School Improvement Action Plan

School Year:	2023-2024
School Name:	Clarkdale Elementary School
Principal Name:	Dwan Jones
Date Submitted:	June
Revision Dates:	5/12/23, 5/28/23, 7/13/23, 7/19/23, 7/20/23, 7/26/23

District Name	Cobb County School District
School Name	Clarkdale Elementary School
Team Lead	Dwan Jones
Position	Principal
Email	Dwan.jones@cobbk12.org
Phone	(770) 819-2422

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)]

The School Leadership Improvement Team of Clarkdale Elementary School, including teachers, administrators, families and community leaders met face-to-face to conduct our Comprehensive Needs Assessment. The data from the 2022-2023 school year was shared and reviewed. The committee analyzed the data and provided input on the prioritized needs, root causes, and goals and actions for the 2023-2024 school year. The information was then compiled into the School Improvement Plan. Input from school stakeholders such as families, community partners, Principal Advisory, PTA, as well as

other school staff, was collected and incorporated into the School Improvement Plan. FY23-24 SIP Records of attendance are kept at the school and via email records. Families and community members were invited via CTLS Parent, phone and/or email.

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):	5/28/23, 7/13/23, 7/19/23, 7/20/23,7/26/23
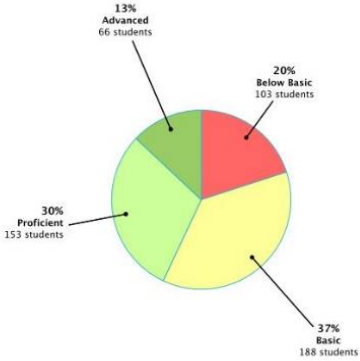
Position/Role	Printed Name	Signature
Principal	Dwan Jones	
Assistant Principal	Lorna Holt	
Assistant Principal	Michael Cappucci	
District Academic Coach	Angela Mack	
Instructional Specialist	Carmen Bandy	
Instructional Specialist	Annette Castleberry	
Instructional Specialist	Katy Laine	
Instructional Specialist	Ieshia Wilkerson	
Parent Facilitator	Cheryl Bush	
Grade K Team Leader	Sandra Moss	
Grade 1 Team Leader	Laura Werren	
Grade 2 Team Leader	Kali Bredeson	
Grade 3 Team Leader		

Grade 4 Team Leader		
Grade 5 Team Leader	Talecia Tabb	
Specialist Team Leader		
Special Education Team Leader		
Counselor		
Clarkdale Parent		

Comprehensive Needs Assessment Evaluation of Goal(s)

(*References: Schoolwide Checklist 1.a.*)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).
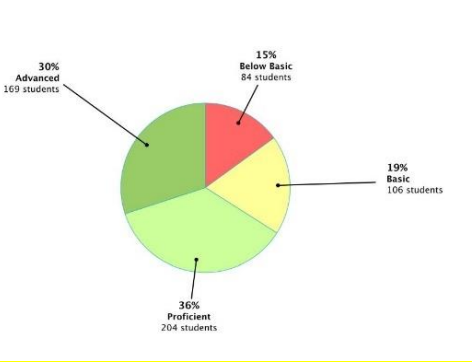
Previous Year's Goal #1	Increase the percentage of students reading on or above the grade level Lexile from 50% (May 2022) to 55% on the Reading Inventory by the end of the 2022-2023 school year.
Was the goal met?　　□ YES　　☒ NO	
What data supports the outcome of the goal?	The percentage of students reading on or above grade level Lexile was 43% (May 2023) on the Reading Inventory by the end of the 2022 – 2023 school year.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Restructure the schedule for 3-5 students served through the Read 180 and System 44 intervention to maximize learning of grade-level ELA standards. 2. Implementation of Next Step Guided Reading Assessment spelling inventory to determine targeted small group instruction. 3. Restructure Tutors' schedule to support Reading intervention block (phonics, decoding, comprehension) . 4. Support small group instruction with Next Step Forward in Guided Reading Resources. 5. Implement instructional and assessment cycles based on the priority standards 3-5.

