



FY24 Approved Plan
August 10, 2023

School Improvement Action Plan



School Year:	2023-24
School Name:	Russell Elementary School
Principal Name:	Dr. Tammy Watson
Date Submitted:	May 31, 2023
Revision Dates:	July 25, 2023; August 10, 2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Russell Elementary School
<i>Team Lead</i>	Dr. Tammy Watson
<i>Position</i>	Principal
<i>Email</i>	tammy.watson@cobbk12.org
<i>Phone</i>	770-437-5937
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: Russell staff members participated in identifying academic strengths and challenges based on multiple data sources to determine a comprehensive needs assessment. Through a collaborative discussion on the overarching academic challenges, root causes, and contributing factors, goals for the academic 2023-2024 year were determined. The Principal’s Advisory Council (which includes community partners and other stakeholders) and parents will be provided the opportunity to review the preliminary School Improvement Action Plan to ask questions and make suggestions.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet the 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.

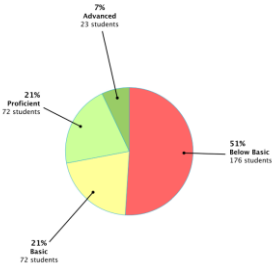

Meeting Date(s):	May 24, May 25
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Position/Role	Printed Name	Signature
Principal	Dr. Tammy Watson	<i>See Signature page on file</i>
Assistant Principal	Tracy Crum	
Instructional Lead Teacher	Bryan McClenning	
Instructional Lead Teacher	Charlotte Seel	
Instructional Lead Teacher	Alexis Lauderdale	
Parent	Lindsey Stephens	
Parent Facilitator	Yajairo Cotto	
Media Specialist	Barbara Lange	
School Social Worker	Devin Marks	
Faith-Based Community Leader	Rev. Joya Abrams	
School Technology Specialist	Regan Mabry	
Teacher	Tiffany Draper	
ESOL Teacher	Danielle Harper	
Special Education Teacher	Anita Sewodor	

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	The percentage of students (K-1) scoring proficient or advanced on the Foundational Reading Assessment (FRA) and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase by 10% from Fall 2022 to Spring 2023.																														
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO																															
<p>What data supports the outcome of the goal?</p>	<p>Foundational Reading Assessment (FRA)</p> <p>Based on the Reading Inventory (RI) Proficiency Report, the percentage of students who grew from 21% (72 students) to 26% of students (107 students) were proficient. Also, 7% advanced students (23 students) grew to 16% (66 students). Overall, there was a 13% increase in the proficient and advanced students.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>August 2022</p>  <table border="1"> <caption>August 2022 Student Proficiency</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>7%</td> <td>23</td> </tr> <tr> <td>Proficient</td> <td>21%</td> <td>72</td> </tr> <tr> <td>Basic</td> <td>21%</td> <td>72</td> </tr> <tr> <td>Below Basic</td> <td>51%</td> <td>176</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>May 2023</p>  <table border="1"> <caption>May 2023 Student Proficiency</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>16%</td> <td>66</td> </tr> <tr> <td>Proficient</td> <td>26%</td> <td>107</td> </tr> <tr> <td>Basic</td> <td>27%</td> <td>112</td> </tr> <tr> <td>Below Basic</td> <td>32%</td> <td>124</td> </tr> </tbody> </table> </div> </div>	Level	Percentage	Number of Students	Advanced	7%	23	Proficient	21%	72	Basic	21%	72	Below Basic	51%	176	Level	Percentage	Number of Students	Advanced	16%	66	Proficient	26%	107	Basic	27%	112	Below Basic	32%	124
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</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?

Read180/System 44 for grades 3 – 5 was implemented through a lab where the teachers fully utilized the software. The teachers met with the students a minimum of 4 times a week. Early Literacy Framework (ELF) for Grades K – 2 was implemented with fidelity by utilizing and following the county’s framework.

All instructional teachers utilize small-group instruction to support the varying needs of all students. Teachers met with the advanced and proficient groups a minimum of one day a week, the basic group a minimum of three times a week, and below basic five days a week. The remediation/enrichment block was 90 minutes once a week. Data from the county interim and common formative assessment were utilized to support flexible grouping of students to differentiate instruction. Building stamina happened through increasing the number of words and rigor in reading passages. Saturday school was provided nine times for three hours each session for students that were below basic and basic on reading inventory. Teachers emphasized reading comprehension skills.

Previous Year’s Goal #2

The percentage of students (1-5) scoring proficient or advanced on the Write Score Assessment and students (3-5) on the Milestone Writing will increase by 10% from Fall 2022 to Spring 2023.

Was the goal met? YES NO

Write Score
Writing Conferences

Based on the Write Score Assessment score reports from the 1st quarter to the 4th quarter, Russell students did not meet the goal. The data showed that 3% of students scored proficient or higher on the Informational benchmark Write Score Assessment, and 1.4% of students scored proficient or higher on the Opinion summative Write Score Assessment. Overall, there was a 1.6% decrease in the percentage of students scoring proficient or advanced from the Fall of 2022 to the Spring of 2023.

