School Improvement Action Plan
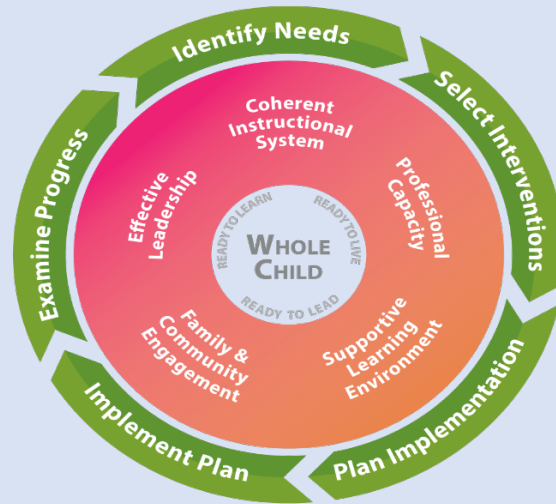
School Year:	2023-2024
School Name:	Belmont Hills Elementary
Principal Name:	Dr. Ashley Campoli
Date Submitted:	June 1, 2023
Revision Dates:	6/5/23, 6/21/23, 7/17/23, 8/2/23

District Name	Cobb County School District
School Name	Belmont Hills Elementary
Team Lead	Patrice Hill and Ashley Owenby
Position	Instructional Support Specialist
Email	Patrice.hill@cobbk12.org ashley.owenby@cobbk12.org
Phone	678.842.6810

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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

School Response: The administration and Instructional Support Specialists met with the BLT team members to discuss our next steps for preparing for our 2024 SIP and conducted a surface-level analysis. As a team, we reviewed grade-level student data from this year's common CTLS assessments and Universal Screener assessments. We discussed identifying standards that were low performing and asked teachers to collaborate within their grade-level teams to select low-performing standards and identify the root causes. Lastly, at our BLT retreat, teachers will identify their root causes and select the standards they want to improve to increase student achievement. Parents had the opportunity to participate in developing the SIP through the spring input meeting and fall survey. After the plan was completed, parents had an opportunity to provide feedback on the finished plan.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required**.

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Instructional Support Specialists
4. District Academic Instructional Support Specialists
5. *Required:* **At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	May 12, 2023

Position/Role	Printed Name	Signature

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	Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory.
Was the goal met? ☒ **YES** ☐ **NO**	
What data supports the outcome of the goal?	(See data in TEAM archive file) The data shows the students in grades 2-5 met the RI goal. Students in Kindergarten and First grade still need to meet the FRA goal.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	One representative from each grade level began training in LETRS this school year. More K/1 teachers will begin cohort #2 for LETRS in the fall. More teachers will begin implementing strategies for teaching students to read, including phonemic awareness, blending, and decoding.
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?	We saw improvement in RI performance in students who participated in the second-grade RISE program. Our 3rd & 5th-grade students who participated in the Intervention System 44/Read 180 programs also showed growth on the RI. Additionally, implementing the components of guided reading contributed to improvements on the RI.