	6. Utilize the spelling inventory and NSGRA to determine the need for phonics intervention groups, if any, in grades 3-5.
	7. Create a phonics scope and sequence for grades 3-5 to support students who need intervention to close phonemic gaps
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?	

Previous Year's Goal #2	Increase the percentage of on-grade-level quantiles on the Math Inventory from 62% (May 2022) to 67% according to the spring Math Inventory administration by the end of the 2022-2023 school year.

Was the goal met? ☒ YES ☐ NO

What data supports the outcome of the goal?	Our K-5 year-end Math Inventory data for the 2022-2023 school year shows 66% of students performing at or above grade level.

Clarkdale Elementary School (550 total students)

GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®
Kindergarten	EM110	52	162
First grade	EM27	178	205
Second grade	159	334	175
Third grade	252	435	183
Fourth grade	413	520	107

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?	1. Implementation of school-wide tutoring across all grade levels. Tutors worked with students who were on RTI[2] as well as those students who performed in the bottom quartile academically (consider different structure to avoid interrupted teaching and learning) 2. A 10-day cycle for instruction and assessment was implemented in grades K-5 3. The use of 360 Math Board Instructional Model in some 3rd and 4th grade classrooms increased student engagement and critical thinking.

Previous Year's Goal #3	Increase the percentage of proficient and advanced on the Science EOG from 40% to 45% by the end of the 2022-2023 school year.
Was the goal met? ☐ YES ☒ NO	

What data supports the outcome of the goal?	Data from the 5th Grade EOG assessment shows 30% of students performing in the proficient or advanced category.

	Beginning	Developing	Proficient	Distinguished
Grade 5 (106)	47%	23%	28%	2%

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Provide professional learning to support teachers' implementation of the Science Standards 2. Provide additional professional learning to support implementation of the Science workshop model and lessons that are in CTLS (with hands-on learning tasks) 3. Use formative and Interim Assessment Data to drive instruction, intervention, and extension.

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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Consistent K-2 Early literacy instruction and assessment. 2nd, 4th, and 5th grade RI scores: More than 50% of students reading on grade level (based on RI scores) 1st – 51% (31 of 61 students) 2nd – 51% (56 of 110 students) 4th – 52% (65 of 125 students) 5th – 56% (student # data not available) Increased the number of students in grades K & 1 that were able to take the Reading Inventory.	The percentage of students who scored below basic and basic on the RI K – 47% (7 of 15 students) 3rd - 46% (53 of 116 students) Students need more explicit instruction on how to apply and teachers need more professional development on identifying instructional gaps in foundational skills. Most students in grade 3-5 scored in the remediate or monitored performance range in all domains of the EOG.	ELF assessment Spelling Inventory Reading Inventory (RI) NSGRA Tutors

Percentage of 3rd Grade EOG Performance by Domain

Domain	1 Remediate	2 Monitored	3 Accelerate
Reading and Vocabulary	63	23	3
Craft & Structure	58	30	12
Key ideas & details	61	28	11
Vocabulary	59	25	16
Reading Literary Text	66	25	9
Reading Informational Text	61	22	17

Percentage of 4th Grade EOG Performance by Domain

Domain	1 Remediate	2 Monitored	3 Accelerate
Reading and Vocabulary	60	25	15
Craft & Structure	47	46	7
Key ideas & details	64	28	9
Vocabulary	50	36	14

	1	2	3
Reading Literary Text	57	28	15
Reading Informational Text	67	27	5

Percentage of 5th Grade EOG Performance by Domain

Domain	1 Remediate	2 Monitored	3 Accelerate
Reading and Vocabulary	68	21	11
Craft & Structure	67	27	6
Key ideas & details	64	32	5
Vocabulary	61	29	10
Reading Literary Text	65	30	5
Reading Informational Text	63	27	10

Students writing proficiency scores on the EOG significantly impacted their overall performance level.

