



School Improvement Action Plan



School Year:	2022-2023
School Name:	Brumby Elementary
Principal Name:	Sandra Alford
Date Submitted:	6/30/2022
Revision Dates:	8/9/2022, 8/15/2022, and 8/19/22

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Brumby Elementary
<i>Team Lead</i>	Sandra Alford
<i>Position</i>	Principal
<i>Email</i>	Sandra.Alford@cobbk12.org
<i>Phone</i>	770 916-7070
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)
Direct Certification	

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

School Response: Data and input given during Guiding Coalition Meetings in addition to the input from grade levels and various other staff groups through a comprehensive needs assessment given at the end of SY21-22 was used in the adjustment of the Title I Plan for FY22-23. Minutes and input from Brumby PTA, as well as Brumby Foundation members, which include staff, parents, and community members were also utilized in the development of the plan. Opportunities for input were solicited via virtual input meetings, forms, and questionnaires.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	James Milliman
Academic Coach (District)	Laura Franco
Academic Coach (Local School)	Tami Shields
Parent (Non CCSD Employee)	Lynette Wise
Business Partner	Chick-Fil-A
Counselor	Dorquetta Robinson
Parent Facilitator	Luz Landaverde
Health Care Providers	Kristen Moody-Allen
Social Workers	Charlene Brisco
Faith-based Community Leaders	Sojoun Church
Technology Experts (TIS)	Lynn McGee
Media Specialists/Librarians	Megan McNaughten
Police/Public or School Safety Officers	Caylee Boyd
Universities or Institutes of Higher Education	KSU/UGA

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	June 8 th , 2022
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Position/Role	Printed Name	Signature
District Title I Supervisor	James Milliman	
Principal	Sandra Alford	
Assistant Principal	Wendy Rice	
Assistant Principal	Jason Traster	
Academic Coach	Tami Shields	
Technology Coach	Sandra Lake	
Instructional Specialist	Tracy Boyles	
SSA	Nelsenia McWhorter	

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	By the end of the 2021-2022 school year, increase the percentage of students in the proficient and advanced band combined on the RI assessment by 30%.																		
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO																			
What data supports the outcome of the goal?	<div style="text-align: center;"> <h3>RI Growth Proficiency Chart</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>School</th> <th>BB</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> <th>Prof/Adv</th> </tr> </thead> <tbody> <tr> <td>Fall-470</td> <td>48%</td> <td>22%</td> <td>25%</td> <td>6%</td> <td>31%</td> </tr> <tr> <td>Spring-670</td> <td>27%</td> <td>29%</td> <td>31%</td> <td>13%</td> <td>44%</td> </tr> </tbody> </table> </div>	School	BB	Basic	Proficient	Advanced	Prof/Adv	Fall-470	48%	22%	25%	6%	31%	Spring-670	27%	29%	31%	13%	44%
School	BB	Basic	Proficient	Advanced	Prof/Adv														
Fall-470	48%	22%	25%	6%	31%														
Spring-670	27%	29%	31%	13%	44%														
Reflecting on Outcomes																			

<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>	<p>We will continue to implement structured literacy for K-2. The quarterly scope and sequence consultations with the REAP representatives was a valuable support for staff during the year. At the intermediate grades, students participated in novel studies/discussions focused on prioritized ELA standards. In a review of our Raz Kids data, although some staff reported a benefit in the use of the program, there was inconsistent student use of the resource across each grade level. Some teams preferred to use resources like Kids A-Z, Imagine Learning, Epic, and Heggerty strategies instead of Raz Kids. In 4th grade particularly, the use of Read 180/System 44, Imagine Learning, Guided Reading structure, novel studies, and arts integration played a significant role in their students' literacy progress.</p>

<p>Previous Year's Goal #2</p>	<p>By the end of the 2021-2022 school year, increase the percentage of students in the proficient and advanced band combined on the MI assessment by 30%.</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>	<div style="text-align: center;"> <p>MI Growth Proficiency Chart</p> <table border="1" style="margin: auto;"> <thead> <tr> <th>Band</th> <th>Fall-788 (%)</th> <th>Spring-917 (%)</th> </tr> </thead> <tbody> <tr> <td>BB</td> <td>73%</td> <td>36%</td> </tr> <tr> <td>Basic</td> <td>19%</td> <td>27%</td> </tr> <tr> <td>Proficient</td> <td>6%</td> <td>23%</td> </tr> <tr> <td>Advanced</td> <td>1%</td> <td>13%</td> </tr> <tr> <td>Prof/Adv</td> <td>7%</td> <td>36%</td> </tr> </tbody> </table> </div>	Band	Fall-788 (%)	Spring-917 (%)	BB	73%	36%	Basic	19%	27%	Proficient	6%	23%	Advanced	1%	13%	Prof/Adv	7%	36%
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School	BB	Basic	Proficient	Advanced	Prof/Adv
Fall-788	73%	19%	6%	1%	7%
Spring-917	36%	27%	23%	13%	36%

