/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	East Cobb Middle School
<i>Team Lead</i>	Dr. Kacie Phipps
<i>Position</i>	Assistant Principal
<i>Email</i>	Kacie.Phipps@cobbk12.org
<i>Phone</i>	404-405-2122

**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 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. Most recently, we requested and received feedback from our staff on the 23-24 school improvement plan.

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.

Meeting Date(s):	March 4, 2024; May 1, 2024
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Position/Role	Printed Name	Signature
Principal	Leetonia Young	
Assistant Principal	Kacie Phipps	
Assistant Principal	Nicole Sheppard-Floyd	
Assistant Principal	Alain Blot	
Assistant Principal	Kevin Triebisch	
Academic Coach	Cheryl Evans	
Teacher (Math Lead)	Jen Katz	
Teacher (SS Lead)	Christian Wood	
Teacher (ELA Lead)	Gail Brown	
Teacher (Science Lead)	Shannon Ventresca	
Teacher (ESOL Lead)	Shane Petrillo	
Parent Facilitator	Shirlei Kelemencky	
Library Media Specialist	Catherine Barnes	
Parent	Alicia Kelley	

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).

Previous Year's Goal #1	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.																																													
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO																																														
What data supports the outcome of the goal?	<p>While the data supports that many students improved in literacy, results indicate students' scores in the proficient and/or advanced categories increased by 9 percentage points.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">Below Basic (Fall)</th> <th style="width: 10%;">Basic (Fall)</th> <th style="width: 10%;">Proficient (Fall)</th> <th style="width: 10%;">Advanced (Fall)</th> <th style="width: 10%;">Below Basic (Spring)</th> <th style="width: 10%;">Basic (Spring)</th> <th style="width: 10%;">Proficient (Spring)</th> <th style="width: 10%;">Advanced (Spring)</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>28%</td> <td>24%</td> <td>19%</td> <td>29%</td> <td>26%</td> <td>19%</td> <td>17%</td> <td>38%</td> </tr> <tr> <td>7th</td> <td>26%</td> <td>27%</td> <td>19%</td> <td>28%</td> <td>23%</td> <td>23%</td> <td>18%</td> <td>36%</td> </tr> <tr> <td>8th</td> <td>21%</td> <td>29%</td> <td>20%</td> <td>30%</td> <td>15%</td> <td>22%</td> <td>26%</td> <td>37%</td> </tr> <tr> <td>Overall</td> <td>25%</td> <td>27%</td> <td>19%</td> <td>29%</td> <td>21%</td> <td>21%</td> <td>20%</td> <td>37%</td> </tr> </tbody> </table>		Below Basic (Fall)	Basic (Fall)	Proficient (Fall)	Advanced (Fall)	Below Basic (Spring)	Basic (Spring)	Proficient (Spring)	Advanced (Spring)	6 th	28%	24%	19%	29%	26%	19%	17%	38%	7 th	26%	27%	19%	28%	23%	23%	18%	36%	8 th	21%	29%	20%	30%	15%	22%	26%	37%	Overall	25%	27%	19%	29%	21%	21%	20%	37%
	Below Basic (Fall)	Basic (Fall)	Proficient (Fall)	Advanced (Fall)	Below Basic (Spring)	Basic (Spring)	Proficient (Spring)	Advanced (Spring)																																						
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Overall	25%	27%	19%	29%	21%	21%	20%	37%																																						
Reflecting on Outcomes																																														
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>Strengths---> more student engagement with IXL; over the course of the school year, more teachers implemented IXL with fidelity; average Lexile growth on the RI from Fall 2023 to Spring 2024 was 249 points; the percentage of students who scored in the Below Basic or Basic categories decreased by 9% points (57% to 48%).</p> <p>Weaknesses---> the percentage of students who scored in the Below Basic category changed from 25% to 21%; while this is a decrease in the number of students who are Below Basic, we would hope to continue to decrease this percentage in the 24-25 school year; we defined time for IXL during intervention at the mid-year point to 30 minutes; we need to continue the defined time in the 24-25 school year and check that it is done with fidelity; IXL was also used during the ELA and Math class periods to support the lessons; while we did not meet the goal of 10%, we came close as it was 9%</p>																																													
Previous Year's Goal #2	From the Fall 2023 administration to the Spring 2024 administration of the Math Inventory, student's scores in the proficient and/or advanced categories will increase by a minimum of 20 percentage points.																																													
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO																																														

<p>What data supports the outcome of the goal?</p>	<p>In the Fall 2023 administration of the Math Inventory, 18% of students scored in the Proficient and/or Advanced categories. In the Spring 2024 administration of the Math Inventory, 39% of the students scored in the Proficient and/or Advanced categories. This is a 21% increase in the number of students scoring Proficient and/or Advanced, which supports that we met our goal.</p> <p>Additionally, 40% of sixth graders scored in the Proficient and/or Advanced categories, 34% of the seventh graders scored in the Proficient and/or Advanced categories, and 44% of the eighth graders scored in Proficient and/or Advanced categories.</p>
<h2>Reflecting on Outcomes</h2>	
<p>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?</p>	<p>The strategic implementation of IXL during Math class time, as well as during Intervention twice a week during the school year, helped in meeting this goal. Math teachers used IXL as a supplement to their lessons to support their current unit of study. Additionally, Math and Science teachers implemented IXL during intervention time with their students twice a week. During intervention, students were able to address deficiencies and have additional time to work on supplemental activities that support their Math lessons.</p>