	EOG			
	Reading Performance	Writing and Language Performance		ELA Performance
	Lexile Levels- Below Grade Level	Remediate Learning in Writing	Remediate Learning in Language	Below Proficiency (Levels 1 and 2)
3	37%	62%	73%	69%
4	40%	55%	61%	66%
5	38%	50%	64%	69%

Math

Students in grades K-5 scored 66% proficient or advanced on the May MI.

K 67% (64 of 96 students)
1st 74% (81 of 109 students)
2nd 70% (79 of 112 students)
3rd 70% (83 of 118 students)
4th 52% (66 of 128 students)
5th 63% (Student # data not available)

Math EOG data shows students in grades 3-5 need additional support to gain proficiency in the assessed domains.

	Remediate Learning Performance Percentages					Overall Math Performance
	Operations and Algebraic Thinking	Numbers and Operations	Number and Operations- Fractions	Measurement and Data	Geometry	Below Proficiency (Levels 1 and 2)
3	34%	53%		42%	49%	51%
4	59%	47%	64%	74%	67%	69%
5	57%	69%	65%	64%	58%	68%

MI scores
EOG

Science	Students and families participate in STEM projects. STEM Lab teacher collaborated with classroom teachers to ensure the instruction was aligned with grade-level standards.	Inconsistent school-wide instruction schedule Inconsistent instructional time for teaching and learning science. Inconsistent use of CTLS Science Workshop lessons which provide hands-on resources for instruction 5th Grade EOG Science Achievement Levels Level 1 Beginning Learner– 47% Level 2 Developing Learner– 23% Level 3 Proficient Learner – 28% Level 4 Distinguished Learner– 2% Percentage of 5th Grade students' proficiency by domain<table><tr><td>Domain</td><td>1 Remediate Learning</td><td>2 Monitor Learning</td><td>3 Accelerate Learning</td></tr><tr><td>Earth Science</td><td>72</td><td>25</td><td>3</td></tr><tr><td>Physical Science</td><td>65</td><td>23</td><td>12</td></tr><tr><td>Life Science</td><td>68</td><td>24</td><td>8</td></tr></table>	Science EOG Observational Data
Social Studies	Arts integration strategies were used to teach grade-level social studies standards in grades K-5.	Inconsistent instructional time for teaching and learning social studies Inconsistent use of CTLS resources which provide hands-on resources for instruction	Observational Data
Discipline / School Climate Data	Implementation of check in/check out process for supporting students who need behavioral support.	PBIS data indicated that we moved from operational level to emergent level. This is a drop in our effectiveness of PBIS Number of student office referrals increased.	PBIS data Comprehensive Discipline Data

		Types of infractions included:	
		- Rough and boisterous activities (37 out of 101) - Insubordination (14 out of 101) - Profanity (6 out of 101) - Class Disruption (6 out of 101) - Physical Threat (6 out 101) - Physical Altercation (6 out of 101) 20 out of 28 students receiving short term out of school suspension involved male students 12 out of 18 students receiving in school isolation involved male students 10 out of 14 students suspended from the bus involved male students	
Professional Learning What's been provided? What is the impact?	LETRS – supporting early literacy (6 teachers) REAP – supporting early literacy (17 teachers) - Increase in the number of K-1 students taking the RI Para University Arts integration - School earned AI Certification 360 Math Math Journals Number Talks Building Fact Fluency - Met school-wide MI goal of 67% proficient and advanced	Due to the high number of professional learning sessions offered to teachers, it was difficult to monitor teacher implementation consistently. Although PL was offered in the following areas, data to support the impact is limited. - Patterns of Power – implementation was inconsistent - Science Lessons and implementation - Effective Writing Conferences - Scoring NSGRA and what to do next - Collaborative Scoring	PD Calendar RI scores MI scores Observational Data
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	The majority of our white (non-Hispanic) student are scoring at 63% proficiency	EL and SWD students scored performing student groups. 3rd EL: 7 of 23 students (30% scored proficient) 4th EL: 3 of 27 students (11% scored proficient) 5th EL: 2 of 13 students (15% scored proficient) 3rd SWD: 13 students 4th SWD: 1 of 13 students (33% scored proficient) 5th SWD: 2 of 16 students (14% scored proficient)	EOG
Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	EL learners outperformed all regular program students in proficient and advanced categories. 3rd EL: 61% performed proficient & advanced (see table below)	EOG data for student groups that highlights the assessment gap between regular program students and students served by ESOL and SPED (see table below)	
Science	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	79% (14 students) of ELL monitored students scored in levels 2 and 3. 56% of Hispanic students scored in levels 2-4.	62% of ELL learners were in Level 1 52% of Black-non-Hispanic students scored in level 1	EOG

