



School Improvement Action Plan



School Year:	2023-24
School Name:	City View Elementary
Principal Name:	Dr. Barbara Swinney
Date Submitted:	6/5/2023
Revision Dates:	8/15/2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	City View Elementary School
<i>Team Lead</i>	James Groover
<i>Position</i>	Assistant Principal
<i>Email</i>	James. groover@cobbk12.org
<i>Phone</i>	770-819-2553

**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: At City View Elementary, we have developed our school wide plan with the participation of individuals from the school community. City View Elementary sought insight by hosting School Improvement planning meetings. City View Elementary invited various stakeholders to provide guiding insight by hosting a School Strategic Planning Meeting. The stakeholders included the City View PTA parent representative, Counselors, instructional coaches, administrators, media specialist, technology expert, and social worker. All the participants receive a copy of the 2023-24 school year (FY24). Based on the data analysis, participants have been asked to identify our instructional program's strengths and challenges facing our instructional program. Comprehensive Needs Assessment and School Improvement Plan document. The meeting focuses on analyzing data and creating dialog around the data to identify learning needs and action steps to address the needs.

The plan is developed, reviewed, and revised throughout the school year by the School Strategic Team, parents, and community members. The ways they are involved are through participation in PTA, parent meetings, and surveys. The City View Instructional Lead Team ILT meets to create the school-wide plan. Then present the plan to our Professional Learning Communities (PLCs) and Parent Teacher Association (PTA) to ensure all stakeholders were able to give feedback. The ILT came back together to revise the plan based on the feedback from the various groups. As the year progresses, the plan will be continuously reviewed, and revisions will be made as needed. This process included an analysis of our state and local data including student learning data, Family Engagement Surveys, District Climate Surveys, and other local perception surveys. This analysis revealed our over-arching needs, and as a team, we determined the root causes of these needs.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

14. Community Health Care Providers

15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	5/10/2023
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Position/Role	Printed Name	Signature
Principal	Dr. Barbara Swinney	
Assistant Principal	Dr. Darline Douangvilay	
Assistant Principal	James Groover	
Assistant Principal	Maxine Miller	
Counselor	Tiffany Holiday	
Coach	Dr. Pamala Bullard	
MTSS Coordinator	Leah Izenour	
Coach	Caryn Adkinson	
Parent	Adela Ibarra Patino	
Media Specialist	Tanya Walker	
Technology	Latasha Bell	
Teacher	Dr. Monica Baxter	
Teacher	Brandi Chastain	
ESOL Lead Teacher	Stephani Grover	

Title I Supervisor	Delores Thompson	
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Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

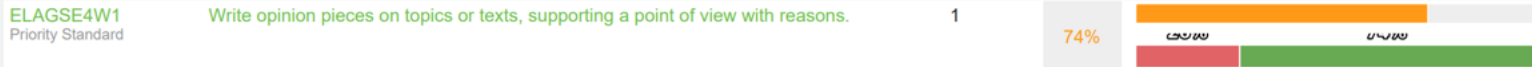
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	Goal 1: Implement Writers' Workshop daily to increase the students from 68% to 75% that meet or exceed in writing proficiency as demonstrated by performance local school pre and post writing assessments by genre by May of 2023 school year.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	The data provided below is taken from the quarter three interim assessment in ELA. First through fifth grades wrote an opinion writing piece as part of the interim assessment. The data chart below is an average of the grades assigned to each student according to grade level from the opinion writing piece on the interim assessment. Teachers used a district provided rubric to grade each student's written work. The data indicates that a large percentage of students did not produce an opinion writing piece that meets grade level standard.

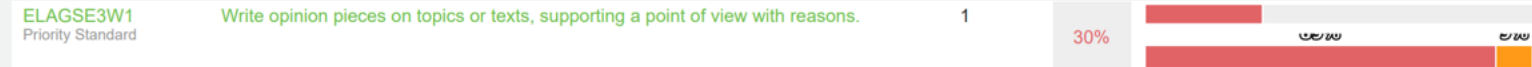
5th Grade Writing : Q3 Interim



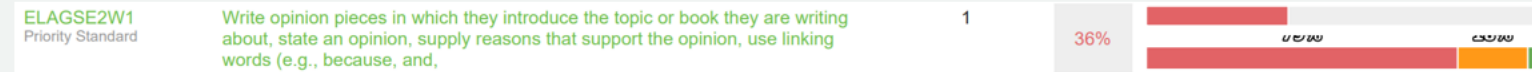
4th Grade Writing : Q3 Interim



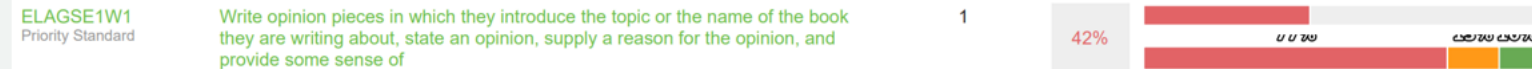
3rd Grade Writing : Q3 Interim



2nd Grade Writing : Q3 Interim



1st Grade Writing : Q3 Interim



Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Overall, students made progress toward meeting the writing proficiency goal. The goal of 70% of the student body reaching proficiency or exceeding proficiency, and the outcome being an average score of 42% for first grade, 36% for second grade, 30% for third, 74% for fourth, and 41% for fifth students reaching proficiency based on interim assessments. The fourth grade made the greatest progress and exceeded the goal of 70% of students meeting or exceeding standard. However, first, second, third, and fifth fell well below meeting the goal. The following are actional strategies to be implemented to ensure continued growth toward meeting the writing goal.

- Implementation of Writer’s Workshop daily, incorporating modeled writing, work time, student conferencing, and closing.
- Individual and small group student meetings to create dialog around writing expectations to clear up any misconceptions.
- Consistent use of graphic organizers and word walls.