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

<ul style="list-style-type: none"> Data 	<ul style="list-style-type: none"> Strengths 	<ul style="list-style-type: none"> Concerns 	<ul style="list-style-type: none"> Multiple Data Sources
<ul style="list-style-type: none"> ELA 	<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 to deliver assessments and uniformly share results. 2023 Milestones data revealed that 34% of students scored in the Beginning Learner category. This is More specifically, 33% of sixth graders scored in the Beginning Learner category, 39% of seventh graders scored in the Beginning Learner category, and 29% of eighth graders scored in the Beginning Learner category. <p>Staff feedback indicated having IXL for students to use to practice skills after a whole group lesson was very beneficial</p>	<p>Results from the EOG indicate that 44% of students (476 students) are reading below Lexile stretch band according to the 2023 ELA EOG Assessment.</p> <p>6th Grade Lexile range is 925-1070. In 6th grade, 48% of students (164 students) are not reading on grade level according to the ELA EOG Assessment.</p> <p>7th Grade Lexile range is 970-1120. In 7th grade, 54% of students (197 students) are not reading on grade level according to the ELA EOG Assessment.</p> <p>There are concerns with the cohort of students, who are rising 8th graders (6th graders in 22-23/7th graders in 23-24). Their ELA EOG data reveals that they went from 46% below the Lexile stretch band (2022 EOG) to 54% below the Lexile stretch band (2023 EOG). The 8th grade Lexile range is 1010-1185. In 8th grade, 32% of students (115 students) are reading below grade level.</p> <p>The rising 9th graders' EOG ELA data reveals that they went from 38% below the Lexile stretch band (2022) to 32% below the Lexile stretch band.</p> <p>Additionally, according to the Spring 2024 RI, 45% of students (570 students) are reading below grade level. 49% of 6th graders (212 students) are reading below grade level. 48% of 7th graders (201 students) are reading below grade level. 38% of 8th graders (157 students) are reading below grade level.</p> <p>In summation, compared to 2022 Milestones data, a greater percentage of students are reading below grade level (4.3% more) on the 2023 Milestones. 6th</p>	<ul style="list-style-type: none"> RI, EOG, Padlet staff feedback

	<p>and helped solidify the skills being taught.</p> <ul style="list-style-type: none">• Also, the implementation of RACE Writing Strategies, use of ELlevation (Having a spotlight on different ELlevation strategies that could be used across content areas could be helpful), Read and Responds with questions, and Thinking Maps in writing were also beneficial.	<p>grade students are reading at a lower Lexile level relative to their score range than other grade levels.</p> <p>Lastly, Spring 2024 RI data reveals that we had a 9% increase in the number of students scoring proficient and/or advanced compared to Fall 2023 RI. There was a 7% increase for 6th grade (48% to 55%), 7% increase for 7th grade (47% to 54%), and a 13% increase for 8th grade (50% to 63%). With 8th grade doing well, it will be advantageous to look at how 8th grade teachers are making strides to improve students' Lexile levels.</p> <p>Since 8th grade showed tremendous growth, it is imperative to get with 8th grade and visit their CCCs regularly to determine what they are doing to demonstrate growth.</p> <p>It is also imperative to take into account that 21% of the school population are English language learners. Additionally, ECMS is an Intensive English Language (IEL) magnet and represent about 4% of the total population.</p> <p>For English Language Learners, it is helpful to view ACCESS data to determine specific areas where students need to focus their language skills (reading, writing, speaking, and listening). While reading only represents one of the ACCESS domains, improvement in other domains may positively impact a student's reading.</p> <p>Additionally, Milestones can be viewed to determine how students are performing in different domains. Once domains are identified, common weaknesses can be determined and teachers can address the issues in their lessons and/or with assigned IXL tasks.</p> <p>As we have a considerably large population of English Language Learners, more support needs to be provided to assist them in listening, speaking, writing,</p>	
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		<p>and reading in the English language. In addition to improving their reading ability, this support may help students improve their academic performance across most subjects. Teachers will continue to receive training in Ellevation so that they can implement best instructional practices for English Language Learners.</p>	
<ul style="list-style-type: none"> • Math 	<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 to deliver assessments and uniformly share results. • Staff feedback indicated that the IXL area has been helpful in being able to track student progress on a frequent basis. Growth is easily seen by students and teachers and areas of need are able to be addressed. 	<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 30% of students (318 students) are scoring in Level 1 on the Math EOG Assessment. Specifically, in 6th grade, 40% of students (137 students) are scoring in level 1 on the Math EOG Assessment. In 7th grade, 28% of students (103 students) are scoring in level 1 on the Math EOG Assessment. In 8th grade, 22% (78 students) of students are scoring in level 1 on the Math EOG Assessment.</p> <p>According to the Spring 2024 MI, 45% of students (570 students) are scoring below grade level. 49% of 6th graders (212 students) are scoring below grade level. 48% of 7th graders (201 students) are scoring below grade level. 38% of 8th graders (157 students) are scoring below grade level.</p> <p>In summation, while all grade levels improved the percentage of students performing on or above grade level in 23-24, there still is room for improvement as almost half of the population is not on grade level in Math.</p> <p>The students who are needing the most assistance (Below Basic in Math on MI and level 1 in Math on EOG) will receive focused assistance by smaller classes and/or Math Connections. Additionally, the students will receive additional support via IXL as they will take a pre-assessment to determine their weaknesses and they will work through practices in IXL on these specific topics/standards during the intervention period.</p>	<p>MI, EOG, Padlet staff feedback</p>