Math – Strengths table:

Student Group	Grade	% Proficient & Advanced
All regular program students	3rd	49%
EL	3rd	61%

Math – Concerns table:

Student Groups	Grade	% Proficient & Advanced
All Regular Program Students	4th	31%
EL	4th	15%
All Regular Program Students	5th	38%
SWD	5th	0%

Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		**Note: I do not have any data that indicates our performance level on the Social Studies Interims. There is no EOG data regarding Social Studies.**	
Discipline / School Climate Data	☒ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	RTI process implemented with fidelity. Implementation of check in/check out (mentoring) process for supporting students who need behavioral support during quarter 4	37 out of 101 incidents noted as rough and boisterous activities • 28 of 37 involved male students • 24 of 37 involved Black students • 10 of 37 involved Hispanic students • PBIS full implementation for the full school year. 14 out of 101 incidents noted as insubordination • 13 of 14 involved Black students	Comprehensive Discipline Data
Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	• Math 360 training • Number talks training • Para University	• Writing Conferences • NSGRA scoring and next steps • Spelling Inventory and next steps • PBIS support training	RI data PBIS status
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	57% of students (338 of 616 total) assessed performed in the Basic and Below Basic proficiency range of the Reading Inventory Reading Comprehension Assessment (RCA). (Not all students in Grades K and 1 assess reading using the RCA) End-of-year data indicates percentages/number of students whose assessment performance falls in the basic and below basic range. K: 53% (8 out of 15 students) 1: 49% (30 out of 61 students) 2: 49% (54 out of 110 students) 3: 54% (63 out of 116 students) 4: 48% (60 out of 125 students) 5: 54% (56 out of 105 students)
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Observational data indicates that teachers need additional professional learning on effective use of Next Steps Forward Guided Reading Resources for small group instruction.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Based on the EOG data, teachers need additional professional learning to support the instructional needs of EL and SWD students in literacy.

Grade	Content Area	Student Group	% Proficient & Advanced
3rd	ELA	Regular Program Students	34%
3rd	ELA	ELL students	30%
4th	ELA	Regular Program Students	37%
4th	ELA	ELL Students	11%
5th	ELA	Regular Program Students	34%
5th	ELA	ELL Students	Not Reported

Root Cause #3 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need additional support for using data to identify student needs, target student interventions, and monitor student progress.
Contributing Factors **(Outside of control)**	While the school provides learning opportunities to engage families and offer them tools to support their children, it is difficult to get the participation of all families. Limited exposure to academic-based background knowledge and Tier I vocabulary.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Increase the percentage of students performing proficient and advanced on the Reading Inventory from 43% (end of 2023 school year) to 50% by the end 2024 school year.

Statement of Concern #2	34% of students (228 of 664 students) assessed performed in the Basic and Below Basic categories of the Math Inventory. Math level data of students performing below grade level on the MI K - 33% (32 of 96 students) 1 – 26% (28 of 109 students) 2 – 29% (33 of 112 students) 3 – 30% (35 of 118 students) 4 – 48% (62 of 128 students) 5 – 37% (38 of 101 students)
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need additional professional learning support to help students increase proficiency in numeracy and fact fluency. (EOG Domains of Concern – Numbers and Operations, and Numbers and Operations-Fractions)
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need additional professional learning to help students increase proficiency in numeracy and problem-solving. (EOG Domains of Concern – Measurement and Data)
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need more opportunities to engage in professional learning designed to build their capacity to implement conceptual-based teaching practices in mathematics.

