



School Improvement Action Plan



School Year:	2022-2023
School Name:	Smyrna Elementary
Principal Name:	Sharon Arduino
Date Submitted:	5/12/22
Revision Dates:	6/3/22, 6/23/22

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Smyrna Elementary
<i>Team Lead</i>	Sharon Arduino
<i>Position</i>	Principal
<i>Email</i>	Sharon.Arduino@cobbk12.org
<i>Phone</i>	678-842-6741

**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: During the year our staff was able to provide feedback on the current school data during CCC meetings. Input meetings were held by our Parent Liaison allowing parents to give feedback our plan. Toward the end of the year a group of teachers reflected on the data and made suggestions to the instructional components for the upcoming school year. The administration and coaches also collaborated on the plan making suggested and necessary changes.

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	Lou Ferretti
Academic Coach (District)	
Academic Coach (Local School)	Monica Holmes, Takevia Daniel
Parent (Non CCSD Employee)	
Business Partner	
Counselor	Raven Carnes, Sidney Washington
Parent Facilitator	Jasmin Dix
Health Care Providers	
Social Workers	Lara Fain
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	Elayne Ontingco
Police/Public or School Safety Officers	
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.

Meeting Date(s):	May 12, 2022
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Position/Role	Printed Name	Signature
Instructional Coach	Monica Holmes	
Instructional Coach	Takevia Daniel	
Teacher	Guinevere Patrick	
Teacher	Heather Depetro	
Teacher	Caitlyn McComas	
Teacher	Cassie Rowles	
EIP Teacher	Michelle Carpenter	
ESOL Teacher	Chandra Marshall	
Assistant Principal	Ashley Ford	
Principal	Sharon Arduino	

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 by 5% the number of students reading on grade level as measured by RI for 3, 4, 5 and Next Step Forward in Guided Reading Assessment (K-2) during the 2021-2022 school year.			
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO				
What data supports the outcome of the goal?	RI data was used to determine that the goal was met. The number of students performing at the proficient or advanced level in reading increased by 17%.			
	Beginning (Aug 1st – Oct 1st)	Middle (Dec 1st – Jan 31st)	End (April 15th – June 1st)	Total
	10% advanced (54 students)	15% advanced (87 students)	20 % Advanced (144 students)	B.O.Y – 33%
	23% proficient (121 students)	26% proficient (147 students)	30% Proficient (216 students)	E.O.Y – 50%
Total Growth 17%				
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?	<p>We contribute this success to several factors</p> <ol style="list-style-type: none"> 1. Homeroom teachers focused on guided instruction with their students. 2. Data was reviewed in weekly CCC meetings. 3. EIP / ESOL teachers collaborated with homeroom teachers to support guided instruction. 4. Technology was used as a tool for differentiation in reading, assigning learning tasks. 			

Previous Year's Goal #2	Increase by 5% the number of students performing on grade level in math as measured by the Math Inventory, MI, (Proficient or Advanced) during the 2021 -2022 school year.			
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO				
What data supports the outcome of the goal?	The MI was used to determine that the goal was met. The number of students performing at the proficient or advanced level in math increased by 44%.			
	Beginning (Aug 1st – Oct 1st)	Middle (Dec 1st – Jan 31st)	End (April 15th – June 1st)	Total
	4% advanced (28 students)	9% advanced (76 students)	30 % Advanced (254 students)	B.O.Y – 15%
	11% proficient (79 students)	23% proficient (190 students)	29% Proficient (253 students)	E.O.Y – 59% Total Growth – 44%
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?	<p>Several factors contributed to the success of this goal:</p> <ol style="list-style-type: none"> 1. Homeroom teachers focused on guided instruction. 2. Math Data Talk during CCC meetings (teachers created pre & post common assessments based on deficit skills and/or upcoming standards) 3. EIP teachers worked in collaboration with homeroom teachers to support math instruction. 4. Technology was used as a tool to provide differentiated learning tasks and reinforce math fluency. (Dreambox, Zearn, Reflex) 			