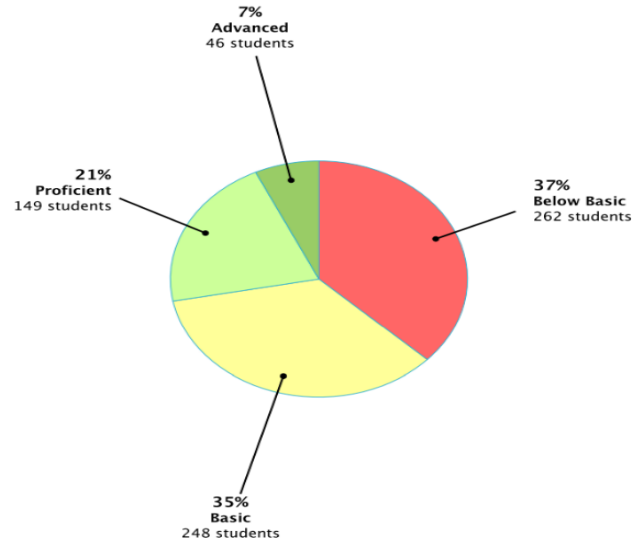
	<ul style="list-style-type: none"> Professional Learning Communities (PLC) focused on creating consistency by unpacking the standard, analyzing student work, forming reteaching small groups and synchronizing around rubric expectations, and provide written feedback to students. ELA instructional coach will provide modeled lessons, model student conferencing prior to observing student/teacher conference and provide feedback. ELA instructional coach will support each grade level PLC by creating a framework for unpacking the standard, rewrite the standard in student friendly language (I can....)
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #2</p>	<p>Goal 2: Implement differentiated instruction through the Reading Workshop model daily to increase the overall students that meet or exceed in reading proficiency from 31% to 40% as determined by results of the Reading Inventory, and local school assessments by May of the 2023 school year.</p>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	

What data supports the outcome of the goal?

Based on the implementation of the Reading Inventory, we did not meet the goal of 40% reading on or above grade level. However, substantial gains were made as can be seen by local school data collection.

- RI scores
- Students reading in classrooms across the school
- Teacher observation of students' reading behaviors
- TKES walks and observations
- Feedback from instructional coach walks.



Spring 2023 RI student proficiency report

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	13	2%	42	8%
Proficient	82	15%	145	27%
Basic	180	33%	162	30%
Below Basic	263	49%	189	35%

Student proficiency report of growth (student must have taken both testing periods to be included in the report).

Reflecting on Outcomes

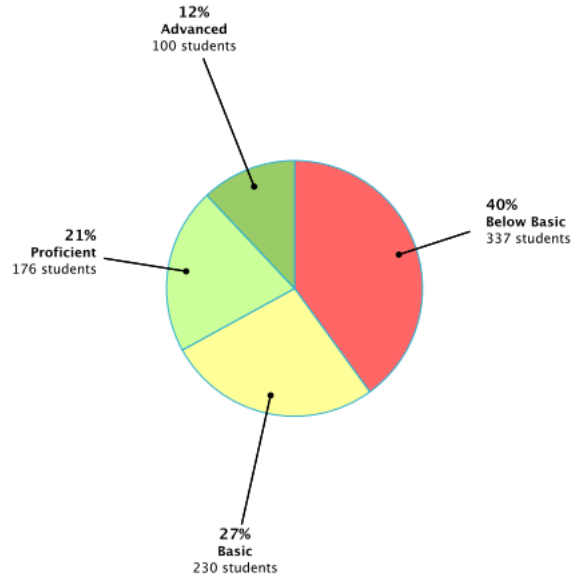
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Overall, students made progress toward meeting the reading proficiency goal. The goal of 40% of the student body reaching proficiency or exceeding proficiency, and the outcome being 28% of students reaching proficiency based on performance assessments. Based on the Reading Inventory data (RI), 92 members of the student body have gained proficiency throughout the year. The following are actional strategies to be implemented to ensure continued growth toward meeting the Reading goal.</p> <ul style="list-style-type: none"> • Prioritizing the work of Professional Learning Communities to analyze guided reading lessons to support struggling readers • The implementation of consistent and effective small group reading lessons to support struggling readers' needs. • The use of guided reading and strategy groups to address different reading needs as determined by the grade level PLC. • Ongoing training provided on how to engage students in reading/reading activities in class and at home. • Implement the use of data during (PLC) to introduce and implement research-based reading strategies and track the effectiveness. • ELA Instructional Coaches will create systematic framework for determining priority standards, unpacking the standard for key vocabulary and to ensure rigor, create a student standard statement, analyze student work, and synchronize around assessment criteria. • Tutors are to be hired to help students with reading strategies.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Previous Year's Goal #3

Goal 3: Implement the Math Workshop model daily to increase from 33% (276) to 40% ((352)of students that meet or exceed proficiency as demonstrated by the Math Inventory and local school assessments by May of the 2023 school year.

Was the goal met? YES NO

What data supports the outcome of the goal?



City View Elementary School (813 total students)

GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®
Kindergarten	EM162	EM57	105
First grade	EM48	98	146
Second grade	76	189	113
Third grade	170	318	148
Fourth grade	385	457	72
Fifth grade	462	551	89

