



School Improvement Action Plan



School Year:	2023-2024
School Name:	Acworth Intermediate
Principal Name:	Dr. Bertha Nelson
Date Submitted:	4/14/23
Revision Dates:	6/27/23

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Acworth Intermediate
<i>Team Lead</i>	Dr. Bertha Nelson
<i>Position</i>	Principal
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**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: The plan for the 2023-2024 SIP was shared with the Building Leadership Team. Grade-level team leads collaborated with their teams and coaches and identified areas of deficiency in Reading, Math, and Writing based on SY23 data to determine goals and action steps.

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):	
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Position/Role	Printed Name	Signature
Title 1 Supervisor		
Academic Coach (District)		
Academic Coach (Local School)		
Parent (non-CCSD employee)		
Business Partner		
Counselor		
Parent Facilitator		
Health Care Providers		
Social Workers		
Faith-based Community Leaders		
Technology Experts (TTIS)		
Media Specialists/Librarians		
Police/Public or School Safety Officers		
Universities or Institutes of Higher Education		

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

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

Previous Year's Goal #1	Increase the number of students in grades 3-5 that meet and exceed quarterly genre benchmark expectations by 20% as measured by the quarterly pre and post Write Score assessments during the 2022-2023 school year.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	Write Score pre and post assessment data for Quarters 2 and 3 were used to determine if the goal was met. The genre for Quarter 2 was informational. Third and fourth grade students did not meet the goal, but fifth grade students exceeded the goal. The genre for Quarter 3 was opinion, and grades 3-5 exceeded the goal which demonstrates students are building upon the skills taught each quarter.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Each quarter during data discussions, areas for improvement (Idea Development, Organization, & Coherence and Language Usage & Conventions) were identified and teachers were provided with instructional practices and research-based strategies to support students.
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?	<ol style="list-style-type: none"> 1. Implementation of Write Score curriculum with fidelity 2. Quarterly meetings with Instructional Support Specialist to discuss pre/post data 3. Identification of areas for improvement and instructional practices and research-based strategies were provided

<p>Previous Year's Goal #2</p>	<p>The number of students in grades 2-5 will increase the average MI scores by 15% as measured by the fall to spring administration for the 2022-2023 school year.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Quarterly Math Inventory data was used to determine if the goal was met. During the fall administration, students in grades 2-5 increased the number of students who were proficient/advanced (2nd: 29%, 3rd: 23%, 4th: 18%, 5th: 30%). The end of year administration also showed an increase in the number of students who were proficient/advanced (2nd: 62%, 3rd: 72%, 4th: 59%, 5th: 61%) which exceeded the goal.</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<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>	<ol style="list-style-type: none"> 1. Implementation of Eureka Math curriculum with fidelity 2. Data discussions to identify student groups for remediation/extension 3. Daily Math Intervention Block

<p>Previous Year's Goal #3</p>	<p>Integrate science and math across subject areas during the 2022-2023 school year to increase 2-5 MI proficient scores by 10% from September to May and increase students scoring proficient on the FY23 5th grade science milestones by 10% from the previous year.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES (Math) <input checked="" type="checkbox"/> NO (Science)</p>	
<p>What data supports the outcome of the goal?</p>	<p>Quarterly Math Inventory data was used to determine if the goal was met. During the fall administration, students in grades 2-5 increased the number of students who were proficient/advanced (2nd: 29%, 3rd: 23%, 4th: 18%, 5th: 30%). The end-of-year administration also showed an increase in the number of students who were proficient/advanced (2nd: 62%, 3rd: 72%, 4th: 59%, 5th: 61%) which exceeded the goal.</p> <p>Science scores for the 2022-2023 school year indicated that 38% of 5th grade students scored proficient on the FY 23 GMA.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Teachers will continue implementing the Science Workshop Model during science and utilize the Science Coach books. The Science Workshop Model follows the 5E model, which allows students to understand a science concept over time through established steps or phases. The Science Coach books are a good representation of the Science Georgia Milestones Assessment and help to prepare students for the assessment expectations, including higher-order thinking skills, comparing and contrasting science concepts, collecting and analyzing data, gathering evidence, researching, and writing scientific arguments based on grade-level science standards.</p>
<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><u>Math:</u></p> <ol style="list-style-type: none"> 1. Implementation of Eureka Math curriculum with fidelity 2. Data discussions to identify student groups for remediation/extension 3. Daily Math Intervention Block <p><u>Science:</u></p> <ol style="list-style-type: none"> 1. Implementation of Science Workshop Model 2. Science Coach books