Previous Year's Goal #3	Increase by 10% the number of students reading on grade level as measured by the RI (3-4-5) and The Next Step Forward in Guided Reading Assessment (K-2) 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?	Per the books and activities provided by the SEL Key team, Lesson plans showed that we met this goals with at least 90 % of our staff integrating a lesson into their weekly instruction.
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?	Through our SEL Key Team teachers were able to discuss next steps for our staff in the integration of SEL materials. This key team selected and outlined a course of action using SEL read aloud books as a way to continue to teach SEL content / concepts to our students.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<ul style="list-style-type: none"> • Teachers are well trained in guided instruction / workshop model. • All grade levels showed improvement according to the RI Assessment except 4th grade. 5th grade only showed a small growth percentage of 1%. The overall school-wide growth for reading was 17%. <p>K- N/A 1st – 58% growth 2nd – 35% growth 3rd – 16% growth 4th – no growth (remained at 52% for both beginning of the year and end of year. 5th – 1% growth</p> <p>Phonics Assessment Data</p> <ul style="list-style-type: none"> • Our students are showing growth in the reading foundation skills that are taught through the Early Literacy Framework (Benchmark Phonics). <p>May Results from Phonics Assessment: K – 89% 1st – 83% 2 – 85%</p>	<ul style="list-style-type: none"> • Time to meet with each guided group each day. • Although students are showing progress in reading, there are still many students performing below grade level; (52% performing below grade level according to RI) <p>Phonics Assessment Data</p> <ul style="list-style-type: none"> • Although our students are showing growth in the reading foundation skills that are taught through the Early Literacy Framework (Benchmark Phonics) there are still opportunities for improvement. • The least amount of proficiency was demonstrated in cycles 1, 2, 3, & 4. <p>Proficient scores = 80% - 90% Distinguished = 90% - 100%</p> <p>Cycle 1 K – 75% 1st – 83% 2nd – 75%</p> <p>Cycle 2 K – 76% 1st – 62% 2nd – 74%</p> <p>Cycle 3 K – 82% 1st – 76%</p>	Lesson plans, observations, RI Data, Quarterly Interim Data, Phonics Assessment Data

		2 nd –79% Cycle 4 K- 84% 1 st – 66% 2 nd – no data available	
Math	<ul style="list-style-type: none"> Guided instruction lesson plan for math. All grade levels showed improvement according to the MI Assessment and demonstrated an overall school-wide growth of 44%. <p>K- 63% growth 1st – 55% growth 2nd – 43% growth 3rd – 24% growth 4th – 36% growth 5th – 28% growth</p>	<ul style="list-style-type: none"> Addressing the learning loss or lack of foundation skills, in math, for some of our students. Although students are showing progress in math and made significant gains during the 2021-22 school year, there are still many students performing below grade level; (42% performing below grade level according to MI 	<p>Test scores Lesson plans Observations MI Data Quarterly Interim Data</p>
Science			
Social Studies			
Discipline / School Climate Data	<p>Collaborative effort from the staff to address behavior concerns. Teacher willingness to implement RTI strategies for behavior concerns.</p> <p>There were a total of 142 behavior referrals for the 2021-22 school year. Most of these referrals came from 5th grade (35%) and 3rd grade (23%).</p>	<p>At times, student behavior impacted the learning in the classroom.</p>	<p>Teacher feedback RTI Meetings Referrals in the system</p>

Professional Learning What's been provided? What is the impact?	Academic coaches provided training in guided reading. In January, several topics were offered at the school on reading, content strategies and behavior support content.		
Other			

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	Phonics Assessment	<p>Our students with disabilities and our English Learners struggled to perform at the pace of their peers in phonics, reading comprehension and writing.</p> <p>Although students are showing progress in reading, many students are still reading below grade level. Offering tutoring to support students in strengthening reading/vocabulary skills will positively impact student achievement.</p>	ELF assessments, guided reading assessments, writing samples.
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	Although students showed progress according to MI data, continued support with grade level standards is needed.	Our students with disabilities and our English Learners struggled to perform at the pace of their peers	Math Common Assessments, Class assessments

			in math fluency and problem solving.	
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input 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			

Overarching Challenge #1	<p>We need time to focus on the data results to determine intentional and responsive differentiated instruction for students including analysis of running records, Word Knowledge Inventory, and Early Literacy Framework Phonics data.</p> <p>Increase student achievement in reading at all grade levels.</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>We will continue to schedule regular / consistent meetings with each grade level team to look over current data and use it to support instruction.</p>
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>The administration and coaches will keep teachers informed about the assessment timeline, making sure teachers are giving the required assessments, following the schedule.</p>
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)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p>Increase by 10% the number of students reading on grade level as measured by the RI (3-4-5) and The Next Step Forward in Guided Reading Assessment (K-2) during the 2022-2023 school year.</p>

Overarching Challenge #2	In Math there is a need for teachers to use data to identify gaps in the student’s math knowledge and determine the focus/prerequisite standard for flexible small group math instruction.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	We will continue to schedule regular / consistent meetings with each grade level team to look over current data and use it to support instruction.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The administration and coaches will keep teachers informed about the assessment timeline, making sure teachers are giving the required assessments, following the schedule.
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)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Increase by 10% the number of students performing on grade level in math as measured by the MI (Proficient or Advanced grades) during the 2022-2023 school year.