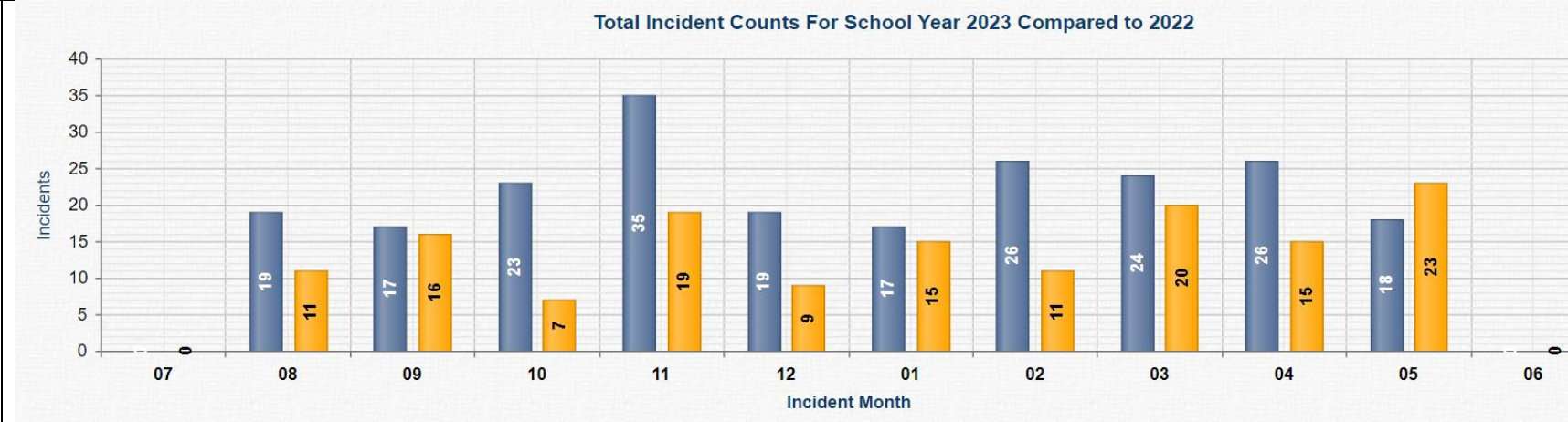
Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Overall, students made progress toward meeting the Math proficiency goal. The goal of 40% of the student body reaching proficiency or exceeding proficiency, and the outcome being 33% of students reaching proficiency based on the Math Inventory. Based on the Math Inventory data (MI), the student body has gained proficiency throughout the year. The following are actional strategies to be implemented to ensure continued growth toward meeting the Math goal.</p> <ul style="list-style-type: none"> • Number Talks was more prevalent through the grade levels, but still inconsistent. • Consistent use of DreamBox to build fact fluency and become proficient. • Math Instructional Coach demonstrating, and modeling of grade level standards supported teachers but needed to focus more on how to scaffold lessons for struggling students. • Math Lab lessons needed to align • Guided Math during Math workshop needed to be a priority during professional learning and collaboration • The common assessment for math units needed to be a more streamlined process with students taught the key verbiage. • Tutors to help in math for K-5th students. • Consistent us of small math groups for reteaching. • Implement the use of data during (PLC) to introduce and implement research-based Math strategies and track the effectiveness. • Math Instructional Coach will create a systematic framework for determining priority standards, unpacking the standard for key vocabulary and to ensure rigor, create a student standard statement, analyze student work, and synchronize around assessment criteria.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Previous Year's Goal #4 Goal 4: Implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions daily classroom major and minor disruptions to by May of 2023 as measured by PBIS referral data and administrative referrals.

Was the goal met? YES NO

What data supports the outcome of the goal?



Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Based on the percentage of office referral data, the goal of 10 or less classrooms has been met. The following bullet points are actions that contribute to the success of the goal and will continue to be implemented to sustain progress.

- Rewarded students who show positive behavior and attendance virtually and in-person. (PBIS)
- Streamlined the impact of SEL and emphasized the importance of attendance.
- There was a focus on a parent aspect with attendance to get parents to want to make sure their child is at school. Incentive program for students.
- Students received daily instruction in Social Emotional Learning (SEL) from the Second Step curriculum daily from 8:00-8:20.
- Parent workshops on attendance and SEL.
- Counselors conducted bi-weekly lessons in each classroom.

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> Implementation of Reading Workshop Phonics instruction k-2 Word Walls k-5 Differentiated instruction Variety of resources Small strategic and guided reading groups 	<ul style="list-style-type: none"> Inconsistent use of writing workshop (WW) Guided reading (G.R.), Inconsistent student conferencing Lack of Professional Development in W.W. and G.R. Overall lack of consistency/continuity of instructional practices. Time scheduled for PLC working to prioritize standards, unpack standard, analyze student work, reteach, and prepare common assessments. 	<ul style="list-style-type: none"> RI data Formative observation data Jan Richardson Teacher surveys results TKES observation data
Math	<ul style="list-style-type: none"> Whole group instruction and mini lessons. Math Stations (STACK) Math Lab in specials rotation focused on grade level standards. Consistent use of Dreambox 	<ul style="list-style-type: none"> Inconsistent implementation of number talks Small group math instruction Hands on/manipulatives Time for PLC working to prioritize standards, unpack standard, analyze student work, reteach, and prepare common assessments. 	<ul style="list-style-type: none"> MI data GLoSS (assessment) Observation data, Teacher feedback and surveys TKES observational data
Science	<ul style="list-style-type: none"> Science Lab in special rotation focused on grade level standards. 	<ul style="list-style-type: none"> Lack of professional development in integration of Science Standards. 	<ul style="list-style-type: none"> Observation data Teacher feedback TKES observational data
Social Studies	<ul style="list-style-type: none"> Variety of resources both virtual and hands-on 	<ul style="list-style-type: none"> Lack of professional development in integration of Social Studies Standards. 	<ul style="list-style-type: none"> Observation data Teacher feedback TKES observational data
Discipline / School Climate Data	<ul style="list-style-type: none"> PBIS-Tier I strategies Family and Community events School climate, Low number of PBIS and Office behavior referrals. Consistent implementation of Second Step/SEL Restorative Practices. 	<ul style="list-style-type: none"> Students regulating emotions Consistent school attendance 	<ul style="list-style-type: none"> PBIS data Teacher survey TKES data School climate survey Referral data
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> Instructional Coaches (coaches' corner) modeling and providing schedules for teacher observations. The impact has led to an increase in instructional knowledge and best practices. 	<ul style="list-style-type: none"> Scheduling time to work through the PLC process. Teachers model for their colleagues. 	<ul style="list-style-type: none"> Teacher survey TKES data School climate survey

	<ul style="list-style-type: none"> • Redelivery of Professional Learning from conferences. The impact has led to a greater depth of knowledge on instructional practices. 		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Implementation of Reading Workshop • Phonics instruction k-2 • Word Walls k-5 • Differentiated instruction • Variety of resources • Time scheduled for weekly for working in collaborative communities weekly. 	<ul style="list-style-type: none"> • Inconsistent use of writing workshop (WW) • Guided reading (G.R.), • Inconsistent student conferencing • Lack of Professional Development in W.W. and G.R. • Overall lack of consistency/continuity of instructional practices. • Inconsistent use of collaborative time. • Inconsistent use of graphic organizers. 	<ul style="list-style-type: none"> • RI data • Formative observation data • Jan Richardson • Teacher surveys results • TKES observation data • Access data
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Whole group instruction and mini lessons • Math Lab in specials rotation focused on grade level standards. 	<ul style="list-style-type: none"> • Inconsistent use of hands-on learning/manipulative 	<ul style="list-style-type: none"> • MI data • Observation data, • Teacher feedback and surveys