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	In the area of math, teachers reported the use of multiple math strategies to support student development. Teachers used a guided math workshop model with an emphasize on small group intervention time. Students engaged in using manipulatives to increase hands on learning experiences. Some classes also utilized online resources like Freckle, IXL math, and DreamBox Learning. Teachers also used common vocabulary, graphic organizers, and formative assessments. For problem solving and constructed responses, teachers emphasized strategies like CUBES (circle, underline, box, evaluate, solve) and RAP (restate, answer, prove) to solve word problems.

Previous Year's Goal #3	Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Initially the staff planned to use the Buck Institute PBL Innovation rubric to assess STEM in instruction across the grade level. However, classroom teachers need to spend more time assessing basic literacy and math standards and were unable to participate in STEM rubric assessments.

Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Although there was an intention to continue the STEM initiative, the impact of the pandemic provided obstacles too great to implement the STEM process with fidelity.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #4	Decrease the percentage of students exceeding 10 absences by 5%. Reduce the number of administrative referrals for physical incidents by 5%.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>Students accumulating 10 or more days absent:</p> <ul style="list-style-type: none"> • FY 21: 109 (11% of student population) • FY 22: 230 (24% of student population) <p>Administrative referrals for physical incidences:</p> <ul style="list-style-type: none"> • FY 21: 23 referrals • FY 22: 343 referrals
Reflecting on Outcomes	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>For FY22, significant changes were made in the general attendance policy as compared to FY21.</p> <ul style="list-style-type: none"> • FY21: All students began the year virtual until October. Once students returned, approximately 50% of students remained virtual while the other half returned to face-to-face instruction. Students who attended face to face only reported to school 4 days a week and were virtual every Wednesday. • FY22: Students were given the option to attend virtual learning full time. Approximately 10 students selected virtual learning and did not attend Brumby. The remaining students were required to attend school 5 days a week. This was a significant change in the physical time in the building for all students.
<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>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<p>OG Fully Trained Staff (K-2)</p> <p>Number of 1st and 2nd grade students receiving Lexile on RI increased Gr1 Fall-15 to Spring-61 Gr 2 Fall-57 to Spring-147</p> <p>School-wide RI Pro/Adv: Fall 31% to Spring 42%</p> <p>Student participation and performance in the intervention literacy class using System 44/Read 180 in grades 3-5.</p> <p>EOG</p>	<p>Implementing Structured Literacy in grades K-2 with fidelity.</p> <p>Small group intervention supports are difficult to implement due to the number of students below grade level.</p> <p>Integrating writing into the literacy block due to time constraints.</p>	<p>FRA/Reading Inventory DRAs Common Assessments District Interims Classroom visits Student work samples</p>

<p>Math</p>	<p>% of students school-wide in prof/advan quantile range increased from 7% to 36% on MI.</p> <p>Student participation and performance in the intervention math support class in grades 3 and 5.</p> <p>EOG</p>	<p>Small group intervention supports are difficult to implement due to the number of students below grade level.</p> <p>Students' basic math foundational skillset poses a challenge to them accessing current grade level standards.</p> <p>73% of 5th grade students scored in the BB/B range at the end of the year.</p>	<p>Math Inventory Common Assessments District Interims Classroom visits Student work samples</p>
<p>Science</p>	<p>Availability and use of resources like BrainPop, MakerSpace, STEM lab, Arts Integration, and hands on manipulatives/lab experiences. Students also participate in a science-based course during the Core X specials block.</p>	<p>The master schedule including the Core X block poses a challenge to having adequate time for science instruction during class time.</p>	<p>Interims 5th grade EOG 5th grade</p>
<p>Social Studies</p>	<p>Availability and use of resources like BrainPop, Georgia Studies Weekly, and American Heros big books. Students also participate in a social studies-based course during the Core X specials block.</p>	<p>The master schedule including the Core X block poses a challenge to having adequate time for social studies instruction during class time.</p>	<p>Interims 5th grade EOG 5th grade</p>
<p>Discipline / School Climate Data</p>	<p>Use of classroom meetings and calm down resources in the classroom provided students alternative strategies to address behavior concerns.</p> <p>Selected staff participated in district Restorative Practices training.</p>	<p>Lack of consistency with implementing classroom procedures, expectations, and response to student behavior provides the greatest challenge to student discipline.</p> <p>Redelivery and implementation of Restorative Practices schoolwide.</p> <p>Extensive Policy Violations: 809 Insubordination: 155 Class Disruptions: 178 Rough/Boisterous: 196 Physical Altercation: 113 ISI-150 Days OSS-259 Days</p>	<p>Discipline Summary Report</p>