Overarching Challenge #3	Students are struggling to make good choices and understand and express their emotions.
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	We will schedule time for teachers to have regular check ins with their students so they are aware of how their students are feeling.
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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers will hold class meetings to discuss different scenarios regarding emotions and behaviors.
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	Each teacher will implement a cozy corner where students can go to take a break.
Contributing Factors (Outside of control)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2022 –2023 school year, all staff members will begin the integration of SEL techniques and materials into the classroom by having a calming corner available in their classroom, using zones of regulation in their classroom and integrating SEL literature monthly.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	Increase by 10% the number of students reading on grade level as measured by the RI (3-4-5) and The Next Step Forward in Guided Reading Assessment (K-2) during the 2022-2023 school year.
Goal #2	Increase by 10 % the number of students performing on grade level in math as measured by MI (Math Inventory) (Proficient or Advanced) during the 2022 -2023 school year.
Goal #3	By the end of the 2022 –2023 school year, all staff members will begin the integration of SEL techniques and materials into the classroom by having a calming corner available in their classroom, using zones of regulation in their classroom and integrating SEL literature monthly.
Goal #4	

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?
Robyn Powell	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instructional paraprofessional working with students to support instruction. Assist with guided small group instruction.
Guzman K teacher for CSR	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduce class size for all K classes. Reduce class size for all K classes. All K teachers will have more opportunities to meet with small groups in both reading and math. Additionally, discipline issues will be reduced due to smaller numbers in the classroom.
Laura Medina 1 st Grade CSR	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduce class size for all 1 st grade classes. All 1 st grade teachers will have more opportunities to meet with small groups in both reading and math. Additionally, discipline issues will be reduced due to smaller numbers in the classroom.
Robin Anido Kindergarten Instructional para	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instructional paraprofessional working with students to support instruction. Assist with guided small group instruction.
Charlene Wyatt	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instructional Paraprofessional working with students across grade levels. These students are selected based upon Math, Reading and behavior assessment data. Students will be added or removed based upon quarterly data and progress.

Parent Facilitator – Ms. Dix – 1.0	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Parent liaison will assist with all parent involvement activities and maintain school compliance with federal guidelines.
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GOAL #1	Increase by 10% the number of students reading on grade level as measured by RI and Quarterly ELA Interim Assessment during the 2022 -2023 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? 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
<p>Teachers will meet daily with students in small groups during the reading block using one of the following formats: Guided Reading, 1-on-1 Conferring, Strategy groups.</p> <p>Guided reading groups will follow the Next Steps guided reading framework.</p> <p>All small groups will be developed using specific assessment data: Next Step in Guided Reading Assessments, ELA Touchstones, Running Records, Word Knowledge Inventory, On Demand Writing Prompt</p> <p>Teachers will receive professional learning as needed and may attend conferences related to reading strategies: GCTE, NCTE, Heinemann Conferences, KSU Children’s Lit Conference, Metro RESA Trainings, LitCon.</p>	<p>Classroom Reading Sets</p> <p>Academic Coaches</p> <p>Guided Reading Lesson Plan Framework</p> <p>Next Steps Assessments</p> <p>ELA Touchstones</p> <p>Running Records</p> <p>Laptops</p> <p>Word Knowledge Inventory</p> <p>Raz Kids</p>	<p>District</p> <p>Title I</p> <p>SFSD</p>	<p>Sept 2022</p>	<p>Implementation: Monitored by coaches and admin using small group reading schedules, walk through data and reviewing reading data collection sheets. Reading strategies are discussed during monthly CCCs using collected assessment data. (interims) Coaches will attend specific CCCs if student progress is not meeting expectations.</p> <p>Artifacts: Reading Schedules, Walk through data, Reading Data Collection sheets</p>	<p>Desired Outcome: Reading Levels are expected to increase by at least one grade level by the end of the year. Data will be recorded on teacher data sheets Fall, Winter, Spring. (Reading levels will be based on informal and formal running record assessments). Administration and coaches will meet with grade levels to review data during CCCs.</p> <p>Evidence: Data reading level sheet</p>	<p>Admin</p> <p>CCCs</p> <p>Academic Coaches</p>