		<ul style="list-style-type: none"> • Small group math instruction (STACK). • Consistent use of Dreambox • Time scheduled for weekly for working in collaborative communities weekly. 	<ul style="list-style-type: none"> • Inconsistent implementation of number talks 	<ul style="list-style-type: none"> • TKES observational data
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Science Lab in special rotation focused on grade level standards. • Variety of resources both virtual and hands-on. 	<ul style="list-style-type: none"> • Lack of professional development in integration of Science Standards. 	<ul style="list-style-type: none"> • Observation data • Teacher feedback • TKES observational data
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Variety of resources both virtual and hands-on 	<ul style="list-style-type: none"> • Lack of professional development in integration of Social Studies Standards. 	<ul style="list-style-type: none"> • Observation data • Teacher feedback • TKES observational data
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • PBIS-Tier I strategies • Family and Community events • School climate, Low number of PBIS and Office behavior referrals. • Consistent implementation of Second Step/SEL • Restorative Practices. 	<ul style="list-style-type: none"> • Students regulating emotions • Consistent school attendance 	<ul style="list-style-type: none"> • PBIS data • Teacher survey • TKES data • School climate survey • Referral data
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Instructional Coaches modeling and providing schedules for teacher observations. The impact has led to an increase in instructional knowledge and best practices. • Schedule time for instructional coaches (Coaches Corner • Summer Unit Planning sessions. • Redelivery of Professional Learning from conferences. The impact has led to a greater depth of knowledge on instructional practices. 	<ul style="list-style-type: none"> • Scheduling time to work through the Collaborative Data Teaming process. • Teachers model for their colleagues. The impact has led to an increase in teacher efficacy. 	<ul style="list-style-type: none"> • Teacher survey • TKES data • School climate survey

Other	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • The MTSS process has been established and continues to become more embedded in the PLC process. • Interventionists are supporting students by using research based best practices. • System 44 and Read 180 are being consistently implemented by students. • Consistent meetings are being held to discuss the progress of Tier 2 and 3 students. 		<ul style="list-style-type: none"> • Teacher feedback/surveys • TKES observational data
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Statement of Concern #1	Students performing below 43% on writing are graded based on writing rubrics.
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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent instructional practices to ensure the structure lessons with clear learning targets to produce coherent writing.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students lack the foundational skills for sentence formation. There is a need for professional learning for all teachers regarding instructional strategies, best practices in writing/Writer’s Workshop.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers were not implementing consistent use of graphic organizers, writing stamina, and rubrics. There is a specific need based on a data analysis of rubrics with an emphasis in determining next steps in the writing process.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	There is a lack of background knowledge and vocabulary among many students. Also, absenteeism and remote learning gaps are present due to the pandemic quarantine requirements that have left more students struggling to meet grade level standard. Around 45% of students are English language learners and lack support at home to develop their written language skills.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Goal 1: Implement Writers’ Workshop daily to increase the number of students from 43% to 50% that meet or exceed in writing proficiency as demonstrated by performance on local school pre- and post-writing assessments by genre by May of the 2023-2024 (FY24) school year.

Statement of Concern #2	72% of students are basic or below basic as measured by the Reading Inventory (RI).
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for focused instruction that addresses foundational skills, students' specific needs based on data analysis with an emphasis in determining next steps through small strategic groups.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of a consistency in the implementation of and focus on learning targets of essential standards within the framework Reader's Workshop.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of unpacking priority standards to sufficiently scaffold and support growth in reading through small group guided reading and small group strategic reading.
Contributing Factors (Outside of control)	There is a lack of background knowledge and vocabulary among many students. Also, absenteeism and remote learning gaps are present due to the pandemic quarantine requirements have left more students struggling to meet grade level standard.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Goal 2: Implement differentiated instruction through the Reading Workshop model daily to increase the overall students that meet or exceed in reading proficiency from 28% to 35% as determined by results of the Reading Inventory and local school assessments by the end of 2023-2024 school year.

Statement of Concern #3	67% of students are falling in the basic or below basic range as based on data from the Math Inventory (MI).
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for more modeling and usage of manipulatives.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of motivation.
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	A lack of vocabulary development in Math language.
Contributing Factors (Outside of control)	There is a lack of background knowledge and vocabulary among many students. Also, absenteeism and remote learning gaps are present due to the pandemic quarantine requirements have left more students struggling to meet grade level standard.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Goal 3: : Implement the Math Workshop model daily to increase from 33% to 40% students that meet or exceed proficiency as demonstrated by the Math Inventory, and by local school assessments by May 2023 school year.

Statement of Concern #4	There are a significant number of both minor and major classroom disruptions.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of self-management skills, such as managing emotions, controlling impulses, and setting goals.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for great consistency in the positive behavioral plan with built in interventions and supports.
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	There is a lack of consistency in the timely monitoring of student attendance.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	A lack of consistency within the home setting. Also, absenteeism and remote learning gaps are present due to the pandemic quarantine requirements have left more students struggling to meet grade level standard.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Goal 4: Implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions daily classroom major and minor disruptions to by May of 2023 as measured by PBIS referral data and administrative referrals.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	By May of 2024, 440 students will meet or exceed proficiency in writing as measured by local school writing assessment (teacher scored writing rubrics).
Goal #2	By May of 2024, 140 students in grades k, 1, and 2 will meet or exceed proficiency in reading as measure by Amira assessment. By May of 2024, 171 students in grades 3, 4, and 5 students will meet or exceed proficiency in reading as measured by the Reading Inventory.
Goal #3	By May of 2024, 308 K-5 students will meet or exceed proficiency in math as measured by performance on the Math Inventory.
Goal #4	By May of 2024 decrease the number of discipline referrals from 146 to 132 by reestablishing clarity, consistency, and continuity in the implementation of the PBIS Framework School Wide.