<p style="text-align: center;">Science</p>	<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 tasks 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>There are some challenges that our Science teachers face. Most 6th graders come in with limited knowledge in Science so there are struggles in how students perform on assessments. The average score for 6th grade Science assessments is a 75%. When students transition to 7th grade Science, which is Life Science, students' average assessment scores are 64%. 7th grade students perform well overall on any assessment questions that relate to Physical and Earth Sciences as they an average score of a 92%. 8th graders focus on Physical Science and their average score is a 71%. The average score for any Life Science assessment questions that 8th graders answer is a 64%.</p> <p>While 2024 EOG scores are currently not available, results from CTLS assessments indicate that students struggle with Science overall.</p> <p>Teachers will continue to attempt to make Science interactive, real world, and involve students using the scientific method to solve problems. Additionally, as reading is one of our areas of focus, Science teachers will continue to incorporate Claim-Evidence-Reasoning (CER) to engage students in studying scientific phenomena as it relates to their current units of study.</p>	<p>Lesson Plans Common Assessment Results</p>
<p style="text-align: center;">Social Studies</p>	<ul style="list-style-type: none"> • Classroom materials are connected to current events to help students better understand how the content of the course plays a role in everyday life. • 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. 	<p>There are some challenges that our Social Studies teachers face. Most 6th graders come in with limited knowledge in Social Studies so there are struggles in how students perform on assessments. The average score for 6th grade Social Studies assessments (World Geography (specifically, Latin America, Europe, Australia, and Canada) is a 50%. When students transition to 7th grade Social Studies, which is World Geography (specifically Asia, Middle East, and Africa), students' average assessment scores is 71%. Students appear to do better in 7th grade Social Studies</p>	<p>Lesson Plans Common assessment results</p>

	<ul style="list-style-type: none"> Grade level teachers collaborate weekly (content area meets monthly) to ensure consistency in the delivery of lesson plans, assessments, and projects. Common assessment data is used to drive instruction and improve the quality of instruction in the classroom. Teachers engage students in history, civics, government, economics, and geography. 	<p>compared to 6th grade Social Studies. This is possibly as they are building upon prior knowledge learned in 6th grade related to government, geography, and economies. 8th graders focus on Georgia Studies, which focuses on the geography, government, and economy of Georgia, as well as how historical events (ex. Civil War, World War I, and World War II) impacted Georgia. Eighth graders' average score for assessments is an 78%.</p> <p>While 2024 EOG scores are currently not available, results from CTLS assessments indicate that students struggle with Social Studies overall.</p> <p>Teachers will continue to attempt to make Social Studies interactive, real world, and involve students looking historical events and current day problems analytically. Additionally, as reading is one of our areas of focus, Social Studies teachers will continue to incorporate Document Based Questions (DBQs) to engage students in studying historical events as it relates to their current units of study.</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 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 incidents for the 23-24 school year is high (843), the number of discipline incidents has decreased significantly compared to last school year (1,197). This is a 30% decrease in discipline incidents. Additionally, except for 	<p>During the 2023-2024 school year, there were 1,214 policy violations which led to 1,974 days in school and/or out of school suspension. This is a 22% decrease in the number of policy violations. This is a 22% decrease in the number of in school and/or out of school suspension. 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.</p> <p>Additionally, while the used state action codes increased from the 2021-2022 school year (948) to the 2022-2023 school year (1252), the used state action codes decreased in the 2023-2024 school year (849). There was a 32% decrease in the state action codes used. Most of the state action codes from the 2023-2024 school year stem from disorderly conduct. Level 1 (286), which may come from classroom</p>	

	<p>November 2023 and April 2024, there were less incidents from one year to the next. We are making steady progress as a school. Some of this may be attributed to our counselors' "Closing The Gap" initiative, which involves the counselors working with the students providing Tiers 1, 2, and 3 support. The "Closing The Gap" initiative includes counselors working collaboratively with other school counselors in the Wheeler feeder pattern to address discipline concerns.</p>	<p>disruptions, rough and boisterous behavior, and physical altercations.</p> <p>We are making a great deal of headway in regard to discipline. We are working with students to address their behaviors by teaching and reteaching expectations frequently, having clear communication with students and families, developing and promoting positive behaviors and rewards, and implementing Tier 1, 2, and 3 supports.</p>	
<p>Professional Learning What's been provided? What is the impact?</p>	<p>CTLS Training- improved CTLS implementation and instructional engagement RTI training- more individualized intervention to address student academic and behavior needs ESOL instructional strategies (Ellevation) training- best practices on methods of providing instruction for EL learners by implementing "Can Do" descriptors in lessons as well as TPC accommodations. Learning Targets training- Teachers received training on how to write specific learning targets that are standards-based and help students understand the lesson objective through the "I Can...In Order To" format. IXL training- ELA and Math teachers received training on how to integrate IXL into their lesson plans as a supplemental aid; academic teachers received training on how to lead and support ELA and Math IXL instruction during the intervention period Math standards training- Math teachers received training on the new Math standards and best instructional strategies with their implementation in the curriculum</p>	<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.</p> <p>Teachers need more training on Ellevation and its implementation into their lessons and how they can use its tools to best meet the needs of our EL learners.</p> <p>Because IXL was a pivotal tool for improving student performance in Math (21% increase for students at the Proficient/Advanced levels) and Reading (9% increase for students at the Proficient/Advanced levels), teachers will receive additional training in IXL's implementation in their class lessons and intervention periods.</p> <p>Teachers will continue to receive training on CTLS, its updates, and how it can best be used in their classrooms.</p> <p>Teachers will continue to receive training on RTI to help them develop an in-depth understanding of it and how it benefits students.</p> <p>Since our students showed incremental growth in Reading, this trajectory can continue with additional</p>	

		support. ELA teachers will receive training on Membean, which is a program that focuses on phonetics and reading comprehension.	
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Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