<p>Students will write to demonstrate comprehension at least once per week as outlined in next steps for guided reading. Students will attend writing lab once per week to increase opportunities for writing based upon collaborative meetings between teachers and using supportive writing software.</p>	<p>Writing Lab Teacher iPads Type Club (logic) Classroom Materials Laptops</p>	<p>Title I</p>	<p>Sept 2022</p>	<p>Implementation: Writing lab teacher will work with each class during Specials rotations (rotation/7-day rotation) to provide activities that integrate reading, writing, and technology. Coaches will monitor the connection between writing lab and classroom writing standards. Student work will be evident in classrooms and writing lab.</p> <p>Artifacts: Specials schedule, writing lab lesson plans</p>	<p>Desired Outcome: Student writing proficiency will increase as determined by writing On-Demand Assessment data. Classroom teachers, writing lab teacher, and academic coaches will review data to determine growth in writing. (beginning & end of year narrative pieces)</p> <p>Evidence: Typing club usage report On Demand Writing Assessment Summary data</p>	<p>Teachers Academic Coaches</p>
<p>Implement daily phonics instruction using Benchmark materials in kindergarten through second grade.</p>	<p>District Materials Subs</p>	<p>District Title I</p>	<p>Sept-May</p>	<p>Implementation: Teachers will attend phonics training throughout the year and implement the Benchmark phonics lessons as witnessed by academic coach walkthroughs.</p> <p>Artifacts: Walkthrough reports, phonics block schedule, lesson plans</p>	<p>Desired Outcome: Student phonics assessment data will increase every three weeks after each cycle of phonics is implemented. Teachers will review data during CCC meetings (after each cycle-approximately every three weeks) to determine growth and next steps for instruction.</p> <p>Evidence: Phonics data sheets summaries</p>	<p>Teachers Admin Coaches</p>
				<p>Implementation: Artifacts:</p>	<p>Desired Outcome: Evidence:</p>	

GOAL #2	Increase by 10% the number of students performing on grade level in math as measured by MI (Math Inventory) (Proficient or Advanced) during the 2022-2023 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? 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
<p>Implement flexible guided math groups (small groups) daily based on needs identified through assessment data; utilize concrete objects (hands on manipulatives) to understand math processes and procedures incorporate Box of Facts (1st & 2nd) as appropriate.</p> <p>All small groups will be fluid and developed using specific assessment data: Common Assessments, Math Interims/Ski, MI, IKAN.</p> <p>Teachers will receive professional development on Box of Facts, flexible guided math grouping, reflex math/frax.</p> <p>Teachers may attend conferences that align with the math goal.</p> <p>Students still needing support will receive differentiated math tutoring and have access to differentiated math programs.</p>	<p>Box of Facts (Logic)</p> <p>Math Touchstone Interims</p> <p>IKAN</p> <p>Reflex/Frax (Logic)</p> <p>Zearn (Logic)</p> <p>MI</p> <p>Laptops/iPads</p> <p>Academic Coaches</p> <p>Tutors</p> <p>DreamBox</p> <p>Freckle</p> <p>Generation Genius</p>	<p>District</p> <p>Title I</p>	<p>Sept.</p>	<p>Implementation: Daily implementation. Teachers will utilize B.O.Y. data points to establish small groups and identify learning gaps. This will be monitored from Walkthroughs and lesson plan review done by administrators/academic coach quarterly during the first half of the year and during second semester as needed.</p> <p>Artifacts: Walk through summary data Small group rosters Differentiated lesson plans</p>	<p>Desired Outcome: Student math scores will increase on touchstones, (interims) IKAN (EIP), Dreambox, and Reflex score reports. Data will be collected, monitored, and discussed when available. Teachers will maintain a math data sheet and review during CCCs.</p> <p>Evidence: Math scores on various assessments, CCC agendas</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Tutors</p> <p>District Title 1 Math Coach</p>

