



School Improvement Action Plan



School Year:	2023-2024
School Name:	LaBelle Elementary
Principal Name:	Paul Watson
Date Submitted:	June 1, 2023
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	LaBelle Elementary
<i>Team Lead</i>	Paul Watson
<i>Position</i>	Principal
<i>Email</i>	Paul.watson@cobbk12.org
<i>Phone</i>	678-842-6955

**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: Grade level CCCs took 2 sessions to review current SIP Root Causes and Critical Needs in ELA and math along with current data, discussed challenges that need to be addressed and went into a deeper dive of the data, collectively talked about priority concerns and root causes from student level to teacher level. Staff reviewed summative data from Title 1 Professional Learning sessions to determine strength and weaknesses in parental involvement and engagement. Following these sessions, our LLT discussed our summative data overview of all grade levels, reviewed the summary of grade level CCC discussions in order to update and enhance our SIP root causes, critical needs analysis, and determined goals based on our end of year data. A plan was developed by the LLT, based on the collaborative discussions from grade level CCCs and LLT SIP sessions to help meet our new goals based on identified 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): 5-1-23 ; 5-8-23

Position/Role	Printed Name	Signature
Principal	Paul Watson	Paul Watson
3rd Grade Teacher	Charon Kirkland	Charon Kirkland
5th Grade Teacher	Cossatta Boga Burlock	Cossatta Boga Burlock
IRK teacher	Heather Soucy	Heather Soucy
2nd grade teacher	Dawn McElhaneey	Dawn McElhaneey
4th Grade Teacher	Danielle Jackson	Danielle Jackson
School Counselor	Courtney McCoy	Courtney McCoy
Kristin Knight	1st grade teacher	Kristin Knight
Asha Patel	ESOL	Asha Patel
Mary R. Mancoske	Cocch / Interventionist	Mary R. Mancoske
Kindergarten teacher	Quinn Carter	Quinn Carter
Music Specialist	Natasha Tidmore	Natasha Tidmore
Parent	Jarah Lightsey-McDemott	Jarah Lightsey-McDemott
AP	Melissa Barnhart	Melissa Barnhart
Parent Facilitator	Beatriz Alvarado	Beatriz Alvarado

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).

<p style="text-align: center;">Previous Year's Goal #1</p>	<p>By the end of the 2022-2023 school year, we will increase the number of students in grades 2-5 scoring proficient or advanced on RI by 20% from the August 2022 administration to the May 2023 administration. By the end of the 2022-2023 school year, the percentage of students in kindergarten and 1st grade to be at end of grade level proficiency will increase by 50% on the FRA from the August 2022 administration to the May 2023 administration.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>RI data moved from 14% proficient and advanced in August to 43% proficient and advanced at the end of May.</p> <p>Kindergarten moved from 32% proficient and advanced to 75% on the FRA portion of the RI.</p> <p>1st grade moved from 61% proficient and advanced to 95% on the FRA portion of the RI. In addition, 35 of 59 first graders moved on to take the comprehension portion of the RI, with 54% of those students scoring proficient and advanced.</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Phonics instruction done with fidelity to build the foundation of our early learners.</p> <p>Collaborative teams focused on planning based on data.</p> <p>Intervention block based on student need.</p> <p>Utilizing tutors to help with small group instruction.</p>

<p>Previous Year's Goal #2</p>	<p>By the end of the 2022-2023 school year, we will increase the number of students scoring proficient and advanced on the MI by 25% from the August 2022 administration to the May 2023 administration.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Our school wide MI data increased from 12% in August to 57% proficient and advanced in May.</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Collaborative teams focused on planning based on data. Intervention block based on student need. Utilizing tutors to help with small group instruction. District math coach provided grade level specific PL quarterly with hands on, engaging strategies for priority standards.</p>