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 checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>EL: EL learners made improvements in 23-24 as indicated by Winter 2024 ACCESS test (18 students exiting ESOL services). There are 406 EL students, who took the Spring 2024 RI. 34% of the students scored in the Proficient/Advanced categories on the Spring 2024 RI. Of the 323 EL students who took the 2023 Milestones, 50% (163 students) passed the ELA portion of the test</p> <p>SPED: There are 147 Special Education students, who took the Spring 2024 RI. 34% of students scored in the Proficient/Advanced categories on the Spring 2024 RI. Of the 127 Special Education students who took the 2023 Milestones, 36% (46 students) passed the ELA portion of the test.</p> <p>Homeless: There are 68 students categorized as Residential Environment (Homeless), which</p>	<p>EL: Of the 406 EL learners who took the Spring 2024 RI, 46% scored Below Basic and 20% scored Basic. This is concerning because the data indicates that 66% of the EL students are at least one grade behind in their Lexile level.</p> <p>Of 323 EL students who took the 2023 Milestones, 50% (160) scored as a Beginning Learner on the ELA section of the test.</p> <p>SPED: Of the 147 Special Education students who took the Spring 2024 RI, 37% scored Below Basic and 20% scored Basic. This is concerning because the data indicates that 66% of the Special Education students are at least one grade behind in their Lexile level.</p> <p>Of the 127 Special Education students who took the 2023 Milestones, 64% (81 students)</p>	RI, MI, EOG, ACCESS

		<p>account for 5% of the school population. Of the 42 students who took the Spring 2024 RI, 38% scored in the Proficient/Advanced categories.</p>	<p>scored as a Beginning Learner on the ELA section of the test.</p> <p>Homeless: Of the 68 Homeless students, only 42 took the RI test due to attendance issues. Of the 42, 62% scored below grade level on the RI (31%- Below Basic; 31%- Basic).</p>	
<p>Math</p>	<p><input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant</p>	<p>EL: EL students made improvements as indicated by the Winter 2024 ACCESS test (18 students exiting ESOL services). There are 428 EL students who took the Spring 2024 MI. 27% of the 428 EL students who took the Spring 2024 MI scored in the Proficient/Advanced categories.</p> <p>Of the 328 EL students who took the 2023 Milestones test, 63% (208) of the students passed the Math section of the test (Developing, Proficient, or Distinguished Learner).</p> <p>SPED: There are 149 Special Education students who took the Spring 2024 MI. 25% of the 149 Special Education students scored in the Proficient/Advanced categories.</p> <p>Of the 127 Special Education students who took the 2023 Milestones test, 52% (66) passed the Math section of the test (Developing, Proficient, or Distinguished Learner).</p> <p>Homeless: There are 68 Homeless students, which account for 5% of ECMS' student body. Of these students, 43 took the Math Inventory. 16% of the 43 students scored at the Proficient level, while no students scored at the Advanced level.</p>	<p>EL: There are 428 EL students who took the Spring 2024 MI. 47% of these students scored Below Basic and 26% of these students scored Basic. This is a concern as the data indicates that 73% of the students are below grade level in their Math fluency.</p> <p>Of the 328 EL students who took the 2023 Milestones test, 37% (120) of the students scored at the Beginning Learner level.</p> <p>SPED: There are 149 Special Education students who took the Spring 2024 MI. 43% of these students scored Below Basic, while 32% scored at a Basic level. The data suggest that 75% of the students are below grade level in their Math fluency.</p> <p>Of the 127 Special Education students who took the 2023 Milestones test, 48% (61) scored at the Beginning Learner level on the Math test.</p> <p>Homeless: There are 68 students categorized as homeless and these students account for 5% of the student population at ECMS. Of these students, 25 did not take the MI due to attendance issues.</p>	

			Of the 43 students who did take the MI, 51% scored at the Below Basic level and 33% scored at the Basic level. This means that 84% of the students are below grade level in their Math fluency.	
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 <input type="checkbox"/> Migrant			
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 <input type="checkbox"/> Migrant			
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 <input type="checkbox"/> Migrant			
Professional Learning	<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	EL: As EL learners make up a large portion of student body at ECMS (32% or 448 students), there was a great deal of focus on professional learning regarding instructional strategies, best practices, and supplemental resources. This was provided through trainings on ESOL best instructional strategies and training on Ellevation.	EL: While teachers received training on best instructional strategies and Ellevation in the 23-24 school year, the focus for 2024-2025 school year needs to be on ensuring that the strategies are implemented and that Ellevation is a frequently used resource.	