What data supports the outcome of the goal?

WRITE SCORE RAW SCORE RANGES/ACHIEVEMENT LEVELS			
	3rd Grade Fall/Winter	4th Grade Fall/Winter	5th Grade Fall/Winter
Beginning (0-3)	81/76	67/64	69/84
Developing (4)	1/4	7/9	26/13
Proficient (5)	0/0	3/1	4/1
Advanced (6-7)	0/0	0/0	1/0

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Provide more training on analyzing the Write Score data reports and more effective monitoring. Utilize Write Score with fidelity across all grade levels. The Writing Instructional Lead will examine Scope & Sequence for each grade level. Continue to purchase for grades 2-5, Grade 1 will be purchased later in the year. K will use CCSD Resources On Write Score, use the same genre for both assessments (pre/post).</p> <p>Writing across the Genres through Write Score units.</p> <p>Students performed strong in the areas of word choice and spelling. Students continued to struggle the most in the areas of development of support and sentence formation.</p> <p>Teachers need additional support with locating appropriate Write Score resources and analyzing the Write Score data reports. Teachers will also need assistance with using Write Score resources to write across the disciplines. Teachers also need to be monitored more closely regarding usage and implementation of lessons. The Writing Instructional Lead will collaborate with teachers to examine and ensure alignment between Scope & Sequence and Write Score resources.</p> <p>During 2023-2024, students will take the benchmark and summative Write Score assessments on the same genre. For example, grades 1, 2, and 4 will be tested on opinion and grades 3 and 5 will be tested on informational.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

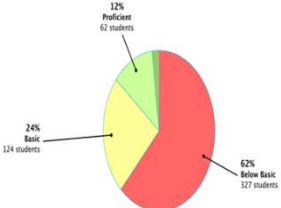
Previous Year's Goal #3 The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) and (3-5) on the Milestones will increase by 10% from Fall 2022 to Spring 2023.

Was the goal met? YES NO

What data supports the outcome of the goal?

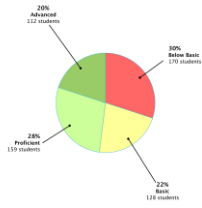
Math Inventory
 Math Fluency Framework
 Remediation/Enrichment Assessments
 Based on the Math Inventory (MI) Proficiency Report, the percentage of students who grew from 12% (62 students) to 28% (159 students) were proficient. Also, 1% advanced students (8 students) grew to 20% (112 students). Overall, there was a 27% increase in the students being proficient and advanced.

August 2022



Proficiency Level	Percentage	Number of Students
Proficient	12%	62
Basic	24%	124
Below Basic	62%	327

May 2023



Proficiency Level	Percentage	Number of Students
Advanced	20%	112
Proficient	28%	159
Below Basic	20%	110
Basic	22%	118

Reflecting on Outcomes

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

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Remediation/Enrichment Block
 Instructional Tutors (During the week)
 Saturday School
 Small Group Instruction
 Manipulatives
 MFF (Fidelity)
 The remediation/enrichment block was 90 minutes once a week. Data from the county interim and common formative assessment were utilized to support flexible grouping of students to differentiate instruction.
 The Instructional Tutor provided small group differentiate instruction to below basic and basic students specific to their needs. Saturday School was provided nine times for three hours each session for students that were below basic

	on Math Inventory. Teachers emphasized math strategies and real-world problems. Math Fluency Framework (MFF) for all grades was implemented with fidelity by utilizing and following the county’s framework. Teachers used manipulatives and small group instruction to emphasize abstract concepts to understand math skills.
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources								
ELA	75% of the students (234 students) grew in reading skills as measured by the RI. 20% of readers (91 students) went from below proficient to proficient/advanced.	<p align="center">Phonological Awareness Decoding</p> <p>ELF Data</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>35% (25 students)</td> </tr> <tr> <td>First</td> <td>39% (19 students)</td> </tr> <tr> <td>Second</td> <td>44% (25 students)</td> </tr> </tbody> </table> <p align="center">Comprehension Academic Language</p>	Grade	Percentage below proficient	Kindergarten	35% (25 students)	First	39% (19 students)	Second	44% (25 students)	<p>Early Literacy Framework Reading Inventory Reading Interims Milestones Remediation/Enrichment CTLS Assessment GKIDS Imagine Learning (ESOL)</p>
Grade	Percentage below proficient										
Kindergarten	35% (25 students)										
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Second	44% (25 students)										