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>Improved accuracy and Lexile scores, along with more students moving from FRA to RI; willingness to learn</p> <p>Tendency to be stronger answering “right there” questions from texts.</p>	<p>Challenges with vocabulary development and language acquisition hinder students from moving to higher levels of comprehension in all areas of reading and in writing.</p> <p>Students are struggling with literary reading, thinking beyond the text, which causes difficulty answering higher order comprehension questions such as inferencing.</p> <p>Students struggle to retell information from text, responses tend to be vague and not detailed.</p>	<p>RI/FRA NSGRA Common formative assessment Milestones</p>
Math	<p>Seeing improved math scores and increased use of math strategies; willingness to learn</p>	<p>Understanding and conceptualizing word problems to be able to solve problems using the skills they already have.</p> <p>Overall, weakness in multiplication is interfering with application of 4th and 5th grade math concepts: problem solving, volume, area, equivalent fractions, etc.</p> <p>Both understanding multiplication and fact fluency.</p> <p>Students struggle with academic vocabulary and understanding assessment questioning.</p> <p>Strategies in isolation are strong, but students struggle with application.</p>	<p>MI Touchstones Common Formative Assessments Milestones</p>
Science			
Social Studies			

Discipline / School Climate Data	Discipline has remained relatively low. The overall climate is positive as indicated by surveys.	Teachers need to enhance their pedagogy of behavioral strategies to implement into their classroom when a student is being disruptive or insubordinate are needing additional support.	Student Referral data in Ontrack, Surveys.
Professional Learning What's been provided? What is the impact?	On a rotating monthly schedule, teachers participated PL from county level facilitators in the areas of Arts Integration, ESOL, and CTLS during after school staff meetings. In addition, a district math coach shared grade level specific strategies quarterly, for teachers to take back and immediately implement into their lesson plans.	During afterschool PL, the topics are relevant and useful, but can sometimes limit teacher engagement due to the group size or not being able to go deeper into grade level specifics. Some grade levels did schedule times for our TTIS to come to CCCs, do demonstration lessons, or coteach, with was valuable.	Staff Survey
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students have a willingness to learn. Students can comprehend text when the text does not impede reading.	Students struggle with vocabulary, reading stamina, and metacognition strategies.	Milestones RI Common Formative Assessments Surveys
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students do well with concrete math concepts such as geometry and basic facts.	Students struggle with word problems, multistep problems, assessment questioning	Milestones MI Common Formative Assessments Surveys
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	Across all grade levels, increase reading and writing proficiency levels of students.
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	Limited vocabulary development and acquisition, as well as experiential background knowledge, hinder students from moving to higher levels of comprehension in all areas of reading and writing.
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	Teachers need support on how to intentionally frontload vocabulary and build background knowledge prior to learning. Vocabulary development needs to be purposeful and intentional.
Root Cause #3 - (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	Fidelity of reading and writing workshop models are implemented on different levels school wide. In addition, a stronger emphasis on informational reading, in some grade levels caused a decrease in focus on literary text.
Contributing Factors (Outside of control)	Large ELL population where no English is spoken in the home.

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the 2023-2024 school year, Kindergarten students will be proficient on the AMIRA Assessment</p> <p>For first grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 4% (3 students) on the May 2023 administration to a minimum of 40% (29 students) on the May 2024 administration.</p> <p>For second grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 32% (19 students) on the May 2023 administration to a minimum of 49% (29 students) on the May 2024 administration.</p> <p>For third grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 31% (18 students) on the May 2023 administration to minimum of 48% (28 students) on the May 2024 administration.</p> <p>For fourth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 40% (22 students) on the May 2023 administration to a minimum of 58% (32 students) on the May 2024 administration.</p> <p>For fifth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 49% (28 students) on the May 2023 administration to a minimum of 67% (38 students) on the May 2024 administration.</p>
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Statement of Concern #2	Across all grade levels, increase proficiency levels of students in math.
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	Limited computation skills/fluency across grade levels. More specifically, overall, weakness in multiplication is interfering with applications of 4 th and 5 th grade math concepts: problem solving, volume, area, equivalent fractions, etc.
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 struggle to conceptualize word problems and equations due to gaps between concrete and abstract understanding.
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	Academic vocabulary and assessment questioning don't always match. Teachers and students need support using and applying vocabulary routinely, intentionally, and vertically.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	For K-5 the percentage of students scoring proficient or advanced on the math inventory will increase from 57% (203 students) on the May 2023 administration to a minimum of 72% (253 students) on the May 2024 administration.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<p>By the end of the 2023-2024 school year, Kindergarten students will be proficient on the AMIRA Assessment</p> <p>For first grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 4% (3 students) on the May 2023 administration to a minimum of 40% (29 students) on the May 2024 administration.</p> <p>For second grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 32% (19 students) on the May 2023 administration to a minimum of 49% (29 students) on the May 2024 administration.</p> <p>For third grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 31% (18 students) on the May 2023 administration to minimum of 48% (28 students) on the May 2024 administration.</p> <p>For fourth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 40% (22 students) on the May 2023 administration to a minimum of 58% (32 students) on the May 2024 administration.</p> <p>For fifth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 49% (28 students) on the May 2023 administration to a minimum of 67% (38 students) on the May 2024 administration.</p>
Goal #2	<p>For K-5 the percentage of students scoring proficient or advanced on the math inventory will increase from 57% (203 students) on the May 2023 administration to a minimum of 72% (253 students) on the May 2024 administration.</p>