<p>Statement of Concern #1</p>	<p>44.4% of students (476 of the 1073 Milestones test takers) are reading below Lexile stretch band according to the ELA Milestones Assessment. Of those, 40% (190 students) are active ELL and 18.7% (89 students) are SWD. Additionally, 45% (570 students) are reading below grade level as measured by the Spring 2024 Reading Inventory. 46% of these students (266) are EL students and 17% (97 students) are Special Education students.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <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>	<p>Language Arts teachers need support with using IXL in their weekly lessons to support teaching the ELA and reading standards. Language Arts and Social Studies teachers need support with student usage of IXL during the intervention period.</p> <p>Language Arts teachers will incorporate IXL student usage twice into their weekly lessons to support the standards that they are teaching. This will be implemented with more fidelity in the 24-25 school year.</p> <p>Language Arts and Social Studies teachers will have their students use at least 30 minutes of intervention dedicated to student use of IXL for remediation purposes and addressing weaknesses in reading and ELA. This was done somewhat in 23-24, but needs to be implemented with more fidelity in the 24-25 school year.</p>
<p>Root Cause #2 - (Within control) Impacts which system(s): <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>	<p>Academic teachers need support with implementing instructional strategies to help EL students in mastering the content standards, while also improving their literacy skills.</p> <p>All academic teachers will use Ellevation as an instructional tool for teaching the content standards to ELLs. Ellevation will be used as a platform for teachers to better understand the academic needs of their ELLs.</p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <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>	<p>Language Arts, Science, and Social Studies teachers need support with content literacy and incorporating informational texts regularly in their lessons.</p> <p>Language Arts, Science, and Social Studies teachers will incorporate more informational texts in their lessons to support reading across the curriculum. 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>Additionally, ELA teachers will receive training in Membean. Once trained, they will use it in their classroom regularly to support literacy, with a focus on reading comprehension and phonetics.</p>
<p>Contributing Factors (Outside of control)</p>	

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of 6th- 8th grade students scoring on or above grade level in reading will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones.</p>
<p>Statement of Concern #2</p>	<p>While ECMS met the School Improvement Plan goal for Math in the 23-24 school year, there is still room for growth, particularly with our larger subgroups. 29.6% of students (318 students of the 1073 Milestones test takers) are scoring at Level 1 on the 2023 Math Milestones Assessment. Of these students, 19% are SWD students (61) scoring at level 1 on the Math Milestones Assessment and 36.3% are EL students (115) scoring at level 1 on the Math EOG Assessment.</p> <p>Additionally, 60.5% of students (791 of 1307) scored below grade level as measured by the 2024 Spring Math Inventory. Of these 791 students, 39.3% are EL learners (311) and 14% are Special Education students (111).</p>
<p>Root Cause #1 - (Within control)</p> <p>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>Math teachers need support with using IXL in their weekly lessons to support teaching the new Math standards. Math and Science teachers need additional training and support with student usage of IXL during the intervention period, including, but not limited to, using the IXL arena to monitor and guide students while they are remediating skills.</p> <p>Math teachers will incorporate IXL student usage twice into their weekly lessons to support the standards that they are teaching. This will be implemented with more fidelity in the 24-25 school year.</p> <p>Math and Science teachers will have their students use at least 30 minutes of intervention dedicated to student use of IXL for remediation purposes and addressing weaknesses in Math fluency and computation. This was done somewhat in 23-24 but needs to be implemented with more fidelity in the 24-25 school year.</p>
<p>Root Cause #2 - (Within control)</p> <p>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>Math teachers need support with implementing instructional strategies to help EL students in mastering the Math content standards.</p> <p>All academic teachers will use Ellevation as an instructional tool for teaching the content standards to ELLs. Ellevation will be used as a platform for teachers to better understand the academic needs of their ELLs.</p>

<p>Root Cause #3 - (Within control)</p> <p>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 align="center">Contributing Factors (Outside of control)</p>	
<p align="center">Goal</p> <p align="center"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of 6th- 8th grade students scoring on or above grade level in Math will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones (Developing, Proficient, or Distinguished Learner).</p>

<p align="center">School Improvement Goals</p> <p align="center"><i>Include goals on the parent compacts and policy</i></p>	
<p>Goal #1</p>	<p>The percentage of 6th- 8th grade students scoring on or above grade level in reading will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones (Developing, Proficient, or Distinguished Learner).</p>
<p>Goal #2</p>	<p>The percentage of 6th- 8th grade students scoring on or above grade level in Math will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones (Developing, Proficient, or Distinguished Learner).</p>

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?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2	<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, International Night, and Rising 6 th Grade Night to welcome and celebrate diverse family and community members. The parent facilitator will be a liaison between families and the school.
ELA Teacher	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2	<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 ELA Teacher will work to address ELA standards in preparation for students to show improvement in their ELA class. The ELA teacher will also use IXL, Membean, and Ellevation as a supplement to her lessons to support ELA instruction and improve student literacy.
Math Support Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2	<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 will be used to help teach a small group of students who need more intensive instruction in Math. Math Support class students are identified using MI scores and EOG scores, along with teacher recommendations.
Math 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 Teacher will be used to address Math standards so students may show improvement in their Math class. The Math teacher will use IXL and Ellevation as supplement to aid Math instruction and improve math fluency.

GOAL #1	The percentage of 6 th - 8 th grade students scoring on or above grade level in reading will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones.					
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 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
Sixth through eighth grade ELA teachers will implement IXL to provide targeted literacy instruction during daily lessons and intervention blocks as evidenced by walkthrough data.	IXL	Title I	August 2024	<p>Implementation Performance Target: 100% of ELA teachers will implement IXL to provide targeted literacy instruction as outlined below by October 2024.</p> <p>Implementation Plan: <u>August/September 2024</u> Teacher leaders will facilitate professional learning focused on how to use IXL to monitor student progress, identify students’ individualized needs, and assign differentiated tasks.</p> <p>ELA teachers in Grades 6-8 will have students complete at least 2 IXL lessons/practices weekly that are geared towards current standards. Teachers can monitor student usage and progress in class through the IXL arena and can meet with students individually and in small groups as needed.</p> <p>During the ELA intervention block, teachers in grades 6-8 will provide students with at</p>	<p>Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher in ELA on each common summative assessment.</p> <p>Evaluation plan: Student progress during ELA class and intervention will be monitored by their ELA teachers. Progress reports will be generated twice per quarter, and teachers will hold conferences with students to discuss their individual growth.</p> <p>Students will complete common summative assessments for ELA at the end of each unit of study.</p> <p>Students will complete benchmark assessments (i.e., Beacon) three times throughout the school year.</p> <p>Evidence: Progress Reports Summative assessment data</p>	Administration, Academic Coach, and teacher leaders will monitor IXL usage, IXL progress data, and walkthrough data.