Professional Learning What's been provided? What is the impact?	K-2 staff participation in OG/Structured Literacy quarterly talks/pacing guides. Select staff participation in SEL training. Arts Integration strategies schoolwide Impact: Strategies, lesson variety, gains in phonics knowledge and decoding.	Implementation and monitoring of strategies with fidelity. Teacher attendance due to COVID quarantining policy. Training time during planning times with conflicts in meeting schedules.	N/A
Parent Engagement	Support staff offered Parent U workshops focused on trauma informed strategies, CTLS strategies	Limited parent participation in planned workshops.	Staff SIP feedback

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		56% of school is Basic or Below 79% of EL 74% of SWD	Reading Inventory
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		63% of school is Basic or Below 82% of EL 83% of SWD	Math Inventory
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			

<p align="center">Discipline / School Climate Data</p>	<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		<p>Student Population: 60% Black, 23% Hispanic, 8% White, 6% Multi, 3% Asian- there is a discrepancy between the two highest subgroups</p> <p>ISI- 154 consequences 79% Black 10% Hispanic</p> <p>OSS- 175 consequences 83% Black 9% Hispanic</p> <p>Time Out- 116 consequences 81% Black 10% Hispanic</p>	<p>Discipline Records</p>
<p align="center">Professional Learning</p>	<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			
<p align="center">Other</p>	<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			

Overarching Challenge #1	Limited student proficiency in ELA as determined by local, district, and state achievement data.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Difficulty effectively differentiating instruction using the guided reading/writing workshop model due to range of student learning levels and available instructional time.
Root Cause #2 - (Within control) Impacts which system(s): <input 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	Lack of implementing professional learning.
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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of student attendance during classroom instruction.
Contributing Factors (Outside of control)	Parent engagement and ability to provide support at home to reinforce instructional strategies taught at school. Student attendance due to absences or disciplinary consequences outside of the classroom. .

Goal

***Specific, Measurable, Achievable,
Relevant, Timebound***

By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.

K – By the end of the year, we will increase the number of students scoring in the next Band Level so that 30% of kindergartens will score ≥ 36 on the Foundational Reading Assessment.

1st grade – By the end of the year we will increase the number of students eligible to be assessed on the Reading Inventory from 3.6% to 30% of the student population.

Overarching Challenge #2	Limited student proficiency in Math as determined by local, district, and state achievement data.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Difficulty effectively differentiating instruction using the guided math workshop model due to range of student learning levels and available instructional time.
Root Cause #2 - (Within control) Impacts which system(s): <input 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	Lack of implementing professional learning.
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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of student attendance during classroom instruction.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Parent engagement and ability to provide support at home to reinforce instructional strategies taught at school.</p> <p>Student attendance due to absences or disciplinary consequences outside of the classroom.</p> <p>Student attendance due to absences.</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 10 percentage points from the final administration in 2021-2022 as determined by the district MI assessment. (36% to ≥46%)

Overarching Challenge #3	Based on our attendance and discipline data we determined that our students need social emotional support and interventions.
Root Cause #1 - (Within control) Impacts which system(s): <input 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 strategies to self-regulate, reflect, and repair relationships impacted by behavior.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of strategies and interventions to address problem behaviors and encourage positive behaviors.
Root Cause #3 - (Within control) Impacts which system(s): <input 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 style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Trauma experienced by students.</p> <p>Parent engagement and ability to provide support at home to reinforce trauma informed practices and strategies taught at school.</p> <p>Student attendance due to absences.</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of the 2022-2023 school year, we will decrease the number of physical disciplinary referrals by 20% from (FY22) 343 referrals to (FY23) 274 referrals.