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator (1.5)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will work with parents to support students' academic success in ELA and math. Additionally, the parent facilitator will ensure that the parent resource room has books, games, activities, etc. that parents can check-out and use at home. Parent facilitators also work with admin and school social worker to offer classes to families that enhance their abilities to support their children at home. By having a bilingual parent facilitator, we are also able to always have a line of communication between the teacher, parents, and admin

<p style="text-align: center;">GOAL #1</p>	<p>By the end of the 2023-2024 school year, Kindergarten students will be proficient on the AMIRA Assessment</p> <p>For first grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 4% (3 students) on the May 2023 administration to a minimum of 40% (29 students) on the May 2024 administration.</p> <p>For second grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 32% (19 students) on the May 2023 administration to a minimum of 49% (29 students) on the May 2024 administration.</p> <p>For third grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 31% (18 students) on the May 2023 administration to minimum of 48% (28 students) on the May 2024 administration.</p> <p>For fourth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 40% (22 students) on the May 2023 administration to a minimum of 58% (32 students) on the May 2024 administration.</p> <p>For fifth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 49% (28 students) on the May 2023 administration to a minimum of 67% (38 students) on the May 2024 administration.</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>School wide literacy task force which includes a group of teachers (most in LETRS) will give input and communicate about teaching reading based on Science of Reading to create balanced and effective reading throughout the building.</p>	<p>Teacher leaders, local and district coaches</p>	<p>SFSD funds</p>	<p>August 1</p>	<p>Implementation: A checklist of non-negotiables will be created to ensure workshop model and guided reading is taught with fidelity. The group will communicate plans and determine possible PL needed as a staff throughout the year. Plan and checklist will be shared and discussed during preplanning. Teachers will be supported throughout the year during CCCs, grade level planning, with</p>	<p>Evaluation of Impact: Student reading growth</p> <p>Evidence: Running records, NSGRA, RI, AMIRA assessments</p>	<p>Literacy Task Force, Teachers, Academic Coaches, Admin</p>

				<p>teachers rounds, and support from academic coaches will occur throughout the year.</p> <p>Artifacts: Classroom Walkthroughs checklist, lesson plans, feedback from teacher rounds, weekly lesson plans</p>		
LETRS Cohort of teachers will incorporate specific vocabulary routines for grade level tier 2 words and will collaborate with and model for grade levels on SOR best practices for vocabulary.		N/A	August 1	<p>Implementation: Continual training for LETRS cohort 1 and 2.</p> <p>Artifacts: tier 2 words lists, weekly lesson plans, curriculum mapping notes</p>	<p>Evaluation of Impact: Student reading growth</p> <p>Evidence: NSGRA, RI, Common Assessments</p>	LETRS Cohort, Academic Coaches, Admin
Focus on use of decodable books for K-2 classrooms during the reading workshop. Balanced use of fiction and nonfiction in all grade levels during all quarters		N/A	August 1,	<p>Implementation: Daily reading workshop</p> <p>Artifacts: Guided reading lesson plans, Observation/walkthrough checklist, Running records with decodable passages/books</p>	<p>Evaluation of Impact: Student reading growth</p> <p>Evidence: Running records data, observation/walkthrough data</p>	Teachers, Academic Coaches, Admin
Implementation of Arts Integration strategies and continual training to enhance students understanding, provide opportunities to use language in multiple creative ways, and to motivate and engage students at all reading levels.		County Funds	August 1,	<p>Implementation: Strategies used in various portions of the reading workshop (whole group, independent work time, guided groups).</p> <p>Artifacts: Observation/Walkthroughs checklist, curriculum mapping, lesson plans</p>	<p>Evaluation of Impact: Student reading growth</p> <p>Evidence:</p>	Teachers, Academic Coaches, Admin, Arts Integration PLS