			<p>least 30 minutes to complete intervention, enrichment, or reinforcement ELA tasks using IXL.</p> <p>Teachers in grades 6-8 will discuss the IXL data weekly in their CCC meetings and use the data to plan differentiated instruction.</p> <p><u>October 2024</u> The Academic Coach and Parent Facilitator will host a parent workshop focused on IXL progress reports and at-home access.</p> <p><u>October - November 2024</u> Academic Coach and Admin will conduct instructional walks and review usage reports to monitor implementation of IXL during ELA class and intervention block.</p> <p><u>January 2025</u> Teachers, Academic Coach, and Admin will review usage reports and student performance data to determine the need, if any, for adjusting the implementation plan.</p> <p>Artifacts: IXL usage charts walkthrough data</p>	Benchmark assessment data (i.e., Beacon)	
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<p>Sixth through eighth grade ELA, Science, and Social Studies teachers will engage all students in differentiated small group literacy-focused instruction during the intervention block as evidenced by walkthrough data.</p>	IXL	Title I	September 2024	<p>Implementation Performance Target: 100% of ELA, Science, and Social Studies teachers will implement small group literacy-focused instruction during the intervention block as outlined below by October 2024.</p> <p>Implementation Plan: <u>September 2024</u> The Academic Coach will facilitate professional learning focused on:</p> <ul style="list-style-type: none"> • using formative assessment data to plan small group instruction • conducting small group instruction • conferring with individual students. <p>Academic Coach and Teacher Leaders will collaborate to plan and model small group intervention lessons.</p> <p><u>October 2024</u> ELA, Science, and Social Studies teachers will begin to implement small group instruction during the intervention block to address misconceptions of content and students' identified needs. Instruction should support the development of literacy skills and include opportunities to:</p>	<p>Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher on each common summative assessment in ELA, Science, and Social Studies.</p> <p>Evaluation plan: Students will complete formative assessments throughout each unit of study in ELA, Science, and Social Studies.</p> <p>Students will complete common summative assessments at the end of each unit of study in ELA, Science, and Social Studies.</p> <p>Evidence: Formative assessment data Summative assessment data</p>	<p>Academic Coach</p> <p>Teacher Leaders</p> <p>Administrators</p>
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			<ul style="list-style-type: none"> • Support reading in the content, • Preview/review, vocabulary • Reteach, and/or • Enrich <p>Teachers will discuss common formative assessment data to identify needs for instruction within each content area and use the data to plan small group instruction.</p> <p><u>October - November 2024</u> Academic Coach and Admin will conduct instructional walks to monitor implementation of small group instruction.</p> <p><u>January 2025</u> Teachers, Academic Coach, and Admin will review unit plans, assessment data, and observational data to determine the need, if any, for adjusting the implementation plan.</p> <p>Artifacts: Unit plans instructional walk data</p>		
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<p>Sixth through eighth grade teachers will implement the use of Ellevation strategies daily to support EL students with vocabulary development, comprehension, and writing across all content areas as evidenced by walkthrough data.</p>	<p>Ellevation</p>	<p>County & Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of teachers will implement strategies from the ELlevation platform daily by October 2024 as measured by walkthrough data.</p> <p>Implementation Plan: <u>August-September 2024</u> Teachers will receive additional training on how to navigate the Ellevation platform and select strategies by content and student needs.</p> <p><u>August 2024-May 2025</u> Content teachers will use Ellevation daily within their content area to support instruction for all students, specifically EL students.</p> <p>During CCC meetings, teachers will reflect on their use of ELlevation strategies, identify the most effective strategies, and collaborate to plan lessons using ELlevation strategies.</p> <p>Artifacts: Walkthrough form data Unit plans</p>	<p>Evaluation Performance Target: At least 10% of EL students will increase their scale score as measured on the Beacon ELA assessment from Fall 2024 to Spring 2025.</p> <p>At least 75% of EL students in each grade level will score 70% or higher on common summative assessments for ELA.</p> <p>Evaluation plan: Students will take the Beacon ELA assessment three times per year (BOY, MOY, and EOY).</p> <p>Students will complete common summative assessments for ELA at the end of each unit of study.</p> <p>Evidence: Beacon ELA scale scores Summative assessment data</p>	<p>Administration, Academic Coach, and teacher leaders will monitor Ellevation usage, and walkthrough data</p> <p>Teachers will monitor common assessment results</p>
<p>Sixth through eighth grade ELA, Science, and Social Studies teachers will use thinking maps to enhance critical thinking and comprehension tasks as evidenced by walkthrough data.</p>	<p>Thinking Maps Site</p>	<p>Title I</p>	<p>September 2024</p>	<p>Implementation Performance Target: 100% of teachers will assign thinking maps activities using the online platform at least</p>	<p>Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher on each</p>	<p>Academic Coach</p> <p>Teacher Leaders</p>