Previous Year's Goal #2	All students will show 150 points in quantile growth by the end of the year on the Math Inventory (MI) Assessment.
Was the goal met? ☒ **YES** ☐ **NO**	
What data supports the outcome of the goal?	The majority of grade levels met the 150 pts. growth expectation.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Fifth-grade students' average was 148 points. Fourth grade students' average was 130 points. The goal was 150 points.
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?	Implementing the district's Math Fluency Framework and Pam Harris' Math is Figureoutable strategies in all grade levels contributed to their success in meeting the MI goal.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Kindergarten is 100% proficient on the FRA Of the 41 1st graders that took the RI, 9 students are proficient or advanced. 76% of 1st graders are proficient on the FRA	1 - 78% of all students are below proficient (RI) Describing major events in stories. Reading informational text for meaning 2- 58% of all students are below proficient (RI) Context, comprehension, phonemic awareness 3 - 47% of all students are below proficient (RI Vocabulary acquisition, Fluency and Accuracy to support comprehension 4 – 58% of all students are below proficient (RI) Comparing/contrasting 1st and 2nd hand accounts in an informational text. Comparing/Contrasting key details in an informational text. 5 - 51% of all students are below proficient (RI) Expand, combine, and reduce sentences for meaning	FRA RI
Math	3 – 73% of students are proficient in mathematics	K – 50% of students are below proficient, according to MI 1 – 38% of students are below proficient 2 – 54% of students are below proficient 4 – 54% of students are below proficient 5 – 55% of students are below proficient 1-5 grades need a focus on math vocabulary within word problems. Other concerns include Strategies for addition subtraction. 3-5 need support with fractions.	MI
Science	1 – 73% avg score on Q3 interim 5 – 73% avg on Q3 interim STEM certified	2 – 47% avg on Q3 interim 3 – 69% avg on Q3 interim 4 – 44% avg on Q3 interim Vocabulary and informational text require support.	Q3 Interims

Social Studies	1- 82% avg on Q3 interim 5 – 76% avg on Q3 interim	2 - 46% avg on Q3 interim 3 – 48% avg on Q3 interim 4 – 44% avg on Q3 interim	Q3 Interims
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	Pam Harris's math is Figureoutable - Successful in all grades, especially in 3rd grade.	Still need additional PD in ELA strategies and computation PD for math through Pam Harris	
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Among the eight students who participated in Imagine Learning, there is 142 avg points growth on the RI.		RI, Imagine Learning
Math	☐ Econ. Disadvantaged x English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Based on MFF 4 Q4 assessment, ELL students scored 51% avg which is higher than non ELLs	Based on MFF 5 Q3 assessment, ELL fifth-grade students scored 54% avg, below the non ELLs.	MFF
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	NA	NA	
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	NA	NA	
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	NA	NA	
Professional Learning	☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		Need additional strategies for ELL students in ELA	Teacher requests
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Majority of students are not reading on grade level per the RI
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	We don't know how to teach morphology (the meaning of words)
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	PL on syllabications. Teachers need strategies on writing words.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	We don't have a vocabulary curriculum in grades 3, 4, 5 for example
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	

Statement of Concern #2	43% of students are not grade level in math per the MI.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need additional strategies teacher vocabulary within word problems.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	K-2 teachers need strategies for addition and subtraction.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers in 3-5 need additional support with fractions.
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	

		School Improvement Goals
		Include goals on the parent compacts and policy
Goal #1		A. All kindergarten students will be proficient on the Amira by May 2024
		B. 1st grade will improve from 9 students to at least 18 students to reach a 190-530 Lexile band on the RI by May 2024.
		C. 2nd grade will improve from 9 students to at least 24 students to reach a 420-650 Lexile band on the RI by May 2024.
		D. 3rd grade will improve from 18 students to at least 30 students to reach a 530-820 Lexile band on the RI by May 2024.
		E. 4th grade will improve from 20 students to at least 30 students to reach a 740-940 Lexile band on the RI by May 2024.
		F. 5th grade will improve from 20 students to at least 32 students to reach an 830-1010 Lexile band on the RI by May 2024.
Goal #2		A. Kindergarten will improve from 25 students to at least 30 students to reach a 9-117 quantile band on the MI by May 2024.
		B. 1st grade will improve from 25 students to at least 37 students to reach a 117-232 quantile band on the MI by May 2024.
		C. 2nd grade will improve from 26 students to at least 35 students to reach a 271-382 quantile band on the MI by May 2024.
		D. 3rd grade will improve from 20 students to at least 32 students to reach a 381-545 quantile band on the MI by May 2024.
		E. 4th grade will improve from 27 students to at least 33 students to reach a 534-629 quantile band on the MI by May 2024.
		F. 5th grade will improve from 23 students to at least 32 students to reach a 645-771 quantile band on the MI by May 2024.
Goal #3		
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?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Assists parents with accessing various school documents and resources for learning at home.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Assists with compliance documentation related to Title I, provides parent training related to ParentView and CTLS.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Assists with compliance documentation related to Title I, provides parent training related to ParentView and CTLS, manages Parent Resource room, and collects survey data from parents to assist in the development of future parent activities
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	A. All kindergarten students will be proficient on the Amira by May 2024 B. 1st grade will improve from 9 students to at least 18 students to reach a 190-530 Lexile band on the RI by May 2024. C. 2nd grade will improve from 9 students to at least 24 students to reach a 420-650 Lexile band on the RI by May 2024. D. 3rd grade will improve from 18 students to at least 30 students to reach a 530-820 Lexile band on the RI by May 2024. E. 4th grade will improve from 20 students to at least 30 students to reach a 740-940 Lexile band on the RI by May 2024. F. 5th grade will improve from 20 students to at least 32 students to reach an 830-1010 Lexile band on the RI by May 2024.

Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	Resources	Funding Source(s) *SWP Checklist 5.e*	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? *SWP Checklist 3.a*	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? *SWP Checklist 3.a*	People Responsible
Teachers will integrate vocabulary strategies throughout all content areas.	PL materials Classroom literature	Title I School Focus Staff Development	October 1 ,2023 January 2024	Implementation: 1. Beginning October 1 teachers will receive training on vocabulary strategies 2. Teachers will implement vocabulary strategies beginning January 5, 2024. Artifacts: 1. PL agendas and sign in sheets 2. Walkthrough Data	Evaluation of Impact: Growth in students' reading levels will be apparent with the goal of one reading level per month on average. Evidence: Quarterly reading level summaries (Teacher data summaries)	Instructional Support Specialist (PL) Teachers (Data summaries)
Teachers will continue implementing the NSFGR Guided Reading instruction with specific focus on word work.	PL materials Literacy Footprints software (Digital Readers)	Title I	September 2023	Implementation: 1. By September 30, 2023, provide training on how to use assessment data to initiate word work. (Word Knowledge Inventory) 2. By October 31, 2023, Instructional Support Specialists will model word work in grade level classrooms. 3. All teachers will implement word work lessons by November 1, 2023.	Evaluation of Impact: Growth in students' reading levels will be apparent with the goal of one reading level per month on average. Evidence: Quarterly reading level summaries (Teacher data summaries)	Instructional Support Specialists (PL & Modeling) Teachers (Implementation & Data Collection)

				Artifacts: 1. PL agendas and sign in sheets 2. Walkthrough form for word work 3. Word Knowledge Inventory Sheet		
<mark>Teachers will continue implementing the CTLS ELA Frameworks and lesson plans for daily instruction in reading and writing.</mark>	PL materials Writing materials Literature	Title I	October 1, 2023	Implementation: 1. By October 1, 2023, Instructional Support Specialists walk the classroom to look for evidence of Lucy Calkins UOS instructional practices. 2. Instructional Support Specialists will support teachers where needed. Artifacts: 1. Walkthrough data	Evaluation of Impact: Comprehension will improve, and independent reading levels will increase. Evidence: Independent reading assessments quarterly	Instructional Specialist (Walkthrough & Support) Teachers (Implementation)
Implementing K-2 District Phonics Framework (ELF) and LETRS strategies using decodable texts and phonics lesson plans		District Title I	August 2023	Implementation: 1. District led professional learning. 2. The school based LETRS team will redeliver training. Artifacts: 1. PL agenda	Evaluation of Impact: Teachers who have received training will implement LETRS strategies. Evidence: Walkthrough data	Instructional Specialists Teachers

GOAL #2	A. Kindergarten will improve from 25 students to at least 30 students to reach a 9-117 quantile band on the MI by May 2024. B. 1st grade will improve from 25 students to at least 37 students to reach a 117-232 quantile band on the MI by May 2024. C. 2nd grade will improve from 26 students to at least 35 students to reach a 271-382 quantile band on the MI by May 2024. D. 3rd grade will improve from 20 students to at least 32 students to reach a 381-545 quantile band on the MI by May 2024. E. 4th grade will improve from 27 students to at least 33 students to reach a 534-629 quantile band on the MI by May 2024. F. 5th grade will improve from 23 students to at least 32 students to reach a 645-771 quantile band on the MI by May 2024.

Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
K-5 Teachers will receive quarterly math training on unpacking New Georgia Math Standards using manipulatives, math modeling, and academic vocabulary.	PL Resources Performance Contract	District	July 2023 *(Note: District training on New Standards starts July 26)*	Implementation: 1. Grade-level/course CCC leads will receive professional learning quarterly on New Math Standards from District Professional Learning Coordinators. (July 2023-March 2024) 2. Grade-level/course CCC leads will redeliver quarterly trainings to teachers. (July 2023-March 2024) 3. Teachers will implement strategies from quarterly math trainings in daily math lessons. (September 2023-April 2024). 4. Instructional Support Specialists and	Evaluation of Impact: All teachers will utilize manipulatives, math modeling, and academic vocabulary correctly to convey new math standards. Evidence: Walkthrough forms	Instructional Support Specialists District Title I Coaches District CCC Leads Teachers

				Administrators will monitor implementation through classroom walks. (September 2023- May 2024) 5. Instructional Support Specialists will model lessons in CCC meetings and visit classrooms to provide support as needed. (October 2023-May 2024). Artifacts: 1. PL agenda and sign in sheets		
Word problem strategies: vocabulary, Three-read protocol and numberless problems	PL Resources Performance Contract	District Title I	July 2023 October 2023	Implementation: 1. All teachers will be trained on word problem strategies. 2. Teachers will implement strategies in math lessons. (September 2023-April 2024). 3. Instructional Support Specialists and Administrators will monitor implementation through classroom walks. (September 2023- May 2024) 4. Instructional Support Specialists will provide support as needed. (October 2023-May 2024) Artifacts: 1. PL agenda and sign in sheets	Evaluation of Impact: All teachers will utilize word problem strategies to convey math standards. Evidence: Walkthrough forms	Instructional Support Specialists District Title I Coaches District Teachers MRESA

Continue Pam Harris professional learning to improve students' addition, subtraction, and fractions skills. Also, continue implementing Number/Problem Talks/Strategies to improve mental problem-solving and increasing number sense.	PL Resources Curriculum materials	Title I	Summer 2023	Implementation: 1. Instructional Specialists will deliver Pam Harris training quarterly. 2. Teachers will implement strategies in math lessons. (September 2023-April 2024). 3. Instructional Support Specialists and Administrators will monitor implementation through classroom walks. (September 2023- May 2024) 4. Instructional Support Specialists will provide support as needed. (October 2023-May 2024) Artifacts: 1. PL agendas 2. Calendar of PL	Evaluation of Impact: All teachers will utilize Pam Harris strategies to convey math standards. Evidence: Walkthrough forms	Instructional Support Specialists Teachers