		<p>ELA interim</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>Third</td> <td>85% (52 students)</td> </tr> <tr> <td>Fourth</td> <td>58% (30 students)</td> </tr> <tr> <td>Fifth</td> <td>89% (42 students)</td> </tr> </tbody> </table>	Grade	Percentage below proficient	Third	85% (52 students)	Fourth	58% (30 students)	Fifth	89% (42 students)																	
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Math	<p>91% of the students (421 students) grew in math skills as measured by the MI. The percentage of students achieving proficient/advanced nearly tripled from the beginning of the year. 47% of all students (194 students) are proficient/advanced by the end of the year.</p>	<p>Vocabulary Academic Language Math Facts Word Problem Comprehension Math interims OA standard for computation</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>25% (22 students)</td> </tr> <tr> <td>Second</td> <td>16% (17 students)</td> </tr> <tr> <td>Third</td> <td>75% (61 students)</td> </tr> <tr> <td>Fourth</td> <td>51% (37 students)</td> </tr> <tr> <td>Fifth</td> <td>53% (52 students)</td> </tr> </tbody> </table> <p>Math interim OA standard for word problems</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>24% (21 students)</td> </tr> <tr> <td>Second</td> <td>28% (30 students)</td> </tr> <tr> <td>Third</td> <td>51% (41 students)</td> </tr> <tr> <td>Fourth</td> <td>31% (23 students)</td> </tr> <tr> <td>Fifth</td> <td>28% (28students)</td> </tr> </tbody> </table>	Grade	Percentage below proficient	First	25% (22 students)	Second	16% (17 students)	Third	75% (61 students)	Fourth	51% (37 students)	Fifth	53% (52 students)	Grade	Percentage below proficient	First	24% (21 students)	Second	28% (30 students)	Third	51% (41 students)	Fourth	31% (23 students)	Fifth	28% (28students)	<p>Math Inventory Math Interims Milestones Remediation/Enrichment CTLs Assessment GKIDS</p>
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Science	<p>Life Science 62% of students (276 students) are proficient or advanced in Life science skills according to science interims.</p>	<p>Earth Science Science Interims Earth Science</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>79% (69 students)</td> </tr> <tr> <td>Second</td> <td>40% (42 students)</td> </tr> <tr> <td>Third</td> <td>94% (78 students)</td> </tr> <tr> <td>Fourth</td> <td>95% (73 students)</td> </tr> <tr> <td>Fifth</td> <td>92% (93 students)</td> </tr> </tbody> </table>	Grade	Percentage below proficient	First	79% (69 students)	Second	40% (42 students)	Third	94% (78 students)	Fourth	95% (73 students)	Fifth	92% (93 students)	<p>Science Interims</p>												
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Social Studies	<p>Historical Figures 61% of students (269 students) are proficient or advanced in Historical Figures concepts according to social studies interims.</p>	<p>Economics</p>	<p>Social Studies Interims</p>																								

		<p style="text-align: center;">Social Studies Interims Economics</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Grade</th> <th style="width: 50%;">Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>73% (64 students)</td> </tr> <tr> <td>Second</td> <td>45% (46 students)</td> </tr> <tr> <td>Third</td> <td>99% (78 students)</td> </tr> <tr> <td>Fourth</td> <td>66% (48 students)</td> </tr> <tr> <td>Fifth</td> <td>79% (74 students)</td> </tr> </tbody> </table>	Grade	Percentage below proficient	First	73% (64 students)	Second	45% (46 students)	Third	99% (78 students)	Fourth	66% (48 students)	Fifth	79% (74 students)	
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Discipline / School Climate Data	<p>The majority of the students, 79% (22 students) had 1 or 2 referrals.</p> <p>Student Frequency: 1 student had 8 referrals, and 2 students have 3 referrals. 5 students make up 36% of the discipline referrals.</p>	<p>Incidents: Physical Aggression (21), Insubordination (4), and Class disruption (6). Incident Most Frequent Times: 9 incidents between 10 am – 11 am and 6 incidents between 12 pm – 1 pm. Total Number of Students: 28 out of 599 Total Number of Incidents/Referrals: 56 Race: 77% of the referrals are Black students. Services: 21 of the 28 (75%) students are EIP.</p> <p>A disproportionate number of Black males, as compared to our total population, have behavior concerns.</p>	SWISS Data CSIS Data Reports												
Professional Learning What's been provided? What is the impact?	<p>MFF training was grade specific and focused on upcoming units. Number Talks training supported math reasoning and real-life problem-solving. CTLS training supported teachers in locating resources, creating assessments, and becoming proficient. ELF (grade 2) training supported the implementation of the Early Literacy Framework. School-wide Book Study supported staff in having courageous conversations during CCCs around data. Trauma training supported staff in recognizing and handling challenging behavior.</p>	<p>Staff continues to need training on restoring relationships, de-escalation, and SEL. Lack of implementation of Number Talks best practices.</p>	Effective Teams Data Analysis												
Other	<p>The remediation/enrichment block addressed the needs of leveled students and focused on targeted priority standards. Saturday School supported students in reading, math, science,</p>	<p>The remediation/enrichment block needs to occur twice a week. Additional support for 5th-grade teachers is needed to support the reteaching of previous standards in science.</p>													

	and writing. Additional support was provided for 5 th grade teachers during science block.		
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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 type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Letter recognition; Answering literal questions (5 W questions); Oral expression	Lack of reading comprehension on grade level, academic vocabulary, and application of phonological awareness.	RI Early Literacy Framework Reading Interim GKIDS Running Records Imagine Learning ELA Milestone
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Mental math strategies, place value, geometry, matching numerals, and quantity	Math facts, word problems, academic vocabulary	MI Math Interim GKIDS Math Fluency Framework Math Milestone
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Locating facts to answer literal questions, Oral expression of ideas	Prior knowledge; Lack of real-world applications; Academic vocabulary, Comprehension of information	Science Interims Common Assessments Science Milestone
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Locating facts to answer literal questions, Oral expression of ideas	Prior knowledge; Lack of real-world connections; Academic vocabulary; Reading comprehension	Social Studies Interims Common Assessments
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Incidents are happening with repeated offenders. RTI and PBIS Tier 2 processes effectively provide Tier 2 and Tier 3 interventions.	Handling students with disruptive behavior, restoring relationships, building rapport with families, and lack of de-escalating strategies	SWISS Reports CSIS Discipline Data Reports Response to Intervention (RTI)

Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	A deeper understanding of analyzing data. Holding staff accountable.	Restoring relationships	Agendas
Other	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	PBIS	Tardies	Tardy Report

Statement of Concern #1	<p>76% of ELL students (115) in grades 2 - 5 are not meeting expectations in reading on the Reading Inventory (RI)</p> <p>63% of ELL students (22) in grade 1 are not meeting expectations in reading on the Foundational Reading Assessment (FRA)</p> <p>25% of ELL students (8) in kindergarten are not meeting expectations in reading on the Early Literacy Framework (ELF)</p>
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students in K - 1 lack phonological awareness (manipulation of letters and sounds) and vocabulary.</p> <p>Teachers in grades K need training on teaching phonological awareness, decoding, and vocabulary.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students in grades 2 - 3 lack phonological awareness (vowel teams and diphthongs), decoding (alphabetic principle spelling-sound correspondence), vocabulary, and sight word recognition.</p> <p>Teachers in grades 2 - 3 are not demonstrating the knowledge or need training on how to teach phonological awareness, decoding, and vocabulary.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students in grades 4 - 5 lack vocabulary in content (prefixes, suffixes, context clues), academic vocabulary, verbal reasoning, and language structure (syntax, semantics).</p> <p>Teachers in grades K - 5 are not demonstrating the knowledge or need training on how to teach vocabulary, verbal reasoning, and language structure.</p>
Contributing Factors (Outside of control)	<p>Students' lack of background knowledge; student tardies and absences; language barriers.</p>

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students (K-1) scoring proficient or advanced on the AMIRA and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase by 35% (210 students) from Fall 2023 to Spring 2024.</p>
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Statement of Concern #2	<p>66% of ELL students (125) in grades K - 5 are not meeting expectations in math on the Math Inventory (MI)</p> <p>73% of Black students (148) in grades K - 5 are not meeting expectations in math on the Math Inventory (MI)</p>
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students in grades K - 3 do not know their addition and subtraction math facts.</p> <p>Students in grades 4 - 5 do not know their addition, subtraction, multiplication, and division math facts.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers need training in explaining strategies and breaking down word problems and vocabulary.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Training needed for teachers to include strategies for increasing rigor, using math models, moving from concrete to abstract, etc.</p>
Contributing Factors (Outside of control)	<p>Families have language barriers; students tardies and absences.</p>

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) will increase by 40% (240 students) from Fall 2023 to Spring 2024.</p>
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Statement of Concern #3	58% of students in grade 1, 39% of students in grade 2, 86% of students in grade 3, 53% of students in grade 4, and 67 % of students in grade 5 are not meeting expectations in all science content domains.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students lack the depth of knowledge to support comprehension.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers are not providing science experiments to support and engage students in their learning.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need to provide a frequent review of prior standards and content.
Contributing Factors (Outside of control)	Students lack background knowledge, real-world experience, and parental support.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of students (K-5) scoring proficient or advanced on each Science Interim will increase by at least 30% from Fall 2023 to Spring 2024.

Statement of Concern #4	38% of the discipline referrals are physical aggression by K and Grade 1 Black students with 36% being Black males.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of response to disruptive behavior.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Teachers are not establishing and/or maintaining relationships with students.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of de-escalating strategies and Restorative Practice training for staff.
Contributing Factors (Outside of control)	COVID, Lack of parental knowledge, single-parent homes, multi-family homes.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of discipline referrals related to physical aggression will decrease among K-5 students by 17% (28 students) as measured by the Comprehensive Discipline Summary from Spring 2023 to Spring of 2024.

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	The percentage of students (K-1) scoring proficient or advanced on the AMIRA and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase by 35% (210 students) from Fall 2023 to Spring 2024.
Goal #2	The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) will increase by 40% (240 students) from Fall 2023 to Spring 2024.
Goal #3	The percentage 5th-grade students scoring proficient or advanced on each Science Interim and the Science Milestone will increase by at least 30% (25 students) from Fall 2023 to Spring 2024.
Goal #4	The percentage of discipline referrals related to physical aggression will decrease among K-5 students by 17% (28 students) as measured by the Comprehensive Discipline Summary from Spring 2023 to Spring of 2024.