GOAL #2	For K-5 the percentage of students scoring proficient or advanced on the math inventory will increase from 57% (203 students) on the May 2023 administration to a minimum of 72% (253 students) on the May 2024 administration.					
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
Integrate a fluency math program across all grade levels to build and strengthen computation skills and fluency.	99 math or xtraMath via clever	CCSD	August 1	Implementation: Teachers will utilize fluency program during independent work time during instructional day. Artifacts: Problem solving rubrics	Evaluation of Impact: Student growth on computational fluency. Evidence: Math Inventory scores, math fluency program data	Students Teachers Academic coaches Admin
School wide weekly progress monitoring of word problems to evaluate, analyze, and plan using a common word problem solving rubric.	CTLs,	NA	August 1	Implementation: Daily instruction using I do, We do, You do model of math problem solving, and weekly progress monitoring of application. Artifacts: Lesson plans, rubrics, CCC meeting notes, observation walkthrough checklists/notes	Evaluation of Impact: Growth on interim assessments, Math Inventory, and Milestone assessments. Evidence: Math Inventory data, Milestone data, Common Assessment, observation walkthrough data, rubric data summary	Teachers, Academic Coaches, Admin
Implementation of Arts Integration strategies that enhance understanding and usage of vocabulary and math concepts.	Arts Integration CTLs Community, Modeled lessons and lesson planning collaboration from academic coach/Al liaison,	CCSD Arts4All	August 1	Implementation: Arts Integration strategies integrated routinely throughout various parts of the workshop model as naturally fits the purpose. Artifacts: Quarterly curriculum maps, weekly lesson plans, walkthrough, pictures, videos, and student work.	Evaluation of Impact: Growth on interim assessments, Math Inventory, and Milestone assessments. Evidence: Math Inventory data, Milestone data, Common Assessment, walkthrough data	Teachers, Academic Coaches, Admin

	quarterly PL for new AI teachers optional PL for veteran AI teachers, residency offerings through Arts4All					
Intentional frontloading of vocabulary, math word walls with pictures for continual use and reference.	CTLS	NA	August 1	<p>Implementation: Homeroom teachers and ESOL support teachers will determine possible misconceptions and vocabulary students will need extra support with during CCC and/or grade level planning to begin frontloading vocabulary before mathematical concepts are taught.</p> <p>Artifacts: Quarterly curriculum maps, weekly lesson plans, CCC notes, classroom walkthroughs</p>	<p>Evaluation of Impact: Growth on interim assessments, Math Inventory, and Milestone assessments.</p> <p>Evidence: Math Inventory data, Milestone data, Common Assessment, walkthrough data</p>	Teachers, Academic Coaches, Admin

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 type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL Teachers will use Imagine Learning during small group instruction as well as during our school-wide intervention block. ESOL consultants will provide LaBelle staff quarterly trainings to assist in our knowledge of current language pedagogy.	Imagine Learning software ESOL consultants	Title 3 ESOL Department
<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 will have a monthly PL with their SSA to review data and discuss specialized pedagogy. Special Education teachers will participate in weekly PLCs with their general education peers as well as with their special education team, to review data in order to drive instruction.	SSA Local data County data	Special Education Dep't
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