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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will work with the school community in various capacities. The parent facilitator will provide ongoing professional development for the staff, focused on engaging families in academics. The parent facilitator will provide assist in planning, documenting, and implementing parent engagement events. The parent facilitator will also assist families and teachers on a day-to-day basis to facilitate communication.
Instructional Paraprofessionals	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input 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	Paraprofessionals will support the School Improvement Plan by implementing the PBIS rewards system, leading small group lessons (plans develop by teachers and instructional coaches), assist in family engagement activities, and other duties assigned related to school climate. Small Group Guided instruction during Worktime in the Workshop Model Framework is be conducted in the classroom learning environment. Small group instruction will be supported by Title I funded paraprofessionals.
Tutors	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Tutors will support the School Improvement Plan by implementing the PBIS rewards system, leading small group lessons (plans develop by teachers and instructional coaches), assist in family engagement activities, and other duties assigned related to school climate. Small Group Guided instruction during Worktime in the Workshop Model Framework is be conducted in the classroom learning environment. Small group instruction will be supported by Title I funded Tutor.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

GOAL #1		By May of 2024, 440 students will meet or exceed proficiency in writing as measured by local school writing assessment (teacher scored writing rubrics).				
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
<ul style="list-style-type: none"> Teachers will consistently implement the Writing Workshop Model daily with fidelity (mini-lessons, independent work time, closing, individual and small group instruction, conferencing, meaningful feedback/commentary, production of published/exemplary writing pieces) across grade level. 	Mentor Text, Rubrics, Graphic Organizers, sentence frames, Conference logs, Typing Club Software, Personnel, Writing Journals, Instructional materials, Anchor Charts, Unit Plans, CTLS	Title I	08/01/23	<p>Implementation:</p> <ul style="list-style-type: none"> Monthly Learning Walks Common Formative Assessments (pre/post data) administered every four weeks Summative Assessments administered quarterly Professional Development (small group differentiation, student conferencing, writing commentary, collaborative scoring, unpacking the standard, identifying and monitoring learning targets, incorporation of sound walls) Vertical and Grade Level Collaboration <p>Artifacts:</p> <ul style="list-style-type: none"> Writing Samples Conference Logs Writing Journals Lesson Plans Collaborative Meeting Agendas Daily Class Schedule Student Data Notebooks Student Writing Portfolios 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Review and analyze data from monthly learning walks Review and analyze data from common formative assessments (pre/post data) administered every four weeks Review and analyze data from summative assessments administered quarterly <p>Evidence:</p> <ul style="list-style-type: none"> Pre/Post Assessment Data 	Instructional Coaches, Teachers, Tutors, Paraprofessionals, MTSS Support Staff, School Administrators

<ul style="list-style-type: none"> Instructional support staff will provide differentiated Professional Learning Sessions: Workshop model, differentiated writing instruction, student conferencing, writing commentary, collaborative scoring, analyzing student writing samples, CTLS resources and lessons). Select staff will attend the ESEA conference and redeliver learning. 	Instructional Materials	Title 1	08/01/23	<p>Implementation:</p> <ul style="list-style-type: none"> Weekly Coaches Corner meetings. Weekly CCCs grade level collaborative meetings Monthly Vertical Teaming Monthly Super Special grade level collaborative meetings <p>Artifacts:</p> <ul style="list-style-type: none"> Professional Learning Calendar Professional Learning Agenda 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Review and analyze data from common formative assessments (pre/post data) administered every four weeks Review and analyze data from summative assessments administered quarterly <p>Evidence:</p> <ul style="list-style-type: none"> Professional Learning Session Evaluations 	Instructional Coaches, Teachers, Tutors, Paraprofessionals, MTSS Support Staff, School Administrators.
<ul style="list-style-type: none"> The technology integration specialist will provide differentiated Professional Learning Session for the integration of technology. Select staff will attend The International Society for Technology in Education Conference. 	CTLS Technology (computers, interactive screens)	Title 1	08/01/23	<p>Implementation:</p> <ul style="list-style-type: none"> Integrated into weekly and monthly coaching/collaborative meetings <p>Artifacts:</p> <ul style="list-style-type: none"> Professional Learning Calendar Professional Learning Agenda 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> CTLS usage reports. Dreambox Reports <p>Evidence:</p> <ul style="list-style-type: none"> Professional Learning Session Evaluations 	Instructional technology specialist, Administrators, Teachers

<p>GOAL #2</p>	<p>By May of 2024, 140 students in grades k, 1, and 2 will meet or exceed proficiency in reading as measured by Amira assessment. By May of 2024, 168 students in grades 3, 4, and 5 students will meet or exceed proficiency in reading as measured by the Reading Inventory.</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p>People Responsible</p>
<ul style="list-style-type: none"> Establish consistency and fidelity in the daily implementation of the Reading Workshop Model (mini-lessons, independent work time, closing, individual and small group instruction, guided/strategic reading, differentiated instruction, phonics instruction) across grade level. 	<p>Classroom Libraries, Leveled Readers, Laptops, Jan Richardson, Word Knowledge Inventory, Instructional materials, Reading A-Z software, Mentor Text, Anchor Charts, Sound Wall, Reading Journals, Unit Plans, CTLS</p>	<p>Title I</p>	<p>8/01/23</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Monthly Learning Walks <p>Artifacts:</p> <ul style="list-style-type: none"> Walkthrough Data Forms Anchor Charts Assessment Data (RI, Running Record Logs) Writing Journals Lesson Plans Collaborative Meeting Agendas Daily Class Schedule Student Data Notebooks Student Reading Response Journals 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Review and analyze data from monthly learning walks <p>Evidence:</p> <ul style="list-style-type: none"> Walkthrough Data Forms Anchor Charts Assessment Data (RI, Running Record Logs) Student Data Notebooks Student Reading Response Journals 	<p>ELA Instructional Coach, Technology Integration Coach, Teachers, Tutors, Paraprofessionals, MTSS Support Staff, School Administrators.</p>
<ul style="list-style-type: none"> Differentiated Professional Learning Sessions (ESEA Conference, Jan Richardson Next Steps in Guided Reading and the Next Steps Forward in Read Intervention) workshop model, differentiated reading instruction, phonics instruction, guided reading instruction, CTLS resources and lessons) 	<p>Instructional materials</p>	<p>Title 1</p>	<p>08/01/23</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Common Formative Assessments (Jan Richardson, Running Records, Word Knowledge Inventory, RI, PAST, Amira) administered every four weeks 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Review and analyze data from Common Formative Assessments (Jan Richardson, Running Records, Word Knowledge Inventory, RI, PAST, Amira) administered every four weeks 	<p>ELA Instructional Coach, Technology Integration Coach, Teachers, MTSS Support Staff, School Administrators.</p>