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 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	By keeping parents informed about school functions and opportunities for learning, the Parent Facilitator helps build the school-to-home relationship with parents and guardians to ensure that students are fully supported in their instructional needs. By providing Title I trainings and information, the Parent Facilitator educates the parents and guardians on how the school is using our Title I funds to strengthen curriculum and instruction for all students. In addition, the Parent Facilitator keeps the county informed as to the trainings and informational sessions we are providing parents and stakeholders.
Certified Teacher – Grade K	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The certified teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will be able to progress through content quicker, enhance the confidence of students, observe and assess students faster, allow students and teachers to connect more closely, students will have more voice, provide frequent and constructive feedback, work one-on-one with students, and develop a collaborative environment in which all participants can take ownership of their learning. The kindergarten teacher will support students with the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
Certified Teacher – Grade 2	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The certified teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will be able to progress through content quicker, enhance the confidence of students, observe and assess students faster, allow students and teachers to connect more closely, students will have more voice, provide frequent and constructive feedback, work one-on-one with students, and develop a collaborative environment in which all participants can take ownership of their learning. The second- grade teacher will support at-risk students in the academic areas of math, reading, and writing by providing differentiated small group instruction fundamental to reading comprehension, math fluency, and writing.

GOAL #1	The percentage of students (K-1) scoring proficient or advanced on the AMIRA and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase by 35% (210 students) from Fall 2023 to Spring 2024.					
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
	Orton-Gillingham		August 4	Implementation: a. During preplanning and August 4 th , Instructional Leads will determine teacher’s level of support needed for running records and provide refresher trainings b. During the week of August 14 th , Instructional Leads will meet with teachers to assist in creating flexible groups c. During the week of August 21 st , teachers will start implementing and following the guided reading group structure and components d. Beginning on August 14, Instructional Leads will assist teachers in determining the most appropriate reading strategies for students based on their levels. e. Beginning on September 11, K-2 teachers will begin implementing new strategies as they are introduced throughout the series of PL. Artifacts: a. Professional Learning Agendas and Sign-in Sheets, Video Library Channel	Evaluation of Impact: K-3 rd grade students will be assessed every 2 weeks on phonological awareness, vocabulary, verbal reasoning, and language structure. By December 2023, students will show an increase of 10% in the areas of writing sentences with correct spelling patterns and structure. Evidence: writing samples	Instructional Lead Teachers

				<p>b.Meeting Log, Small Group Lesson Plans</p> <p>c. Focus Walk Checklist, Small Group Lesson Plans</p> <p>d. Focus Walk Checklist, Small Group Lesson Plans</p>		
<p>Reading Interventionist Teachers will target below level readers and teach foundational skills (i.e., phonological awareness, spelling, etc.) comprehension ski K-3 teachers will participate in ongoing job-embedded professional learning and collaboration to:</p> <p>a. learn how to administer running records and analyze the data for next steps through modeling and accessing the Video Library Channel</p> <p>b. create flexible groups based on reading levels or strategies</p> <p>c. follow the overall structure and components of a guided reading group</p> <p>d. Determine the appropriate reading strategies (i.e., phonological awareness, vocabulary, verbal reasoning, and language structure) to use for each level of students IIs, and vocabulary and language development</p> <p>a. introduce launch unit</p> <p>b. implement Read 180/System 44 program with 3rd-5th grades</p> <p>c. monitor students’ progress to target instruction, motivate students, and pinpoint action areas</p>	Headphones	Title I	August 14	<p>Implementation:</p> <p>a. Beginning August 14, the Read 180/System 44 teachers will implement the launch unit and Phonics Inventory.</p> <p>B. Beginning August 21, the Read 180/System 44 teachers will implement the regular segments and series</p> <p>c. Beginning the week of August 14, the Read 180/System 44 teachers will review reports, create monitoring charts, conference with students, develop next steps for instruction, and brainstorm celebration ideas for the year.</p> <p>Artifacts:</p> <p>B. Reports</p> <p>C. Progress charts</p>	<p>Evaluation of Impact: The teachers will analyze the data monthly to determine student progress.</p> <p>3rd-5th graders who receive Read 180/System 44 instruction will be assessed each quarter through the Phonics Inventory, Reading Skills Assessment, and RI.</p> <p>By December 2023, the interventionists will review fall and winter assessment data to plan for next steps.</p> <p>Evidence: Read 180/System 44 assessment results, RI assessment results</p>	READ180/ System 44 Teachers
K-2 Teachers will utilize Early Literacy Framework (ELF) to build students’		Local School	August 7	a. Beginning in August, K - 2 teachers will start implementing ELF.	Evaluation of Impact: K-2 students will take the biweekly ELF assessments to	K-2 Teachers