School Improvement Goals
Include goals on the parent compacts and policy

<p>Goal #1</p>	<p>By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.</p> <p>K – By the end of the year, we will increase the number of students scoring in the next Band Level so that 30% of kindergartens will score \geq 36 on the Foundational Reading Assessment.</p> <p>1st grade – By the end of the year we will increase the number of students eligible to be assessed on the Reading Inventory from 3.6% to 30% of the student population.</p>
<p>Goal #2</p>	<p>By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 10 percentage points from the final administration in 2021-2022 as determined by the district MI assessment. (36% to \geq46%)</p>
<p>Goal #3</p>	<p>By the end of the 2022-2023 school year, we will decrease the number of physical disciplinary referrals by 20% from (FY22) 343 referrals to (FY23) 274 referrals.</p>
<p>Goal #4</p>	

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic coach	<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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Works with all grade levels in all subject areas to support evidence-based instructional practices and evaluation of data to drive those instructional decisions.
Parent Facilitator	<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	Improves the collaboration between parents, school personnel and community members; increase parent involvement in the educational process of their child; helps close the achievement gap between students in Title I and non-Title I schools; improves the communication among school personnel and non-English speaking parents; assists with the facilitation of School Improvement Plan goals.
1 st and 4 th grade Class Size Reduction Teachers	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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	Reducing class sizes so that we can utilize evidenced based strategies more frequently and with longer duration (conferencing, smaller groups, increased individualized instruction, etc)
.5 Targeted Assistance Teacher	<input checked="" 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	Provides interventions for students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments to help them meet grade-level expectations within the shortest possible time.

<p>GOAL #1</p>	<p>By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.</p> <p>K – By the end of the year, we will increase the number of students scoring in the next Band Level so that 30% of kindergartens will score ≥ 36 on the Foundational Reading Assessment.</p> <p>1st grade – By the end of the year we will increase the number of students eligible to be assessed on the Reading Inventory from 3.6% to 30% of the student population.</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p>	<p>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p>	<p>Person Responsible</p>
<p>During the reading workshop model, use Structured Literacy through explicit instruction based on the science of reading during the literacy block for K-3</p>	<p>Structured Literacy PL for Teachers</p> <p>Decodable Readers</p> <p>Push in Tutors</p> <p>Contract with REAP for new teacher PL and training</p> <p>Academic Coach</p> <p>LETRS Training</p> <p>.5 Targeted Assistance Teacher</p>	<p>Title I</p> <p>Title I</p> <p>20 Day and Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>8/1/22</p>	<p>Implementation: It will be implemented during the literacy block with deck drills, new content (rules, exceptions, patterns, etc.), reading, and dictation.</p> <p>Trained staff will assist teachers with structured literacy strategies from district LETRS training.</p> <p>Artifacts: Quarterly scope and sequence check ins with teachers that determine where the grade level teams are in the progress of their students. Coach and administration observations</p> <p>Implementation: Teacher will support select students in grades K and 1 to provide additional instruction in literacy.</p>	<p>Desired Outcome: Students’ progress in literacy and reading.</p> <p>Evidence: FRA details including accuracy, RI Lexile’s, spelling inventories, PAST assessment, GE Test, Quarterly application of skills checks</p> <p>Evidence: Progress monitoring (FRA administration-Aug, Dec, May, GKIDS, Interim assessments)</p>	<p>Teacher</p> <p>Coach</p> <p>EIP Teacher</p>

				Artifacts: schedule, roster of students and CCC data and meetings		
Grades 3-5 will implement small group instruction along with incorporating ESOL strategy implemented in the general education classroom	Academic Coach	Title I CCSD	8/15/22	Implementation: Occurs daily and implemented with fidelity. Provide support/model lessons as needed. Differentiated Small groups. Artifacts: Classroom observation (formal and informal), teacher lesson plans, CCC meeting notes	Desired Outcome: Increase in student lexile reading levels in the proficient and advanced range. Evidence: Reading Inventory results from August, Dec, and May. CCC notes reflect common formative assessments are used across grade level.	Teachers Coaches Admin
Writing, Social Studies, and Science Core X teachers	Teachers	CCSD	8/2/22	Implementation: Provide additional instruction focusing on the priority standards in reading, writing, and science. Students will attend these classes for 40 minutes once every 7 days Artifacts: Classroom observation (formal and informal), teacher lesson plans, CCC meeting notes	Desired Outcome: Increase in student lexile reading levels in the proficient and advanced range. Evidence: Reading Inventory results from August, Dec, and May. CCC notes reflect common formative assessments are used across grade level.	Core X Teachers Coaches Admin
Read 180 Teachers (2)	Teachers	Cares Act	8/25/22	Implementation: Highly trained Read 180/System 44 teachers will work with students in grades 3 and 5 daily who qualify for the program. Artifacts: Classroom observation (formal and informal), teacher lesson plans, CCC meeting notes,	Desired Outcome: Increase in student lexile reading levels in the proficient and advanced range Evidence: Qualification is based on RI scores for students in grades 3 and 5. Growth is monitored quarterly.	Read 180 Teachers Coaches Admin