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>Writing growth in grades 3-5: By the end of Q3, all grades (3-5) met the goal of 20% growth in students performing on or above grade level on Write Score assessments.</p> <p>3 – 24% 4 – 29% 5 – 40%</p> <p>Grade-level proficiency on Reading Inventory: 2 – 57% (72 students) 3 – 59% (68 students) 4 – 54% (69 students) 5 – 59% (76 students)</p>	<p>Overall, students in grades 3-5 demonstrated weaknesses in development of support, sentence formation, and capitalization. Additional weaknesses included:</p> <p>3 – Focus, Transitions, Usage 4 – Attributions, Transitions, Punctuation 5 – Conclusion, Attributions, Punctuation</p> <p>Schoolwide, 22% of students ended the school year reading at a below-basic level: 2 – 25% (32 students) 3 – 18% (21 students) 4 – 25% (32 students) 5 – 13% (16 students)</p>	<p>Write Score pre & post assessments</p> <p>Reading Inventory</p>
Math	<p>Grade-level proficiency on Math Inventory: 2 – 62% (80 students) 3 – 72% (83 students) 4 – 59% (75 students) 5 – 61% (77 students)</p>	<p>Schoolwide, 18% of students ended the school year at a below-basic level: 2 – 13% (17 students) 3 – 15% (17 students) 4 – 17% (22 students) 5 – 26% (33 students)</p> <p>Q3 Math Cobb Interim Assessment: 2 – 70% average 3 – 65% average 4 – 60% average 5 – 63% average</p>	<p>Math Inventory</p> <p>Q3 Cobb Interim Assessments</p>
Science	<p>2 – 80% average 5 – 79% average</p> <p>Science lab will be added to the 23-24 school year specials rotation. An emphasis will be placed on</p>	<p>3 – 70% average 4 – 62% average</p> <p>Science is being taught in isolation and needs to be routinely integrated with other subjects. Teachers</p>	<p>Q3 Cobb Interim Assessments</p>

	teaching the scientific method with an integration with math and writing.	need to explicitly teach the scientific method and expose students to more activities that will allow them to make real-world connections.	
Social Studies	2 – 78% average	3 – 47% average 4 – 60% average 5 – 73% average	Q3 Cobb Interim Assessments
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	LETRS Training for selected teachers (2 nd grade, Sped, ESOL) and coaches – Enhanced understanding of how proficient reading/writing develop and how to assess, teach, and provide targeted interventions. Overall, students with LETRS-trained teachers made significant growth on the RI. Coach-facilitated Write Score data discussions. Enhanced implementation and understanding of Write Score lessons, resources, and instructional strategies.	Not all teachers have an understanding of SOR strategies to prevent and remediate reading difficulties. A 2 nd cohort of teachers will begin LETRS training in the fall of 2023. Inconsistent expectations or understanding among classroom teachers on student performance to meet grade-level standards in writing. Coaches will facilitate collaborative scoring sessions to clarify/reach consensus on expectations for each writing component on the Write Score rubric.	
Other			

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 type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	14 students exited from the ESOL program.		ACCESS scores
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Students scoring Below Basic on the Math Inventory decreased from: 2 – 48% (58 students) to 13% (17 students) 3 – 53% (55 students) to 15% (17 students) 4 – 41% (47 students) to 17% (22 students) 5 – 58% (69 students) to 26% (33 students)	All grade levels have shown growth on the Math Inventory. However, students are still scoring below the CCSD average on the GMAs. 3 rd grade: 41% (Acworth) 52% (CCSD) 4 th grade: 35% (Acworth) 52% (CCSD) 5 th grade: 39% (Acworth) 44% (CCSD)	Math Inventory data and GMA data
Science	<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	Students in 5 th grade scored 5% lower than the CCSD average on GMAs.		GMA data
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 type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Other	<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			
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Statement of Concern #1	<p>22% of students schoolwide are reading at a below-basic level based on the Reading Inventory:</p> <p>2nd grade = 31% (32 students); 3rd grade = 19% (21 students); 4th grade = 26% (32 students); 5th grade = 13% (16 students)</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>Phonemic Awareness and Phonics Skills</p> <ul style="list-style-type: none"> • Student deficits with phonemic awareness and phonics skills impacts decoding, word recognition, and fluency to support comprehension • Limited teacher knowledge of research-based phonemic awareness and phonics instructional routines
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>Vocabulary and Morphological Awareness</p> <ul style="list-style-type: none"> • Student deficits with vocabulary and morphological awareness • Limited teacher knowledge of research-based vocabulary and morphological instruction
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>Comprehension Strategies to Understand Grade-Level Text</p> <ul style="list-style-type: none"> • Student deficits in closely reading increasingly complex text and applying comprehension strategies to support understanding • Limited teacher knowledge of research-based comprehension strategy instruction and providing all students access to grade-level, rigorous texts
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Gaps in foundational reading skills due to inconsistencies in instruction related to the Covid-19 pandemic • Students entering school with limited English language proficiency
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Increase the number of students in grades 2-5 reading at or above grade-level proficiency by 30% (142 students) as measured by the August 2023 to May 2024 administration of the Reading Inventory.</p>