				Artifacts: Reading Log and Goal Sheet	Evidence: Reading Log and Goal Sheet, RI Data Report, Running Records	
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GOAL #2	The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) will increase by 40% (240 students) from Fall 2023 to Spring 2024.					
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
K-5 teachers will provide quarterly virtual family training sessions to increase parental understanding and involvement with math-related topics of concern. a) conduct family meetings to share and discuss grade-level standards B) provide information, modeling, and explanation (i.e., vocabulary, real-life application, assessment results, etc.)	Materials to make manipulatives	Title I	August 14	Implementation: a. Starting the week of August 14 (every 4 ½ weeks), grade level K-5 teachers will conduct family meetings to share and explain grade level standards. b. Starting the week of August 14 th , grade level K-5 teachers will engage families in math-related topics of concern (i.e., vocabulary, real-life application, assessment results, etc.) Artifacts: Sign-In Sheet, Presentations (PowerPoints)	Evaluation of Impact: Parents of K-5 students will complete a survey after each parent teacher meeting to determine what they learned and what they still need help with. Teachers will review and analyze the data and use it to meet parents’ needs. By December 2023, 10% of K-5 parents will report a better understanding of and show more involvement with math-related concepts. Evidence: Parent Survey	Teachers
K-5 teachers will utilize 360-degree classroom to bring teachers closer to students’ work by focusing on: a. implementing the 360 classroom boards b. increasing peer collaboration, immediate assessment and feedback, and student engagement	Dry Erasers, Dry Erase Markers, Dry Erase Cleaner	Title I	Sept 5 Jan 4	Implementation: a. Starting Sept. 5, 3-5 teachers will fully utilize the 360-degree boards. Starting January 4, K-2 teachers will fully utilize the 360-degree boards. b. Starting Sept. 5, students will use the boards to collaborate with peers and become more actively engaged in the learning process.	Evaluation of Impact: By October 9, 3-5 students will have an increase in student engagement and peer collaboration determined by focus walks. By February 5, K-2 students will show an increase of 10% in student engagement and peer collaboration determined by focus walks.	Instructional Lead Teachers

				<p>Starting January 4, K-2 teachers will fully use the boards to collaborate with peers and become more actively engaged in the learning process.</p> <p>Artifacts: Pictures and focus walks</p>	Evidence: Focus Walks	
<p>K-5 teachers will participate in ongoing job-embedded professional learning and collaboration to:</p> <p>a. learn and follow the overall structure and components of a guided math group</p> <p>b. create flexible groups based on student levels or strategies</p> <p>c. determine the appropriate math strategies to use vocabulary, differentiation, student engagement, and manipulatives</p> <p>d. access the Video Library Channel for modeling and instructional ideas</p>	<p>CCSD Math Coaches</p> <p>ILT</p>		<p>August 14 Sept 5</p> <p>Implementation: Beginning on August 14, the Instructional Leads will determine the teacher’s level of need to provide support.</p> <p>a. During the week of August 21st, teachers will start implementing and following the guided math group structure and components</p> <p>b. During the week of August 14th, Instructional Leads will meet with teachers to assist in creating flexible group</p> <p>b. Beginning Sept 5, teachers will start implementing guided math groups.</p> <p>c. Beginning on August 14, Instructional Leads will assist teachers in determining the most appropriate math strategies for students based on their levels</p> <p>d. Beginning in September, Instructional Lead Teachers will create videos and record teachers employing best practices in implementing guided math groups</p> <p>Artifacts: Professional Learning Agendas and Sign-in Sheets, Video Library Channel, CTLS lessons</p>	<p>Evaluation of Impact: K-5 students will be assessed every 2 weeks on math-related grade level standards.</p> <p>By the end of each nine weeks, students will show an increase of 10% in math standards that are assessed multiple times throughout the year.</p> <p>Evidence: Small group lesson plans, Focus walks</p>	Instructional Lead Teachers	

<p style="text-align: center;">GOAL #3</p>	<p>The percentage 5th-grade students scoring proficient or advanced on each Science Interim and the Science Milestone will increase by at least 30% (25 students) from Fall 2023 to Spring 2024.</p>					
<p style="text-align: center;">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 style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">People Responsible</p>
<p>K-5 teachers will provide students with experiments with each science unit. a. use science unit pretest results to plan and prepare for experiments b. conduct experiments to help students make connections between scientific content and real-world application</p>	<p>Experiment Materials</p>	<p>Local School</p>	<p>Depending on the pacing guide</p>	<p>Implementation: a. During every science unit, teachers will use students' pretest results to plan and prepare for experiences. b. During every science unit, teachers will implement hands-on activities for a deeper understanding of the content. Artifacts: Lesson Plans</p>	<p>Evaluation of Impact: K-5 students will take Interims to determine their scientific knowledge, skills, and abilities. By December 2023, the number of students scoring proficient or advanced on each interim will increase by 10%. Evidence: Interims</p>	<p>Guided Coalition</p>
<p>Saturday School teachers will include science standards in the curriculum to support students' scientific knowledge, skills, and abilities. a. analyze and review science Interims results to determine instructional next steps b. teach or reteach grade level science standards to Saturday School attendees</p>	<p>Staff</p>	<p>Title I</p>	<p>Sept. October 7 (5th grade)</p>	<p>Implementation: a. Starting in September, Saturday School Coordinator and 5th grade teachers will analyze and review science Interims and common assessment results to determine instructional next steps b. Saturday School teachers will expose students to previous and current science standards Artifacts: Scope and Sequence</p>	<p>Evaluation of Impact: The results of the Science Interim from Saturday School attendees and non-attendees will be used to evaluate impact. By December 2023, the number of students scoring proficient or advanced on each interim will increase by 10%. Evidence: Science Interim</p>	<p>Saturday School Coordinator</p>