				Assessment data, Student portfolios.		
Implement a One Book, One School program as a whole school.	Copies of selected book for each student and staff member Support materials/guide from Company	Title I Title I	10/2022	Implementation: Books will be presented and distributed with the whole school reading plan. Book guides and reading schedules will be sent home and families. Artifacts: Book guides, student and family responses (both digital and paper).	Desired Outcome: Families will read and discuss books with each other and engage in unique ways with teachers and other students. Evidence: Feedback forms	Media Specialist Teachers

GOAL #2	By the end of the 2022-2023 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 10 percentage points from the final administration in 2021-2022 as determined by the district MI assessment. (36% to ≥46%)					
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
K-5 teachers will implement the workshop model.	Dream Box Workshop model procedures	CCSD	8/15/22	Implementation: Small group differentiation, independent work, and math technology Artifacts: walkthroughs, observations, CCC notes, lesson plans	Desired Outcome: An increase in the number of students scoring in the proficient and advanced range on the MI. Evidence: MI data results from Aug, Dec, and May administrations, common formative assessments, interim assessments	Teachers Coaches Admin
Math Core X Teacher	Teacher Eduscize Math program	CCSD Title I	8/8/22	Implementation: Utilize the Eduscize program to create a learning environment that promotes the health and well-being of every child through movement in support of the math curriculum. Students attend this class once every 7 days Artifacts: walkthroughs, observations, lesson plans	Desired Outcome: An increase in the number of students scoring in the proficient and advanced range on the MI. Evidence: MI data results from Aug, Dec, and May administrations. Internal program Eduscize	Core X Math Teacher Coaches Admin
Math intervention position	Teacher Dreambox	Cares Act	8/25/22	Implementation: provide students an intensive targeted instructional experience that focuses on math standards. Artifacts: walkthroughs, observations, lesson plans	Desired Outcome: An increase in the number of students scoring in the proficient and advanced range on the MI. Evidence: MI data results from Aug, Dec, and May administrations	Math Interventionist Coaches Admin

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GOAL #3	By the end of the 2022-2023 school year, we will decrease the number of physical disciplinary referrals by 20% from (FY22) 343 referrals to (FY23) 274 referrals.					
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
School-wide Behavior Expectations	Hallway Posters Discipline and Attendance Reports	CCSD Title I	8/1/22	Implementation: Class and school celebrations, shout outs, Bragging on a Bobcat, climate committee Artifacts: Classroom referral reports, discipline data for physical offences, parent correspondence, committee agendas.	Desired Outcome: Reduction in the number of referrals for physical offences. Evidence: Discipline and Attendance Data	Admin Teachers
Staff PL on Restorative Practices and Trauma Informed Practices	County Staff Conference	Title I		Implementation: Artifacts:	Desired Outcome: Evidence:	County Staff Coaches Teachers
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist 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 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	ESOL teachers will use Imagine Learning reading intervention program during ESOL segments as well as Read 180 to support acquisition of English Language learning. ESOL teachers will use the data to support reading groups and specialized language development.	ESOL Teachers Imagine Learning	CCSD Title III
<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 discipline data to monitor referrals of student groups.	Discipline data by race Admin	CCSD
<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			
<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			
<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 <u>State of the School Meeting – Deadline September 30, 2022</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>	8/25/22 5:30 pm In person Open House Opener		<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 30, 2022</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>	8/25/22		<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 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	2/9/23 Academic Evening Opener		<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 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	PL #1: 9/14/22		<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: 11/30/22		
	PL #3: 2/8/23		
	PL#4: 4/12/23		
<p>5. Required <u>Transition Activities for 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. <u>Briefly describe the transition activities here:</u> <i>Rising 6th Grade Transition Orientation-</i> Students will visit and tour East Cobb Middle School. Administration and School Counselors will participate. <i>Incoming Kindergarten Orientation</i> Parents will visit the school for a tour of classrooms and pertinent areas of the building while their student participates in engaging activities with the kindergarten teachers. <i>Kinder Camp</i> Kindergarten students will learn general school rules, procedures, and processes, and participate in interaction activities throughout the week. During camp, teachers will evaluate student knowledge of basic academic skills to assist with classroom placement.</p>	Incoming K: New K Orientation 5/4/23 8:15 am New K Camp: 7/17-20/23 6 th Grade to ECMS: 3/2/23 or 5/11/23		<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>Parent Facilitator ensures that all information related to school and parent programs, meetings, and other activities are published in English, Spanish, and Portuguese and posted on the school website.</p>	<p><u>List documents translated for parents:</u></p> <p>We translate documents (Compacts and Policy) into Spanish and Portuguese. Additionally, all communication Via CTLS is translated into the family's home language.</p>	<table border="0"> <tr> <td><input type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input checked="" type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> </tr> </table>	<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
<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
Family Literacy Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy resources and strategies Activity materials	Title I	2/9/23	Families will participate in a variety of games and activities that promote literacy. Event invitation, sign-in sheets, evaluation forms, and pictures of the event will serve as evidence.	Coaches Admin Counselors and teachers Parent Facilitator
STEAM Family 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 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	STEAM activity materials	Title I	12/1/22	Families will enjoy a night where they get to see how STEM and Arts Integration help their child prepare for the real-world incorporating Arts, science, and math curriculum.	Coaches Admin Counselors and teachers Parent Facilitator
Career Day	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Counselors	Title I	4/21/23	This is a day to encourage students to dream big, focus on academics, and prepare for life beyond school. Parents and community members will sign up to share their career with students at Brumby. Parents will have the opportunity to provide feedback after the event.	Counselors Teachers