Statement of Concern #2	Students in grades 3-5 are underachieving in ELA compared to their academic peers in the district.
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	Gaps in foundational reading and writing skills due to inconsistencies in instructional practices and use of resources and/or lack of teacher knowledge on assessing and building upon prerequisite skills for success with grade-level standards.
Root Cause #2 - (Within control) Impacts which system(s): <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	ELA teachers new to their grade-level and/or subject area were unfamiliar with analyzing student writing and implementing Write Score lessons.
Root Cause #3 - (Within control) Impacts which system(s): <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 style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> • Gaps in foundational reading and writing skills due to missed/inconsistent schooling and/or virtual instruction that neglected individual needs during the Covid-19 pandemic • Students entering school with limited English language proficiency
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Increase the number of students in grades 3-5 that meet and exceed quarterly genre benchmark expectations by 25% as measured by the quarterly pre and post Write Score assessments during the 2023-2024 school year.

Statement of Concern #3	18% of students in grades 2-5 are below basic on the Math Inventory: 2 nd grade = 13% (17 students); 3 rd grade = 15% (17 students); 4 th grade = 17% (22 students); 5 th grade = 26% (33 students)
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of concrete-representational-abstract (CRA) framework modeling/usage during math workshop.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of explicit instruction for teaching academic vocabulary and expectation for student practice during math workshop.
Root Cause #3 - (Within control) Impacts which system(s): <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	
Contributing Factors (Outside of control)	Learning gaps in foundational math skills (number sense, place value understanding, fact fluency, and solving one and two-step word problems) due to instructional practices during the pandemic.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Increase the number of students in grades 2-5 reading at or above grade-level proficiency by 40% (284 students) as measured by the August 2023 to May 2024 administration of the Math Inventory.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	Increase the number of students from last year in grades 2-5 reading at or above grade-level proficiency by 30% (142 students) measured by the August 2023 to May 2024 administration of the Reading Inventory.
Goal #2	Increase the number of students in grades 3-5 that meet and exceed quarterly genre benchmark expectations by 25% by the end of Q3 as measured by the quarterly pre and post Write Score assessments during the 2023-2024 school year.
Goal #3	Increase the number of students in grades 2-5 scoring on or above grade-level proficiency by 40% (284 students) as measured by the August 2023 to May 2024 administration of the Math Inventory.
Goal #4	N/A

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 Facilitators (2)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" 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	Parent facilitators are responsible for managing all compliance documentation for Title 1 parent engagement. Parent facilitators manage the parent resource room and assist parents with accessing their child's academic progress in CTLS and ParentVue. Parent facilitators offer resources to parents that may be provided at home as additional support for students.
Targeted Teacher (.5)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The targeted support teacher supports 4th grade students in reading using research-based phonics/comprehension strategies/instruction. The teacher will monitor student growth and report findings to the appropriate CCCs and Building Leadership Team.
	<input type="checkbox"/> Goal 1 <input 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 type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input 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 type="checkbox"/> Family Engagement	