	Math manipulatives					
Implement <i>Number Talks</i> and/or Box of Facts consistently (3-5 times a week).	Number Talks Books CTLS Number Talks Calendar	Title I	August	Implementation: Teachers will implement Number Talks during their math block, morning meeting, and/or small group. Number talks/Box of Facts will occur 3-5 times per week. Academic Coaches will monitor implementation through Walk-throughs beginning in September and throughout the year as needed. Artifacts: Walk through summary data	Desired Outcome: Teachers will focus on building number sense, fluency, and a deeper conceptual understanding of math connections and relationships. Occurs 3-5 times per week beginning in August. The academic coaches will measure the impact by analyzing common formative assessments. Evidence: CCC agendas Common Formative Assessment Summaries	Teachers Administrators Academic Coaches Title 1 Math Coach
Engage students with a focus on math through STEM Lab. STEM Lab position to provide engaging lessons which integrate and have students apply math with science and technology.	STEM Teachers Classroom Materials	Title I	August	Implementation: Student will attend STEM Lab once per week. Artifacts: Schoolwide STEM Lab schedule	Desired Outcome: STEM teachers and the academic coaches will analyze formative science assessment and formative math assessment scores to determine the impact of STEM classes on student progress in math. Evidence: Science formative assessment summaries Math formative assessment summaries	STEM Lab Teachers Admin Coaches

GOAL #3	By the end of the 2022 –2023 school year, at least 80% of the staff will integrate the book of the month into their instruction, have a calming corner available in their classroom for student use and use zones of regulation in their classroom to allow students to share how they are feeling.					
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
Daily classroom meetings and check-ins to discuss behavioral expectations (restorative practices/circles/SEL Competencies)	Quaver Discipline Referrals	Title I SFSD	August	Implementation: Begin in August and then implement daily. Administrators will observe class meetings/circles to ensure that this opportunity will be provided to students each day. Artifacts: Classroom schedules Walkthrough observations	Desired Outcome: Data from discipline referrals will be reviewed quarterly by administrators to determine if the daily meetings and check-ins have decreased the number of referrals. Evidence: Discipline Data	Teachers Admin
Implement the school wide discipline expectations. These expectations include the use of a minor infractions form, calming corner, classroom management plan. Training will continue for RTI Tier 3 placed/retained students. Training may also include district staff and outside contractors to support SEL Competencies.	Minor Infraction Form Discipline Referrals Classroom Management Plan Books for book study Culturally diverse books Calming Corner	Title I SFSD	August	Implementation: Teachers will begin implementing the school wide discipline expectations in August and continue throughout the year. Administrators will walk through the building to ensure that the expectations are being followed. Artifacts: List of expectations Walkthrough observations	Desired Outcome: Data from discipline referrals will be reviewed quarterly by administrators to determine if the school wide discipline expectations have decreased the number of referrals. Evidence: Discipline Data	Teachers Admin

	Materials and Supplies					
				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 checked="" 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	<ul style="list-style-type: none"> Supply families with reading and math materials to support review / practice at home. Go to the apartment complexes where students reside and bring services to them. Offer free tutoring 	Tutoring salaries Books Workbooks	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Parent facilitator is bilingual and can assist parents with accessing their child’s learning. Collaborate with ESOL consultant/teachers to provide professional development to staff on effective ways to meet EL student needs. 	Parent Facilitator	Title I
<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	<ul style="list-style-type: none"> Monitor subgroup data and provide interventions/support as necessary. Provide culturally relevant reading materials to students. 	CCC materials Reading materials	District Title I
<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	<ul style="list-style-type: none"> Special Ed. Teachers plan with regular Ed. teachers to provide continuity of instruction. 	Meeting materials	IDEA District
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Remain at school of origin and provide take home math materials. Collaborate with school social worker to make sure all needs are met. 	Tutoring Materials	HEP Title I

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>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>			<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>			<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>			<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>			<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
<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></p>			<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<u>List documents translated for parents:</u>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Hold a math night that will allow parents to learn more about the math strategies taught at school and support our math goal by reinforcing these strategies at home.	<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	Materials for event.	Title I	Jan/Feb 2022	<p>Implementation: The Academic Coaches will connect with various stores in the community, establish relationships, and schedule a date/time to host "Math Night". This will be monitored by participant sign in sheet attendance.</p> <p>Impact: Teachers and support staff will focus on building number sense, fluency, and a deeper conceptual understanding of math connections and relationships through hands-on/engaging tasks and strategies. The academic coaches will monitor the impact of Math Night by reviewing beginning, middle, and end of the year MI data.</p> <p>Artifacts/Evidence: Sign-in sheet; flyers and social media post/pictures, MI data</p>	Academic Coaches Teachers
Kindergarten Welcome Bags	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math Manipulatives Reading Materials Bags that include math manipulates, dice, activity cards, letter cards.	Title I	March 2022	<p>Implementation: Teachers will provide parents of kindergartners/ students with welcome bags at Kindergarten Registration at Kindergarten Camp in July or the first month of school to support math home (items may include flash cards, dominoes, dice, and math activity cards).</p> <p>Impact: Kindergarten families will be able to utilize resources at home</p>	Kindergarten Teachers Academic Coaches