<p>K-5 students will complete project-based activities at home with the support of families based on Russell’s priority standards.</p> <p>a. use the rubric as a guide for the project</p> <p>b. work with family member to complete project</p> <p>c. attend teacher-led family meetings to learn about project-based assignments.</p>			<p>August 21</p>	<p>Implementation:</p> <p>a. During each quarter, students will follow the rubric to complete science projects</p> <p>b. During each quarter, students and families will work together to complete the project</p> <p>c. During each quarter, students will attend virtual grade level meetings held for families to learn about each project and expectations</p> <p>Artifacts: Project, Rubric</p>	<p>Evaluation of Impact: Rubrics Data</p> <p>K-5 students will be assessed through the project-based rubric to determine their scientific knowledge, skills, and abilities.</p> <p>By December 2023, there will be a 10% increase of students scoring proficient or advanced on the project-based rubric.</p> <p>Evidence: Student Projects</p>	<p>STEM Coach</p>
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GOAL #4		The percentage of discipline referrals related to physical aggression will decrease among K-5 students by 17% (28 students) as measured by the Comprehensive Discipline Summary from Spring 2023 to Spring of 2024.				
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
Staff will participate in job-embedded professional learning sessions to: a. conduct Restorative Practices to build and maintain relationships	Restorative Practice Posters Cards	Title I Local School	August 1	Implementation: a. During Pre-planning, the staff will receive restorative practice training from the local school. Artifacts: Agenda, Sign-in Sheet	Evaluation of Impact: Results of the Teacher and student survey Evidence: Teacher and student survey	PBIS Coach Admin
Staff will participate in job-embedded professional learning sessions to: a. learn strategies on how to handle physical aggression and de-escalation.	County CPI Staff Sensory Materials	Local School	Sept 11	Implementation: a. Every month starting in September, teachers will receive one physical aggression and de-escalating strategy. Artifacts: Agenda, Newsletter	Evaluation of Impact: Monitoring the decrease in physical aggression referrals Evidence: SWISS Discipline Data	PBIS Tier 1 and Tier 2 Committee
Staff will participate in job-embedded professional learning sessions to: a. Utilize PBIS practices to support a positive school culture.	PBIS Resources	PBIS	July	Implementation: a. During preplanning and throughout the year, the PBIS Coach will provide training on PBIS practices. Artifacts: Flow Chart, PBIS Best Practices, Reflection Form	Evaluation of Impact: Increased usage of the PBIS Reflection Form Evidence: PBIS Reflection Form, SWISS Discipline Data	Admin
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	

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 type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide afterschool tutoring and Saturday School (grades 3 - 5) instruction in math, ELA, and Science for all student groups.	Certified Staff	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Continue to monitor and analyze the progress of each student group using ELA (Reading 180/System 44), math interventions (Dreambox), Imagine Learning, and formative and summative assessments (Interims).	Certified Teachers	Local School
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers will collaborate with social workers, counselors, and the Homeless Education Department to ensure student needs and wraparound services are provided.	Social Worker HEP IWC	Title III
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide graphic organizers to support students in ELA and math with vocabulary and academic language.	Copy Paper Ink Cartridges	Title I Local School
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

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

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 11, 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 23, 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 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	March 4, 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 Deadlines: PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	September 11, 2023		
	November 7, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	January 8, 2024		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	April 15, 2024		
<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> Kindergarten Summer Camp – Upcoming kindergarten students will be provided the opportunity to be exposed to kindergarten standards, and schoolwide expectations and meet kindergarten teachers. Grades K - 5 students will be provided Summer Bridge Books to help prevent learning loss and prepare students for upcoming grade-level standards. Middle School – Grade 5 students will be provided an opportunity to meet the middle school counselors, who will share important information about middle school and visit the middle school setting. Middle School – Parents of grade 5 students will be provided an opportunity to learn the expectations and learning opportunities offered in middle school.</p>	Kindergarten Summer Camp July 17-20, 2023 Fifth Grade Transition Meeting May 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p>List documents translated for parents: Title I Compact, Title I Policy, Parent Feedback Surveys, CTLS Parent communication from the principal, CTLS Parent communication from certified staff, Title I Meeting Agendas, Academic Engagement Night PowerPoints, Teacher Monthly Newsletters, Student Handbook, RTI Documents, PBIS Newsletter</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
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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
Academic Engagement Nights are quarter events in which each grade level presents families with schoolwide, grade level, and their individual students' RI and MI data results. Parents are presented with differentiated strategies for reading, math, and science.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Card Stock Copy Paper Manilla Folders Light Snacks Strategy Cards Ink Cartridge	Title I Local School Funds		Family Sign-In Sheets Parent Surveys Academic Engagement Night PowerPoints	ILT
Every 4 ½ weeks meeting with grade-level teachers	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4				Family Sign-In Sheets Parent Surveys CTLS Parent Communication	Teachers
Parent Training	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy materials Math Manipulative Behavior Strategies	Title I		Family Sign-In Sheets Parent Surveys Syllabus/Agenda	ILT Teachers