GOAL #1	Increase the number of students from last year in grades 2-5 reading at or above grade-level proficiency by 30% (142 students) measured by the August 2023 to May 2024 administration of the Reading Inventory.					
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
Selected second-grade classroom, special education, and ESOL teachers will engage in professional development on identifying students' deficit reading skills and implementing targeted instruction (phonemic awareness, phonics, vocabulary, oral reading fluency, comprehension) to accelerate student progress towards grade-level proficiency.	LETRS training modules & professional resources Foundational Reading Assessments: NSGRA Assessments, DIBELS, CORE Phonics Survey, LETRS Phonics Survey, Phonemic Awareness Screening Test	District Title I support	August 2023	<p>Implementation: Identified 2nd-grade teachers will participate in LETRS training sessions (August-May)</p> <p>Coaches and ESOL lead teacher will attend grade-level CCC meetings, data discussions, and RTI meetings to provide input on instructional strategies and resources to enhance instruction (RTI meetings are held weekly/monthly throughout the year, August-May)</p> <p>Admin and coaches will conduct quarterly classroom observations to ensure teachers are implementing learned instructional strategies with fidelity. Observation findings will be shared during CCC meetings and professional learning will be provided for teachers needing additional support (October, December, March, and May)</p> <p>Artifacts: LETRS End of Unit Assessments CCC/Data discussion notes Calendar of PD Days, Professional development agendas and handouts</p>	<p>Evaluation of Impact: Quarterly, the number of students reading on grade level (NSGRA) will increase by:</p> <p>Q1: 5% (8 students) Q2: 10% (16 students) Q3: 20% (32 students) Q4: 30 % (48 students)</p> <p>Classroom and EIP teachers, with the support of the academic coaches, will use ongoing assessments to set student performance goals, inform instructional decisions, monitor student progress, and modify goals/instruction for continued improvement.</p> <p>Classroom and EIP teachers will provide targeted instruction aligned to identified learning needs and next steps for accelerated progress.</p> <p>Evidence: Classroom reading spreadsheets (NSGRA)</p>	<p>2nd Grade Classroom and Special Education teachers</p> <p>Administration</p> <p>Academic Coaches</p>

				Observation walkthrough forms		
3-5 classroom and EIP teachers will implement explicit and systematic phonics instruction and/or comprehension strategy instruction targeted to students' identified needs during the reading intervention block.	<p>Phonics Resources: University of Florida Literacy Institute (UFLI) phonics program</p> <p>NSGRA word study</p> <p>Comprehension Resources: NSGRA comprehension lessons</p> <p>The Reading Strategies Book by Serravallo</p> <p>Reading A-Z close reading lessons</p>	Title I		<p>Implementation: Coaches will provide training on administering reading diagnostic assessments, determining next steps for instruction, and implementing targeted interventions based on students' identified needs. (August-October)</p> <p>Classroom and EIP teachers will provide targeted instruction aligned to identified learning needs and next steps for accelerated progress. (October – May)</p> <p>Admin and coaches will conduct quarterly classroom observations to ensure intervention resources are used with fidelity. Observation findings will be shared during CCC meetings and professional learning will be provided for teachers needing additional support (October, December, March, and May)</p> <p>Artifacts: Calendar of PD Days</p> <p>CCC/data discussion notes</p> <p>Observation walk-through forms</p>	<p>Evaluation of Impact: Quarterly, the number of students reading on grade level (NSGRA) will increase by:</p> <p>Q1: 5% (19 students) Q2: 10% (38 students) Q3: 20% (76 students) Q4: 30 % (112 students)</p> <p>Evidence: NSGRA assessment data</p>	<p>Administration</p> <p>3-5 classroom and EIP teachers</p> <p>Reading Tutor</p> <p>Academic Coaches</p> <p>ESOL Lead Teacher</p>