			<p>once a week by October 2024 as measured by usage reports.</p> <p>Implementation Plan: <u>September-October 2024</u> Teacher leaders will participate in train-the-trainer professional learning.</p> <p>Teacher leaders will redeliver the Thinking Maps training during content area meetings.</p> <p><u>October 2024-May 2025</u> Teachers will use thinking map platform to assign activities aligned to standards at least once a week.</p> <p>During CCC meetings, teachers will reflect on their use of thinking maps, identify the most effective strategies, and collaborate to plan lessons using thinking maps.</p> <p><u>January 2025</u> Teachers, Academic Coach, and Admin will review unit plans, assessment data, usage reports, and observational data to determine the need, if any, for adjusting how thinking maps are used for instruction.</p> <p>Artifacts: Walkthrough form data Unit plans Usage reports</p>	<p>common summative assessment in ELA, Science, and Social Studies.</p> <p>Evaluation plan: Students will complete formative assessments throughout each unit of study in ELA, Science, and Social Studies.</p> <p>Students will complete common summative assessments at the end of each unit of study in ELA, Science, and Social Studies.</p> <p>Evidence: Formative assessment data Summative assessment data</p>	Administrators
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<p>Sixth and seventh grade teachers will use individualized Membean activities as a warm-up task at least once a week to enhance students vocabulary development as evidenced by usage reports.</p>	<p>Membean software</p>	<p>Title I</p>	<p>September 2024</p>	<p>Implementation Performance Target: 100% of ELA teachers in grades 6 and 7 will assign individualized Membean practice activities at least once a week by October 2024 as measured by usage reports.</p> <p>Implementation Plan: <u>August-September 2024</u> Teacher leaders will facilitate professional learning for ELA teachers to review the components of the Membean software program and how to use the data to plan individualized vocabulary instruction for all students in grades 6-7.</p> <p><u>August 2024-May 2025</u> ELA teachers in grades 6 and 7 will use Membean at least weekly to support vocabulary development of all students.</p> <p>During CCC meetings, teachers will reflect on their use of Membean, identify the most effective implementation plan, and collaborate to plan lessons using the software.</p> <p>Artifacts: Unit plans Usage reports</p>	<p>Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher on each common summative assessment in ELA.</p> <p>Evaluation plan: Students will complete formative assessments throughout each unit of study in ELA.</p> <p>Students will complete common summative assessments at the end of each unit of study in ELA.</p> <p>Evidence: Formative assessment data Summative assessment data</p>	<p>Academic Coach</p> <p>Teacher Leaders</p> <p>Administrators</p>
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GOAL #2	The percentage of 6 th - 8 th grade students scoring on or above grade level in Math will increase by at least 20% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones (Developing, Proficient, or Distinguished Learner).					
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
Sixth through eighth grade Math teachers will implement IXL to provide targeted mathematics instruction during daily lessons and intervention blocks as evidenced by walkthrough data.	IXL	Title I	August 2024	<p>Implementation Performance Target: 100% of Math teachers will implement IXL to provide targeted math instruction as outlined below by October 2024.</p> <p>Implementation Plan: <u>August 2024</u> Teacher leaders will facilitate professional learning focused on how to use IXL to monitor student progress, identify students’ individualized needs, and assign differentiated tasks</p> <p><u>September 2024</u> Math teachers in Grades 6-8 will have students complete at least 2 IXL lessons/practices weekly that are geared towards current standards. Teachers can monitor student usage and progress in class through the IXL arena and can meet with students individually and in small groups as needed.</p>	<p>Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher on each summative unit assessment.</p> <p>Evaluation plan: Student progress on IXL during Math class and intervention will be monitored by their Math teachers. Progress reports will be generated twice per quarter, and teachers will hold conferences with students to discuss their individual growth.</p> <p>Students will complete common summative assessments for math at the end of each unit of study.</p> <p>Students will complete benchmark assessments (i.e., Beacon) three times throughout the school year.</p> <p>Evidence: Progress Reports</p>	Administration, Academic Coach, and teacher leaders will monitor IXL usage, IXL progress data, and walkthrough data

			<p>During the Math intervention block, teachers in grades 6-8 will provide students with at least 30 minutes to complete intervention, enrichment, or reinforcement mathematics tasks using IXL.</p> <p>Teachers in grades 6-8 will discuss the IXL data weekly in their CCC meetings and use the data to plan differentiated instruction.</p> <p><u>October 2024</u> The Academic Coach and Parent Facilitator will host a parent workshop focused on IXL progress reports and at-home access.</p> <p><u>October - November 2024</u> Academic Coach and Admin will conduct instructional walks and review usage reports to monitor implementation of IXL during mathematics class and intervention block.</p> <p><u>January 2025</u> Teachers, Academic Coach, and Admin will review usage reports, student performance to determine the need, if any, for adjusting the implementation plan.</p> <p>Artifacts: IXL usage charts</p>	<p>Summative assessment data Benchmark assessment data (i.e., Beacon)</p>	
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				walkthrough data		
Sixth through eighth grade Math teachers will engage all students in differentiated small group instruction during the intervention block as evidenced by walkthrough data.	IXL	Title I	September 2024	<p>Implementation Performance Target: 100% of Math teachers will implement small group mathematics instruction during the intervention block as outlined below by October 2024.</p> <p>Implementation Plan: <u>September 2024</u> The Academic Coach will facilitate professional learning focused on:</p> <ul style="list-style-type: none"> • using formative assessment data to plan small group instruction • conducting small group instruction • conferring with individual students. <p>Academic Coach and Teacher Leaders will collaborate to plan and model small group intervention lessons.</p> <p><u>October 2024</u> Math teachers will begin to implement small group instruction during the intervention block to address misconceptions of content and students' identified needs. Instruction should support the development of conceptual</p>	<p>Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher in mathematics as measured by common summative assessments.</p> <p>Evaluation plan: Students will complete common formative assessments throughout each unit of study.</p> <p>Students will complete common summative assessments for math at the end of each unit of study.</p> <p>Evidence: Formative assessment data Summative assessment data</p>	