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

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

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

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: Russell Elementary will integrate state and local funds and community support in several ways. Title II will provide professional learning support, including staff and PL opportunities. Title III will provide language proficiency support. Twenty-day funds will be utilized for tutoring support for our students who are not meeting state standards. The PBIS department will continue to support the school in implementing the Positive Behavioral Intervention and Support Program (PBIS). Community Partners (Freeman Poole Senior Center, Northwest Exterminators, Smyrna Business Network International, Image Church, Mosaic Church, Gracepoint Church, Chick Fil-A, La Amistad, and United Methodist Church) will provide volunteers and support for Academic Engagement Nights. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign 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: Russell Elementary regularly monitors the implementation and achievement results of the schoolwide program by the administration and the Instructional Lead Teachers by conducting Classroom Walkthroughs and attending weekly Cobb Collaborative Communities (CCCs), Quarterly Grade-level data meetings, Classroom Walkthroughs, Schoolwide Data Discussions after administering the Reading Inventory, Math Inventory, Milestone results, CCSD Interims, Math Fluency Framework, and Early Literacy Framework meetings (Grades K-2).

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: Russell Elementary determines whether the schoolwide program has been effective in increasing the achievement of students by discussing and analyzing the schoolwide data weekly during Cobb Collaborative Communities (CCCs), Quarterly Grade-level data meetings with administration, Classroom Walkthroughs, Schoolwide Data Discussions, and administration meetings with the Read 180/System 44 Interventionist.

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: Russell’s schoolwide plan has been revised based on monitoring data results of specific grade levels, subgroups (ELL, SWD, Blacks), and Read180/System44, ELF, MFF, Interims, etc.

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: Russell Elementary School utilizes the Positive Behavioral Interventions and Support (PBIS) system to address student behavior. Classroom PBIS strategies are used to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. By taking a behavioral proactive approach, students are more able to enjoy academic achievement and positive emotional health.

The PBIS team holds monthly Tier 1 and Tier 2 meetings to view and analyze behavioral data. Many parameters are considered while analyzing data including day(s) of the week that behavior occurs, student subgroups, and types of behavior infractions. This data is redelivered to Russell Elementary staff on a monthly basis to address current issues through PBIS lessons and interventions. Most specifically, staff members have used PBIS and the data to address specific subgroups by doing the following:

- *Building student/teacher mentor relationships and conducting check-ins for repeat offenders
- *Teaching social skills lessons to students and/or those who struggle in certain behavioral areas
- *Utilizing additional strategies to support extreme behaviors

Russell implements the Check & Connect student mentor program that identifies specific students with behavior concerns and connects them with a teacher. This program pairs up each participating teacher with a student from another classroom. The teacher-mentor will spend 20 minutes weekly with the child before, after, or during school. The teacher will have the ability to split up the time in various increments. Students with Disabilities participate in Check and

Connect and PBIS. These students' behaviors are also discussed in PBIS Tier 2 meetings. Behavioral Plans (Tier 1 through Tier 3) and Behavior Intervention Plans (Tier 4) are developed to support and promote expected behavior.

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: Russell Elementary hires highly qualified teachers for all teaching positions. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs of all students. All teachers are offered professional learning and collaboration opportunities during the summer. During pre-planning, early release, and professional learning days, the staff is involved in professional learning. Teachers and paraprofessionals are involved in a schoolwide professional learning book study.

At Russell Elementary, new teachers (three years or less) are provided an orientation before the beginning of a new school year as well as an ongoing new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district-level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

Russell's Cobb Collaborative Communities - Focused professional learning based on the four school improvement goals. The professional communities should expand the teacher's capacity to ensure a high level of learning for all students. The research-based practices listed below will support the professional learning of teachers to support student growth.

- Provide required and differentiated professional learning for staff members
- Utilize the RTI process to determine students' challenges
- Provide a leadership book study to support teacher accountability
- Conduct a book study to develop a growth mindset
- Provide ongoing paraprofessional training to support teachers and students
- Provide professional learning based on end-of-school data to support teachers
- Support teachers with a professional learning video library channel
- Survey teachers to determine professional learning needs

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: Russell Elementary School supports, coordinates, and integrates services for rising kindergarten students by offering kindergarten orientation sessions to tour the school and explain school services such as lunchrooms, bus, after school program, and the curriculum. When parents pre-register their students, they receive a parent brochure/packet with relevant information for the parents and students. Additionally, kindergarten teachers perform a screening on students to evaluate their abilities in communication, listening, academic foundational skills, self-care, etc. The kindergarten teachers work collaboratively with the pre-kindergarten teachers and attend pre-kindergarten IEP meetings to ensure a smooth transition. Russell Elementary provides a Kindergarten "summer school" orientation program to upcoming kindergarteners. Russell Elementary School and Floyd Middle School administration, counselors, and teachers collaborate to provide transitioning opportunities for the rising 6th graders. During the spring, our students travel to Floyd Middle School for tours, presentations, orientations, etc. Floyd Middle School provides an orientation night for Russell's parents.

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

SCHOOL RESPONSE: N/A

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

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