GOAL #3	All teachers will integrate one STEM unit per quarter.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored?** **What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact?** **What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Develop a STEM committee to meet quarterly to discuss STEM units developed by teachers.	STEM materials Tutoring Saturday STEM Collaboration	Title I Community Partnerships	August 1, 2023 October 2023 December 2023 March 2024 May 2024	Implementation: 1. By August 1st, a STEM committee will be formed. 2. Each quarter the STEM committee will meet to review and discuss quarterly lesson plans. Artifacts: 1. List of committee members 2. Quarterly Agendas	Evaluation of Impact: 100% of teachers will implement quarter STEM lessons as evidenced by STEM walks Evidence: STEM walks debrief (notes)	Teachers Admin Instructional Support Specialists County STEM
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Utilize Imagine Learning in grades K-5 to support language acquisition.	Imagine Learning	Title 1 & 3
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	ESOL teachers assist newcomers with reading acquisition through daily small group lessons. It becomes the students reading and phonics instruction. In upper grades students may receive extra reading support in conjunction with regular reading instruction.	ESOL Teacher Materials	District Title
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Education teachers attend CCCs to collaborate with general education grade level teachers	Subs for collaboration	IDEA
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline September 29, 2023 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 14, 2023		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 26, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	April 18, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 9/22/23 | PL#2 12/8/23 | PL#3 2/16/24 | PL#4 4/29/24	September 19, 2023 December 5, 2023 January 30, 2024 March 26, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** Rising Kindergarten students and their parents are invited to our Kindergarten Orientation in May. Also, our current 5th graders will tour Pearson Middle School.	May 2, 2024		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:* Policy, compact, teacher newsletters, principal's newsletter, surveys		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities **(Must be listed in the school policy)**	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Literacy Day where parents participate in literacy activities during the school day. These strategies will be used at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Grade level Reading activity strategy, Tips to help children at home, Books for parents	Title I	10/22/23	**Sign-in sheets, survey**	Marilyn Valenzuela
STEM Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Grade level math activity- make and takes And manipulatives for parent to use at home	Title I	Spring 2024 (Feb 8th)	**Sign-in sheets, survey**	Marilyn Valenzuela
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ 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==:
Belmont Hills provides READ 180 / System 44 for 3rrd - 5th grade students. The web-based software is funded through the district and the materials needed for each class are funded through Title I.

Belmont Hills implements CCSD's Early Literacy Initiative and LETRS Training. District funds provide many of the materials while Title I provides subs to cover classrooms during debriefing and assessment discussions.

 Title III offers EL students access to Imagine Learning and Title I supplements those licenses where needed.

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)*
<mark>SCHOOL RESPONSE</mark>: Instructional Support Specialists and Administrators frequently walk classrooms to ensure actions steps are being implemented with fidelity. Academics participate in grade level CCCs and lead discussions regarding the action step implementation and effectiveness. These meetings occur weekly. Instructional Support Specialists will not attend every CCC but will support those that need assistance or support with specific interventions. The plan is also reviewed annually to ensure goals have been achieved. Reflection on goals occur to assist with determining whether or not to keep, revise or abandon the action steps or goals.
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)*
<mark>SCHOOL RESPONSE</mark>: Belmont Hills reviews the score reports for both local and state assessment looking for student growth from one level to the next. The goal is always to move students from below basic to proficient or higher. Students who need additional support are provided that through action steps found within this School Improvement Plan. Each student is then evaluated using the achievement data used to assess whether or not that action step was effective. Revisions occur when needed to adjust the plan.
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)*
<mark>SCHOOL RESPONSE</mark>: Revisions occur when needed to adjust the plan as determined by both formative and summative assessment data as well as CCC discussions with teachers and parent feedback when appropriate. The BLT also reviews this plan monthly to keep a pulse on what is working and what needs additional support. Areas that need additional support will be discussed in faculty meetings and additional PL can be provided to targeted teachers in CCCs.

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

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

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

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

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

==SCHOOL RESPONSE==:

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

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. Ultimately, 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
- 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)

In addition:

- Monthly professional learning led by Pam Harris, and district representative and teacher leaders

- New Teacher Mentor/Mentee group
- New Teacher University
- Analyze data monthly with K-2 for phonics and MFF (K-5) using CTLS

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)*

<mark>SCHOOL RESPONSE</mark>:
Belmont Hills provides an orientation day with Kindergarten parents for all incoming students. Admin speaks with all parents to discuss incoming expectations and school procedures. Parents are added to CTLS to ensure communication can occur in a timely and seamless fashion. Incoming students receive a bookbag of materials to begin practicing skills over the summer as a preview of what will be taught in the classrooms during the first 9 weeks.

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)*

<mark>SCHOOL RESPONSE</mark>:
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*