<p>All students will read and respond to grade-level text across the curriculum.</p>	<p>CTLS Georgia Success Coach ELA Books Studies Weekly HMH/Dimensions Resources Science Coach Book (5th grade)</p>	<p>District Title I</p>	<p>August 2023</p>	<p>Implementation: Coaches will provide training on scaffolding complex texts and close reading strategies (August-October). Teachers in all content areas will scaffold complex texts for all students (October-May). Teachers in all content areas will implement close reading strategies (October-May). Admin and coaches will conduct quarterly classroom observations to ensure intervention resources are used with fidelity. Observation findings will be shared during CCC meetings and professional learning will be provided for teachers needing additional support (October, December, March, and May) Artifacts: Calendar of PD Days Training agendas Observation walk-through forms</p>	<p>Evaluation of Impact: Quarterly, the number of students scoring proficient and advanced on ELA CTLS assessments will be at least: Q1: 40% (195 students) Q2: 50% (244 students) Q3: 60% (293 students) Q4: 70% (342 students) Evidence: CTLS data reports and assessment spreadsheets</p>	<p>Classroom Teachers Administration Academic Coaches</p>
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GOAL #2	Increase the number of students in grades 3-5 that meet and exceed quarterly genre benchmark expectations by 25% as measured by the quarterly pre and post Write Score assessments during the 2023-2024 school year.					
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
ELA teachers in grades 3-5 will implement daily writing lessons using the Write Score curriculum and other school-provided supplemental resources.	Write Score Georgia Success Coach ELA books Writing A-Z Laptops		August 2023	Implementation: Coaches will facilitate quarterly collaborative scoring of writing with teachers. Administration and academic coaches will walk ELA classrooms quarterly to ensure standards-based writing lessons are implemented with fidelity. Additional PL will be provided to teachers/grade levels needing support (October, December, March, and May). Mid-quarter on-demand assessment scored by teachers will be administered to determine impact towards proficiency. Artifacts: CCC/data discussion notes – quarterly meetings after pre/post scores are received Observation walkthrough forms	Evaluation of Impact: Quarterly, the number of students demonstrating proficiency on mid-quarter on-demand assessments will be at least: Q1: 20% (77 students) Q2: 50% (230 students) Q3: 75% (288 students) Evidence: Mid-quarter on-demand assessment scores	Classroom and ESOL Teachers Administration Academic Coaches

GOAL #3	Increase the number of students in grades 2-5 scoring on or above grade-level proficiency by 40% (284 students) as measured by the August 2023 to May 2024 administration of the Math Inventory.					
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
Teachers in all grade levels will utilize the CRA (concrete-representational-abstract) framework to support the implementation of new math standards during Math Workshop.	CTLS Student Workbooks Manipulatives	District Title I	August 2023	<p>Implementation: Math CCC Leads will communicate information regarding implementation of new standards and CTLS resources (August-September).</p> <p>Training will be provided for teachers on the CRA framework (August-October).</p> <p>Teachers will follow the CRA framework to implement lessons for whole group instruction (September-May).</p> <p>Admin and coaches will conduct quarterly classroom observations to ensure the CRA framework is implemented October, December, March, and May).</p> <p>Artifacts: Calendar of PD Days, Training agendas, Observation Walk-through Forms</p>	<p>Evaluation of Impact: Quarterly, the number of students demonstrating proficiency on the administration of the Math Inventory will increase by:</p> <p>Q1: 5% (25 students) Q2: 10% (49 students) Q3: 20% (98 students) Q4: 30% (146 students)</p> <p>Evidence: Quarterly Math Inventory data reports.</p>	Classroom/SPED/ESOL /EIP Teachers Administration Academic Coaches
Grade-level teams will administer 10 question mid-unit common formative assessments with varying DOK levels and use that data to inform instructional practices.	CTLS Common Formative Assessments Laptops	District Title I	August 2023	Implementation: Grade-level teams will collaborate and use CTLS Assess to administer common formative assessments (August-May)	<p>Evaluation of Impact: Quarterly, the number of students demonstrating proficiency on mid-quarter assessments will be at least:</p> <p>Q1: 20% (98 students)</p>	Classroom/SPED/ESOL /EIP Teachers Administration Academic Coaches

			<p>Teachers will use common formative and summative assessment data to plan for intervention block (August-May)</p> <p>Artifacts: Common formative and summative assessment data</p>	<p>Q2: 50% (244 students) Q3: 75% (366 students)</p> <p>Evidence: Classroom math data spreadsheets</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	Provide tutoring for students deficient in reading skills throughout the school day. Food pantry access and weekend backpacks are provided to families in need.	Tutor, tutoring materials Food and backpacks	Title 1, ESSR funds Partners in Education
<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	Implement Imagine Learning to support language acquisition for specific EL students. Utilize Ellevation platform strategies to support classroom instruction and academic language acquisition for EL students.	Imagine Learning Ellevation	Title III and Title I, if necessary
<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	Analyze student group data during CCC meetings to determine next steps for instruction.	Building Leadership Team (BLT) CCC agendas	District funds Title 1
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Collaboration between special education and classroom teachers during CCCs.	CCC agendas	District funds IDEA
<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			