<ul style="list-style-type: none"> Differentiated Professional Learning Session for the integration of technology (The International Society for Technology in Education Conference) 				<ul style="list-style-type: none"> Summative Assessments (RI) administered three times per year Professional Development (guided reading, assessment administration, small group differentiation, unpacking the standard, identifying and monitoring learning targets, incorporation of sound walls) Vertical and Grade Level Collaboration <p>Artifacts:</p> <ul style="list-style-type: none"> Professional Learning Calendar Professional Learning Session Evaluations Redelivery of acquired learning Observation of implementation of acquired learning 	<p>Evidence:</p> <ul style="list-style-type: none"> Professional Learning Calendar Professional Learning Session Evaluations 	
<ul style="list-style-type: none"> Provide learning opportunities for parents to assist in offering support to students at home (strategy sessions, student, data analysis, curriculum nights, make-and-takes) 	Instructional materials	Title 1	08/01/23	<p>Implementation:</p> <ul style="list-style-type: none"> Parent Sign In Parent Meeting Agendas Parent Compact Parent Policy Document Marketing Flyers <p>Artifacts:</p> <ul style="list-style-type: none"> Sign in sheets Flyers 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Parent Survey <p>Evidence:</p> <ul style="list-style-type: none"> Parent participation in learning sessions 	ELA Instructional Coach, Technology Integration Coach, Teachers, School Administrators, Translators, and Parents

GOAL #3	By May 2024, 352 students in K-5 will meet or exceed proficiency in math as measured by performance on the Math Inventory.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
<ul style="list-style-type: none"> Establish consistency and fidelity in the daily implementation of the Math Workshop Model (mini-lessons, independent work time, closing, individual and small group instruction, meaningful feedback/commentary, interactive math journals, Number Talks, Building Fact Fluency, DreamBox) across grade level. 	Computers, Instructional supplies, Dreambox software, certified teachers,	Title I	8/01/23	Implementation: <ul style="list-style-type: none"> Monthly Learning Walks Common Formative Assessments (GLoSS, DreamBox, Unit Assessments, Fact-BFF-Fluency Assessment) administered every four weeks Summative Assessments (MI) administered three times per year Artifacts: <ul style="list-style-type: none"> Walkthrough Data Forms Anchor Charts Assessment Data (MI, GLoSS, Unit Assessments) Interactive Math Journals Lesson Plans Collaborative Meeting Agendas Daily Class Schedule Student Data Notebooks 	Evaluation of Impact: <ul style="list-style-type: none"> Review and analyze data from monthly learning walks Review and analyze data from Common Formative Assessments (GLoSS, DreamBox, Unit Assessments, Fact Fluency Assessment) administered every four weeks Evidence: <ul style="list-style-type: none"> Walkthrough Data Forms Anchor Charts Assessment Data (MI, GLoSS, Unit Assessments) Student Data Notebooks Student Math Journal 	Math Instructional Coach, Math Support Team, Technology Integration Coach, Teachers, Tutors, Paraprofessionals, MTSS Support Staff, School Administrators
<ul style="list-style-type: none"> Differentiated Professional Learning Sessions (NCTM National Conference to acquire research-based instructional strategies in Math, GloSS, new math standards) workshop model, differentiated math instruction, guided 	Computers, iPads, Interactive Screens	Title 1	08/01/23	Implementation: <ul style="list-style-type: none"> Professional Development (guided math, number talks, assessment administration, small group differentiation, unpacking the standard, identifying and 	Evaluation of Impact: <ul style="list-style-type: none"> Review and analyze data from Common Formative Assessments (GLoSS, DreamBox, Unit Assessments, Fact Fluency Assessment) administered every four weeks 	Math Instructional Coach, Math Support Team, Technology Integration Coach, Teachers,

<p>instruction, CTLS resources and lessons)</p> <ul style="list-style-type: none"> Differentiated Professional Learning Session for the integration of technology (The International Society for Technology in Education Conference) 				<p>monitoring learning targets)</p> <ul style="list-style-type: none"> Vertical and Grade Level Collaboration <p>Artifacts:</p> <ul style="list-style-type: none"> Professional Learning Calendar Professional Learning Session Evaluations Redelivery of acquired learning 	<p>administered every four weeks</p> <p>Evidence:</p> <ul style="list-style-type: none"> Professional Learning Calendar Professional Learning Session Evaluations 	<p>Tutors, MTSS Support Staff, School Administrators</p>
<ul style="list-style-type: none"> Provide learning opportunities for parents to assist them in offering support to students at home (strategy sessions, student, data analysis, curriculum nights, make-and-takes) 	<p>Instructional Materials</p>	<p>Title 1</p>	<p>08/01/23</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Parent Sign In Parent Meeting Agendas Parent Compact Parent Policy Document Marketing Flyers <p>Artifacts:</p> <ul style="list-style-type: none"> Sign in sheets Flyers 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Parent Survey <p>Evidence:</p> <ul style="list-style-type: none"> Parent participation in learning sessions 	<p>Math Instructional Coach, Math Support Team, Technology Integration Coach, Teachers, Tutors, MTSS Support Staff, School Administrators</p>
<p>GOAL #4</p>		<p>By May of 2024 the number of discipline referrals will decrease from 146 to 132 by reestablishing clarity, consistency, and continuity in the implementation of the PBIS Framework School Wide.</p>				
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p>People Responsible</p>