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

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

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

SCHOOL RESPONSE: Title I will support district initiatives such as Early Literacy Framework (ELF), Read 180 and System 44, LETRS professional development for K-2 leads, administration, ESOL, and Special Education teachers. Brumby will utilize Twenty-Day Money and Title I funds for tutoring support of our students struggling to meet grade level standards. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers.

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: Brumby Elementary will regularly monitor implementation of schoolwide programs through walkthroughs, discipline data, Math Inventory, Reading Inventory, and sign-in sheets/forms.

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: Brumby Elementary will determine the effectiveness of the schoolwide program through review of assessment data from interims, Imagine Learning, RI, MI in data digs and grade level CCC data meetings.

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: Brumby Elementary will regularly monitor student growth and performance through quarterly desegregation of data from a variety of sources, such as discipline data, diagnostic, formative, and summative assessments, and revise the schoolwide plan if needed.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Brumby has created a structured approach to RTI identification, intervention, and progress monitoring. The process is continually monitored by both the T3 facilitator and the T2 lead facilitator to make needed adjustments and improvements to ensure fidelity.

Brumby will seek out PL for staff and take deliberate steps to build a more positive school culture to prevent misbehavior and target student supports to help them address underlying causes of misbehavior—including trauma, physiological factors, curricular problems, environment, etc. Brumby will seek first to prevent misbehaviors through these student supports and when needed to address misbehaviors through respectful and restorative practices. Brumby will implement a behavior support committee to develop school-wide expectations, interventions, and supports.

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:

Brumby Elementary School utilizes CCSD training for K-2 teachers on Orton Gillingham, Structured Literacy, LETRS, and Arts Integration in grade K-5.

Paraprofessional representation is included in our Guiding Coalition meetings and decision-making processes. Paras also can participate in CCSD professional development to support reading instruction in the classroom.

Our academic coaches in collaboration with various in-house teacher leaders and TTIS will provide ongoing professional development in areas that meet the demands on the changing educational environment both at Brumby, in Cobb, in Georgia, and nationally. These PL sessions will include but are not limited to, *All Things CTLS, Meeting the Social and Emotional Needs of Students as well as Academics, Integrating Arts into Academics, Adding the A in STEAM*. Additional sessions will be planned throughout the year as staff members indicate a need or as administration determines.

Academic Coaches provide professional learning and support for new teachers and teachers that have specific needs (Brumby University).

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:

Rising 6th Grade Transition Orientation-

Students will visit and tour East Cobb Middle School. Administration and School Counselors will participate.

Incoming Kindergarten Orientation

Parents will visit the school for a tour of classrooms and pertinent areas of the building while their student participates in engaging activities with the kindergarten teachers.

Kinder Camp

Kindergarten students will learn general school rules, procedures, and processes, and participate in interaction activities throughout the week. During camp, teachers will evaluate student knowledge of basic academic skills to assist with classroom placement.

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

SCHOOL RESPONSE: N/A

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

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