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 Annual Title I Meeting – Deadline September 29, 2023 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/8/23		<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 Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/19/23		<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 Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	3/21/24		<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 FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	PL #1: 9/14/23		<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
	PL #2: 11/30/23		
	PL #3: 2/1/24		
	PL #4: 4/18/24		
<p>5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: McCall Visit: First-grade students, parents, teachers, and the principal visited Acworth ES to meet teachers, learn about 2nd grade, and tour the school. Acworth Parent Night @ Barber MS: Fifth-grade students and parents visited Barber MS to meet teachers, learn about and tour middle school.</p>	McCall Visit: March 29, 2024 Acworth Parent Night @ Barber MS: April 11, 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>	<p>List documents translated for parents: SY 24 Parent Compact & School Engagement Policies Annual Title 1 Meeting Documents/Surveys Spring Input Meeting Documents/Surveys EL Letters</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
Parent Vue Meeting – Parents will receive training on how to utilize Parent Vue effectively to monitor their child’s academic progress and communicate with teachers.	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Supplemental Pay Meeting supplies - Parent Vue handout		August 10, 2023 (2 nd /3 rd grades) August 17, 2023 (4 th /5 th grades)	Outcome: The meetings will be evaluated by measuring parent participation in Parent Vue. Artifacts: Sign-in sheets, Parent Vue reports	Parent Facilitator
Science Fair Parent Night & CTLS (Cobb Teaching and Learning System)/Parent Vue Informational Session – Parents will learn how to use CTLS to monitor their child’s assigned lessons, homework, and stay informed of school updates.	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Supplemental Pay Meeting supplies - Tri-fold boards Folders/Student Packets CTLS and Parent Vue handouts		March 7, 2024	Outcome: The meetings will be evaluated by measuring parent participation in CTLS. Artifacts: Sign-in sheets, CTLS reports	Parent Facilitator
	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

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.

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 (Language Essentials for the Teachers of Reading and Spelling), Read 180, etc.)**

SCHOOL RESPONSE: Acworth Intermediate School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Acworth will utilize twenty day funds for tutoring support of our students struggling to meet state standards. These programs will work together to meet the needs of students and families identified in the CAN 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: Administrators and coaches frequently observe in classrooms to ensure actions steps are being implemented with fidelity. Academic Coaches/Instructional Support Teams participate in grade-level CCCs and lead discussions regarding the action step implementation and effectiveness. These meetings occur weekly. Coaches will not attend every CCC meeting but will target those that need assistance or support with specific interventions.

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: Student achievement is monitored using common formative assessments, district required benchmarks and state standardized assessments. All assessments are reviewed in relation to the SIP goals and action steps. The plan is also reviewed annually to ensure goals have been achieved. Reflection on goals occurs to assist in determining whether or not to keep, revise, or abandon the action steps or goals.

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: Revisions occur when needed to adjust the plan as determined by both formative and summative assessment data as well as CCC discussions with teachers and parent feedback when appropriate. The Building Leadership Team (BLT) also reviews this plan monthly to monitor what is working and what needs additional support. Areas that need additional support will be discussed in faculty meetings and additional PL can be provided to targeted teachers during CCCs.

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: Acworth has monthly RTI Tier 2 meetings with each grade level. The teachers identify students that are on Tier 2 at the beginning of the school year. Teachers and coaches also develop a plan for progress monitoring data collection. Coaches monitor student progress and collaborate with teachers to determine if an intervention needs to be changed or if the student needs to be referred to Tier 3. Counselors schedule meetings for new and current students on Tier 3 with parents, administration, coaches, and teachers.

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: Cobb County School District strives to hire the best qualified candidates for all teaching positions. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicants; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) teacher meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs to all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in the CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

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: Acworth Elementary provides support for preschool children in the transition from early childhood programs to local elementary school programs and for students entering middle school. Our transition plans include opportunities for parents and students to tour the facility, meet administration and teachers, and ask questions about Acworth Intermediate. Our rising 6th grade students and parents participate in middle school parent night and a day tour of middle school. Transition questions are answered, and students feel more comfortable about transitioning to middle school. Additionally, in the spring, we host a day for our rising 2nd graders to visit and become acquainted with their new school. Acworth counselors are also available to answer any transition questions parents may have throughout the school year.

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: NA

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**