						<p>during the summer to help prepare students for kindergarten. The resources will also help during the school year with any assigned home learning activities. The academic coaches will monitor distribution of kindergarten welcome bags by reviewing sign-in sheets. (A check will be placed on the sign-in sheet when parents receive the bag.) The kindergarten teachers will assist with monitoring and collection of sign-in sheets (Date: July / August 2022)</p> <p>Artifacts/Evidence: Parent sign in sheets, pictures of welcome bags</p>	
	<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. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

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

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

SCHOOL RESPONSE:

Smyrna Elementary will integrate state and local funds and community support in several ways. Title I will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Smyrna will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's SEL goal. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

There are several systems in place to monitor student progress and results. Each teacher maintains a data spreadsheet in TEAMS. They record the assessments given, both county and state assessments, three times a year to monitor progress. Our younger grades participate in Early Literacy Cycles where students are assessed on phonics, spelling, ELA standards every 11 days. This is very informative and specific data that allows us to monitor progress. During our CCC meetings we frequently discuss current data based on the RI, MI and common assessments. This data gives us the information we need to determine next steps, moving forward with the instruction or looping back around to provide remediation. We can look at state assessments and compare our student’s progress later in the school year. This data can be looked at from the point of view of the whole school, per grade level or by individual students to make decisions about our instruction and curriculum for the following year.

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:

We use multiple sources of data (see response 7) to determine what programs / instructional practices have been effective. When reviewing these data sources, we look for student growth for all students, as well as all student groups. If a student or student group is not making adequate progress, we must look at several factors: attendance, instructional practices in the classroom, needed interventions and available resources in order to meet each child’s needs.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

The schoolwide plan will be revised as we review data and determine what is needed to support our student’s learning. Formally, we re-visit and edit our plan at the midyear point.

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:

Teachers identify students that need support using school data. These students are placed on RTI. During this RTI process teachers work together to provide additional support and specific strategy implementation to the student to address their needs. Both the counselors and the parents are a part of this process through RTI meetings, to provide support as well. Data is collected to determine the success of the strategy implementation and next steps.

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 Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers, district-wide and in the individual schools, need to know and be able to do for their students. Professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all.
- Improve teaching and learning through CCC dialogues and training opportunities.
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively.
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art,

science, math and physical education)

Smyrna will also:

- Schedule meetings with District SEL/Behavior Specialists regarding positive school culture and SEL/behavior management support.
- Administration and SEL committee will lead SEL/Trauma Informed training throughout the year.
- Restorative Circles Training will be offered to new staff members and support staff to support daily class meetings. A refresher course will be offered to all staff members.
- Implement collaborative meetings to address professional learning: CTLS Assess/Data Teams, and RTI.
- Provide ongoing training/collaboration opportunities to all staff to support math instruction. This may include Box of Facts, Number Talks, Math Workshop, flexible math groups, and Greg Tang strategies.
- Teachers will attend math conferences (NCTM Conference, GCTM Conference).
- Provide ongoing training/collaboration opportunities to all staff to support ELA instruction. (Topics may include Guided Reading, Patterns of Power, Phonics/Word Study, Writing Responses, and Writing Workshop.
- Teachers will attend district trainings and collaborate with other schools implementing the phonics initiative. Provide supplemental resources when needed.
- Teachers will attend various ELA, reading, and/or writing conferences to facilitate new teaching strategies aligned to the Title I reading goal (such as Teachers College Institutes, Orton Gillingham Training, Dyslexia Endorsement, Reading Recovery/Literacy Conference, ILA Conference, Picturing History: Using Children’s Literature to Spark Inquiry in Social Studies, KSU Literature Conference, Heinemann Conferences -Carl Anderson, Jennifer Serravallo and ASCD conferences).

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:

Smyrna will provide a Kindergarten Camp that will take place for 4 days in July. Students will attend for 3 hours each day and teachers will work 5 hours each day. 40-50 students will attend. We also provide opportunities for the CMS to come speak to our students about the transition to 6th grade.

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 – Smyrna is an Elementary School

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*