<ul style="list-style-type: none"> Reestablish the structure for PBIS to include a PBIS Coach, a functional PBIS Collaborative Learning Community, adequate ongoing training and guidance through district, state, and national professional learning conference sessions (Georgia Association for PBIS and the PBIS Leadership Forum 2023) in the use and impact of PBIS 	PBIS Rewards Software, PBIS Rewards for School Store, Instructional materials, CTLS, home-school communication folders, journals	Title 1	8/01/23	<p>Implementation:</p> <ul style="list-style-type: none"> Monthly Learning Walks Check-In/Check-Out Logs PBIS Lesson Plan Monthly PBIS Data Review Lesson Plan implementation Vertical and Grade Level Collaboration <p>Artifacts:</p> <ul style="list-style-type: none"> Walkthrough Data Forms Discipline Referral Data PBIS Rewards Data PBIS Team Meeting Agendas/Minutes Lesson Plans Collaborative Meeting Agendas Daily Class Schedule Student Data Notebooks Professional Learning Calendar Professional Learning Session Evaluations Redelivery of acquired learning Parent Communication Log 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Review and analyze data from monthly learning walks Referral Data Check-In/Check-Out Logs PBIS Lesson Plan Implementation Monthly PBIS Data Review/Report Vertical and Grade Level Collaboration Minutes <p>Evidence:</p> <ul style="list-style-type: none"> Walkthrough Data Forms Discipline Referral Data PBIS Rewards Data PBIS Team Meeting Agendas/Minutes Lesson Plans Collaborative Meeting Agendas Daily Class Schedule Student Data Notebooks Professional Learning Calendar Professional Learning Session Evaluations Parent Communication Log 	Administrator s, Counselors, Teachers, Parent Facilitator, Phycologist, Social Worker, PBIS Coach, PBIS Team
<ul style="list-style-type: none"> Establish consistency and fidelity in the daily implementation of PBIS Practices (use of PBIS Lesson Plans created by the PBIS Teams, PBIS Reward System using the app, facilitating the use of reward points, positive contact to parents, use of the PBIS Portal to input 	PBIS Rewards Software, PBIS Rewards for School Store, Instructional materials,	Title 1		<p>Implementation:</p> <ul style="list-style-type: none"> Monthly Rewards PBIS Data Review Monthly discipline data review. <p>Artifacts:</p> <ul style="list-style-type: none"> Walkthrough Data Forms Discipline Referral Data 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Review and analyze data from monthly learning walks Referral Data Survey Results <p>Evidence:</p>	Administrator s, Counselors, Teachers, Parent Facilitator, Phycologist, Social Worker, PBIS

behavioral offenses) across grade level.	CTLS, home-school communication folders, journals			<ul style="list-style-type: none"> • PBIS Rewards Data • PBIS Team Meeting Agendas/Minutes • Parent Communication Log 	<ul style="list-style-type: none"> • Walkthrough Data Forms • Discipline Referral Data • PBIS Rewards Data • PBIS Team Meeting Agendas/Minutes • Collaborative Meeting Agendas 	Coach, PBIS Team
<ul style="list-style-type: none"> • Reestablish PBIS to include a structure/system to support home-school communication 	Office Supplies, Curbsmart Software	Title 1 and Local School Funds		<p>Implementation:</p> <ul style="list-style-type: none"> • Monthly Learning Walks • Check-In/Check-Out Logs • PBIS Lesson Plan • Monthly PBIS Data Review <p>Artifacts:</p> <ul style="list-style-type: none"> • Parent Communication Log 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • Referral Data <p>Evidence:</p> <ul style="list-style-type: none"> • Walkthrough Data Forms • Parent Communication Log 	Administrator s, Counselors, Teachers, Parent Facilitator, Phycologist, Social Worker, PBIS Coach, PBIS Team, Parents, Translators

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Teachers will support students in small group guided reading instruction, small group math instruction and individual student writing conferences during worktime in the Workshop Model Framework. In addition, small group will be provided in tutoring during school and after school. Small group instruction will be supported by Title I funded paraprofessionals.	Instructional materials, certified and classified staff	Title 1 and Local School Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Implement a hybrid ESOL model in which each classroom has at least one ESL endorsed or certified teacher in the room, or an ESOL teacher pushes in to serve the students. Provide literature options that include both English and Spanish text for classroom libraries and media center check-out. Endorsed ESOL certified teachers will be pull-out for “new-comers” and push-in for writing conferencing and feedback. The ESOL administrator and lead teachers will monitor the implementation of the innovative ESOL model to ensure compliance and accountability. Support Spanish-speaking parents through parent facilitators. Small group instruction, vocabulary development and language needs will be addressed in reference to PBIS. Provide Imagine Learn software to support language development.	Administrator, ESOL certified staff, Imagine Learn software	Title 1 and Local School Funds

<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Provide literature options that offer a diversity of characters/experiences that are relevant to our student body. The media specialist will continually monitor our media collection and collaborate with PLCs to ensure our students have access to a diverse collection of mixed media.	Certified staff, Media Specialist	Title 1 and Local School Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Ensure additional resources such as tutoring, transportation, and vital resources in the community are available. Students entering the school will have a WIDA and other academic screeners to determine appropriate student support and academic needs.	Social workers, counselors, Administrator, Certified and classified staff	Title 1 and Local School Funds
<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	Special education teachers work collaboratively with general education teachers to provide continuity and consistency of instructional/behavioral expectations. Teachers will utilize Orton-Gillingham Strategies to provide specialized instruction understanding in the classroom.	Special education teachers, Administrators, and General Ed. Teachers.	Title 1 and Local School Funds

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</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>	September 21, 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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>	October 17-20, 2023		<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 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 11, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	TBA		
	TBA		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	TBA		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	TBA		
<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>	TBA		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><i>List documents translated for parents:</i> School Policy School Compact TAPP Meetings Parent Presentations PTA Meetings</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
City View Teacher and Parent Partners Meeting. Academic Conferencing Meetings	<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	Instructional Materials, Computers, Certified teachers scheduled time.	Title 1	Oct. 17-20,	To be monitored through sign-in sheets, meeting agendas, surveys, and Input meetings.	
City View Teacher and Parent Partners Meeting Math Night.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Instructional Materials, Computers, Certified teachers scheduled time.	Title 1	TBA	To be monitored through sign-in sheets, meeting agendas, surveys, and Input meetings.	
City View Teacher and Parent Partners Meeting Literacy Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Instructional Materials, Computers, Certified teachers scheduled time.	Title 1	TBA	To be monitored through sign-in sheets, meeting agendas, surveys, and Input meetings.	

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)**

City View Elementary develops a one-year schoolwide plan improvement plan based on the input provided by individuals that have a vested interest and will ultimately carry out the plan. The plan is developed, and amendments are made based on the needs of the students based on the input from stakeholders. Meetings including the comprehensive needs assessments, budget, and input meetings. These meeting are documented with agenda/minutes, sign-in sheets, and promotional flyers. All of the documentation are sign and dated. Throughout the one-year period

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)**

City View Elementary host a Schoolwide Comprehensive needs assessment, as well as a fall and spring input meetings. Invitations to promote the meetings are distributed throughout the school community. City View begins promoting the meetings one month prior to the meeting. Several reminders are sent out prior to the meeting to ensure involvement from all the school community. The plan, parent policy and compact are all published and made accessible on the school’s website. The meeting agendas/minutes, flyers, and sign-in sheet are all collected to document the meeting.