				<p>understanding, computational fluency, and problem-solving skills.</p> <p>Teachers will discuss common and formative assessment data to identify needs for instruction within each content area and use the data to plan small group instruction.</p> <p><u>October - November 2024</u> Academic Coach and Admin will conduct instructional walks to monitor implementation of small group instruction.</p> <p><u>January 2025</u> Teachers, Academic Coach, and Admin will review lesson plans, assessment data, and observational data to determine the need, if any, for adjusting the implementation plan.</p> <p>Artifacts: Unit plans instructional walk data</p>		
Sixth through eighth grade Math teachers will implement the use of ELlevation strategies daily to support EL students with developing conceptual understanding, vocabulary, comprehension, and problem-solving skills in mathematics as evidenced by walkthrough data or lesson plans.	Ellevation	County and Title I	August 2024	<p>Implementation Performance Target: 100% of teachers will implement mathematics strategies from the ELlevation platform daily by October 2024 as measured by</p>	<p>Evaluation Performance Target: At least 75% of EL students in each grade level will score 70% or higher on common summative assessments for mathematics.</p>	Administration, Academic Coach, and teacher leaders will monitor Ellevation

			<p>walkthrough data or lesson plans.</p> <p>Implementation Plan: <u>August-September 2024</u> Teachers will receive additional training on how to navigate the Ellevation platform and select strategies for math to address students' needs.</p> <p><u>August 2024-May 2025</u> Math teachers will use Ellevation daily within their content area to support instruction for all students, specifically EL students.</p> <p>During CCC meeting, teachers will reflect on their use of ELlevation strategies, identify the most effective strategies, and collaborate to plan lessons using ELlevation strategies.</p> <p>Artifacts: Walkthrough form data Ellevation usage data Unit plans</p>	<p>At least 10% of EL students will increase their scale score as measured on the Beacon Math assessment from Fall 2024 to Spring 2025.</p> <p>Evaluation plan: Students will take the Beacon Math assessment three times per year (BOY, MOY, and EOY).</p> <p>Students will complete common summative assessments for math at the end of each unit of study.</p> <p>Evidence: Beacon Math scale scores Summative assessment data</p>	<p>usage and walkthrough data.</p> <p>Teachers will monitor common assessment results.</p>
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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	<p>We will provide the necessary resources to overcome economic barriers which serve to negatively impact education. These resources include: supplies and time in school to work on instructional software programs.</p>	<p>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.</p>	<p>Title I and Local School</p>
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>We will use our academic data to monitor student group performance. ELlevation will be implemented by teachers to assist EL students’ understanding of the academic content and mastery of the learning targets. IXL will be implemented in ELA and Math classes, as well as during intervention periods to address deficits in Reading and Math. Teachers will pull students into small groups to discuss deficits in Reading and Math.</p>	<p>Academic data will be analyzed to provide scaffolding and support. Formative and summative assessments will be used to evaluate student progress.</p>	<p>Local School</p>
<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	<p>The SSA, counselors, and/or social worker will provide resources and support as needed.</p>		<p>Local School Title I</p>

<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	<p>We will embed researched based programs, such as Ellevation, into the EL program. We will provide training and monitor daily implementation of the “I Can” descriptors and strategies in the classroom.</p>	<p>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 formative assessments, summative assessments, universal screeners, and ACCESS testing. Teacher observations and lessons plans will be used to monitor implementation as well.</p>	<p>Local School Title I Title III</p>
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Family Engagement Plan to Support School Improvement (*Required Components*)

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 30, 2024</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 2024		<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, 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>	August-Sept 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>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</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 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 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	September 2024		<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 2024		
	February 2025		
	April 2025		
<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: ECMS will have rising 6th grade night in March 2025, which will be open to rising 6th grade families. Additionally, feeder schools will participate in school visits in February and March 2025. ECMS 8th graders will participate in transitional activities preparing them for high school. Wheeler staff will visit and speak with 8th graders multiple times and will go over and complete the registration process. Lastly, 8th graders will visit Wheeler HS during the school day to allow them to acclimate to the building and the various extracurricular activities available as students.</p>	March 2025		<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>	<p><u>List documents translated for parents:</u></p>		<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) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Literacy Night (Book Fair) 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			October 2024		
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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2			August 2024		
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 type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2			April 2025		

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

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

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: 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 (Bruster’s Ice cream, Chick Fil A East Lake, Corey Chiropractic, Jet’s Pizza Roswell Road, Jet’s Pizza West Marietta, Johnson Ferry Baptist Church, Los Abuelos Mexican Restaurant, 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 adjust 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 and the number of instructional days missed due to consequences. Incentives are provided to promote positive behavior. Some of the incentives include:

- Fresh Air Time (monthly)
- REP Stores for points earned redemption
- Monthly drawings

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 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:

- EL strategies utilizing the “I Can” descriptors” (all academic teachers),
- IXL training (all academic teachers),
- Ellevation training on how to utilize the data and incorporate best instructional practice for EL learners,
- RTI training (data collection and progress monitoring for academic teachers),
- Membean training (ELA 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 in IXL each week (Language Arts and Math teachers) to support student mastery of the standards, and
- Plan for IXL implementation (Math--> during Math and Science classes; ELA--> during ELA and SS classes) during intervention time.

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 can 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.

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

16. 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**