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

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required Annual Title I Meeting – Deadline September 29, 2023 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 7 th		<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 Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 20 th		<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 Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	March 21 st		<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>	September 18 th		
	November 27 th		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	January 22 nd		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	March 25 th		
<p>5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> The meetings assist families in their transition to their new grade level and school by sharing facts about the school, routines of the school, modes of communication, etc.</p>	July 20 th Incoming Kindergarten and New Parent Meeting March 30 th Rising 6 th Grade Meeting		<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><u>List documents translated for parents:</u> All communication via CTLS School Website SIP Monthly School Calendar All live parent events and workshops Daily Communication when needed Report Cards</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
Goals and Resources Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local School Resources	County and Tile 1 Funds	Sept. 7	Sign in Sheet, committee notes	LLT
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 checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local School Resources	County and Tile 1 Funds	Oct. 5	Sign in Sheet, committee notes	Math Committee
Winter Arts Showcase	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local School Resources	County and Tile 1 Funds	Nov. 30	Sign in Sheet, committee notes	Arts Integration Committee
STEAM Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local School Resources	County and Tile 1 Funds	Jan. 11	Sign in Sheet, committee notes	Science Committee
Literacy Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local School Resources	County and Tile 1 Funds	Feb. 1st	Sign in Sheet, committee notes	ELA Committee

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

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

School Improvement Plan Required Questions

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

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted

support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

LaBelle Elementary School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. LaBelle will utilize 20 Day Funds for tutoring support of our students struggling to meet state standards. The local county will provide support for the school's implementation of Arts Integration to continue our support of authentic instruction and student engagement. Community Partners (Cobb EMC, St. Ann's Church, North Metro Martial Arts, etc.) will provide volunteers and support for our family engagement events, Career Day for students, and other student events. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE: Grade levels meet in weekly CCC (PLC) meetings to discuss various forms of data to help drive planning, instruction, groupings, and differentiation. The type of data discussed is dependent upon that is current. It includes but is not limited to: GKIDS, Milestones, RI, MI, Next Gen Reading assessments, writing samples, and ongoing formative assessments.

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 school leadership team, coaches, and grade level CCCs regularly analyze our SIP goals while comparing them to ongoing formative assessments to determine if we are on the right track during the year. At the end of the year we look at parent surveys and school-wide growth and compare that growth to our goals to determine if our programs have been effective.

<p>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. <i>SWP Checklist 3(c)</i></p> <p>SCHOOL RESPONSE: The schoolwide plan is a living document and will be reviewed and adjusted as necessary during the school year. Usage reports will be monitored to ensure purchased programs are being used with fidelity.</p>
<p>Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)</p>
<p>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. <i>SWP Checklist 2(a)</i></p>
<p>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. <i>SWP Checklist 2(b)</i></p>
<p>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. <i>SWP Checklist 2(c)(i)</i></p>
<p>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.). <i>SWP Checklist 2.c(iii)</i></p> <p>SCHOOL RESPONSE: LaBelle Elementary believes that the first course of action for discipline issues is prevention. Our focus is on providing engaging instruction so that students will be too busy to misbehave and so engaged in their learning that they will have limited opportunities to misbehave. Weekly classroom meetings equip students with the skills needed to have more positive social relationships. Students are encouraged to report bullying to a trusted staff member and to be active bystanders. Finally, if an office referral is made, the administration team is dedicated to determining the cause, helping the student get refocused, and returning the student to the classroom.</p>
<p>14. <u>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,</u> particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i></p> <p>SCHOOL RESPONSE: At LaBelle, we ensure that each week time is set aside for classroom teachers and support teachers to collaboratively plan. This allows them to ensure that they can plan for differentiated instruction, intervention block, as well as plan out weekly lesson plans. By doing so, they can have ongoing discussions about data, student needs, and how to individualize instruction. The Academic Coach and instructional interventionists work with the teachers to ensure that they have the necessary resources, materials, and professional learning that may be needed during this process.</p>

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:

We invite and encourage local preschools and daycares from the community to spend time in the kindergarten classroom setting so that the children may become familiar with the setting, as well as most routines and procedures. We also offer a Summer Camp for new kindergarten students.

Our fifth-grade students spend a half day at their feeder middle school, becoming familiar with the setting as well as routines and procedures. The local middle school also holds a meeting at LaBelle to provide information to parents and fifth grade students about the middle school. With the support of professional school counselors, lessons are presented to the fifth-grade class on various procedures that the middle school uses.

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

SCHOOL RESPONSE:

NA

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*