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)**

City View Elementary schedule and conduct a mid-year and end of year monitoring meeting. During monitoring meeting stakeholders review relevant data and discuss progress toward schoolwide goals. Upon reviewing data amendments are made based on the students needs to ensure all students are provided opportunities to meet academic standards. Rational requests are submitted to the district Title 1 office for approval prior to making any expenditures from the title 1 budget.

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)**

City View elementary takes measures to ensure the Title 1 schoolwide plan is made available to local education agency, parents and the public in a variety of ways. The plan is published to City View Elementary's website. To ensure the plan is understandable the school holds input meeting in which the plan is shared, and stakeholders can provide input and ask questions. Stakeholders are invited to participate in the meetings to review schoolwide goals, programs, and the Title 1 budget. Meetings are held with the assistance of a translator and all-important documents are translated into the languages necessary to enable understanding by all participants. Documents such as the parent engagement policy and compact highlight the schoolwide goals and key aspects of the plan are translated and present to parents at meetings and upon request.

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:

The City View Elementary Schoolwide plan has been developed in coordination and integration of the following Federal, State, and local services, resources, and programs:

- At the local district support level, City View Elementary is supported through the participation in the Early Literacy Framework, curricular resources and the use of the Dreambox software.
- City View Elementary has been selected for the FFVP (Fresh Fruit and Veggie Program) grant. This makes it possible for fresh fruit and vegetables (nutrition) to be provided separately from lunch and breakfast meals during the school day.
- City View Elementary works collaboratively with the area social worker to provide information on local services and targeted support. The information is shared directly with parents through the CTLS (Cobb Teaching and Learn Support) parent messaging system. This targeted support is provided through a weekly email highlighting federal, state, and local agencies in the areas housing, childcare, financial assistance, educational and career programs. Information and assistance are provided in obtaining assistance from federal housing programs, Cobb Works training and job employment programs, federal food assistance programs and childcare through ASP (after-school program) scholarships. City View Elementary partners with local agencies that provide targeted assistance on an as needed basis are Sweetwater Mission, Must Ministries, and Family Life Restorations.

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:

By the implementation of Professional Learning Communities, City View Elementary can regularly monitor the implementation and achievement of students.

- Grade level teacher PLCs follow a schedule provided by administration and instructional coaches to create unit plans based on grade level Priority Standards. The scheduled meetings include analyzing data from State annual assessments, district provided assessments and common formative assessments. The result helps to determine the next steps and individualized needs of both teachers and students.
- The Building Leadership Team establishes the systematic process for the PLC responding to data results ascertained from State annual assessments, district required assessments and local school assessments.
- ESOL lead teachers use the WIDA data results to determine growth and create a strategic plan to serve multilingual students.

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:

The effectiveness of a schoolwide program is determined by input from the stakeholders and relevant data. Stakeholders are provided reports on state, district and local school assessment data result during the scheduled fall and springs input meetings and other state of the school meetings conducted by the local school administrators. During the meetings the stakeholders present analyze data from various local, district, statewide assessment the assessments include but are not limited to the Milestone, Interim, Reading Inventory, Math Inventory assessments. The data is disaggregated to monitor the achievement of different groups and grade levels. Through the analysis a determination is made by stakeholders as to the effectiveness of schoolwide programs. This is done by requiring the stakeholders to identify concerns and pattern in the data. Stakeholder are directed to identify specific student groups or grade levels that comprise most of the identified concerns. In this way the data leads to a deeper understand of programs and stakeholder are able to determine the effectiveness of schoolwide programs in increasing student achievement.

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:

As City View Elementary School implements a school-wide improvement plan, the plan will be monitored regularly to ensure continuous improvement. The plan includes strategies which are specific to address school wide goals for improving student performance in Literacy and Math. Strategies implemented include small group instruction, an innovative ESOL instructional model, and reduced class size EIP instructional model in grades k-5. To support the vast needs

of the students and their families, City View offers comprehensive educational services that include a social worker, counselors, psychological services, literacy specialists, instructional coaches, and interventionist. This plan will be continually revised and edited as the effectiveness of programs and needs of students become evident. Monitoring meetings will be scheduled to make revisions as necessary.

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:

City View Elementary School has been identified as a PBIS School by the State Department of Education. PBIS includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom and school wide PBIS strategies have been identified to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. The PBIS Professional Learning Community/Team uses a data driven process to determine the needs of students, to assess and evaluate the effectiveness of the approach, and to provide alternative solutions to problematic behavior. This team includes general and special education teachers, counselors, psychologists, administrators, and the school nurse. Students who do not respond to Tier 1 PBIS Strategies will utilize Tier 2 and Tier 3 PBIS Strategies, such as check in/check out, and check and connect. The PBIS team will continually review the data to monitor the effectiveness of the program and adjust as needed. Students who continue to struggle with behavior will be referred to RTI tier 2 and 3. The PBIS team collaborated with the classroom teachers to put specific strategies in place for those students.

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:

Professional Learning Communities (PLCs) or Cobb Collaborative Communities (CCC) Is a focused professional development based on high standards of teaching and learning. It is essential to improving teaching and increasing student achievement. It must be focused on the student learning and help teachers determine next step for their students. Ultimately, professional development builds collaborative communities committed to analyzing data to inform on 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:

- Target student outcomes and goals of schools and districts
- Scheduled time aside to allow teachers to implement new techniques and to plan collaboratively
- Establish Teacher Teams and a Guiding Coalitions (leadership team)
- Involve all teachers in collaborative process, including Special Education, ESOL, paraprofessionals and specialists (music, art, science, math, and physical education)

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:

Administrators, teachers, the parent facilitator, counselors, and the PBIS CCC team will meet to schedule, plan and promote opportunities for pre-school students to participate in transition activities. Local pre-school programs will be contacted to promote the transition meetings. Teachers, counselors, and the PBIS CCC will plan and facilitate activities to transition children from early childhood pre-school programs to local elementary school programs. Additionally, administrators, teachers, the parent facilitator, counselors, and the PBIS CCC team will meet to schedule, promote, and plan transition activities for fifth grade students to transition from the local elementary school to the middle school program.

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:

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*