Contributing Factors **(Outside of control)**	While the school provides learning opportunities to engage families and offer them tools to support their children, it is difficult to get the participation of all families. Limited exposure to academic-based background knowledge and Tier I vocabulary.
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	Increase the percentage of students performing proficient and advanced on the Math Inventory from 67% (end of 2023 school year) to 72%, by the end of 2024 school year.

Statement of Concern #3	Students writing proficiency scores on the EOG significantly impacted their overall ELA performance level.

		Reading Performance	Writing and Language Performance		ELA Performance
		Lexile Levels-Below Grade Level	Remediate Learning in Writing	Remediate Learning in Language	Below Proficiency (Levels 1 and 2)
	3	37%	62%	73%	69%
	4	40%	55%	61%	66%
	5	38%	50%	64%	69%

Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need support to implement a consistent content area language and structure for grades K-5.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need professional learning to support standards-based and vertically aligned instruction.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need support with using assessment data to identify individual and whole group instructional needs writing. Limited exposure to academic-based background knowledge and Tier I vocabulary.
Contributing Factors **(Outside of control)**	While the school provides learning opportunities to engage families and offer them tools to support their children, it is difficult to get the participation of all families.

Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Increase the percentage of students performing at the Monitor and Accelerate Learning levels in writing, as measured by the EOG from 44% (end of 2023 school year) to 49%, by the end of 2024 school year. Grade Level Monitor and Accelerated Learning Percentages 2023 3 - 38% 4 - 45% 5 - 49%

Statement of Concern #4	
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	Increase the percentage of K-5 students performing at proficient and advanced levels on the Reading Inventory (RI) assessment from 43% (219 of 510 students) at the end of 2023 school year to 50% of assessed students by the end of 2024 school year.
Goal #2	Increase the percentage of K-5 students performing at proficient and advanced levels on the Math Inventory (MI) assessment from 66% (436 of 664 students) at the end of 2023 school year to 71% of assessed students by the end of 2024 school year.
Goal #3	Increase the percentage of 3-5 students performing at the Monitor and Accelerate Learning levels in writing, as measured by the EOG, from 44% (155 of 352 students) at the end of 2023 school year to 49% of assessed students by the end of 2024 school year.
Goal #4	

Title I Personnel/Positions Hired to Support the School Improvement Goals			
SWP Checklist 2.c(iv)			
Position	**Supports Goal(s)**	**Supports which system(s)**	**How will the primary actions of this position support the implementation of the School Improvement Plan?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	This position establishes and maintains positive relationships with families and the community to increase student achievement. The support helps families understand what their children need to know to be successful learners. Our Parent Facilitator assists in coordinating family/community outreach sessions to ensure families are aware of available resources. She is also available to help families as the need arises throughout the school year.
Teacher (0.5)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The part-time teacher increases the opportunity to use data from formative and common assessments to drive whole and group instruction. This addition to our staff also supports more frequent with interventions with small groups during Reading, Math, and Writing instructional blocks.
Instructional Paraprofessionals	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	K – 2 Instructional paraprofessionals provide students with academic support in all content areas and related activities as assigned by teachers' directions. The paraprofessional also collaborates with the teachers to analyze assessment data, plan intervention strategies to meet student needs, and reach the SIP reading, writing, and math goals.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	Increase the percentage of K-5 students performing at proficient and advanced levels on the Reading Inventory (RI) assessment from 43% (219 of 510 students) at the end of 2023 school year to 50% of assessed students by the end of 2024 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
1. Implement and monitor a balanced literacy approach instructional model with a focus on word study, language comprehension, and reading comprehension.	REAP LETRS Heggerty Early Literacy Framework Next Steps Forward in Word Study and Phonics Instructional supplies	Title I CCSD funds Local Funds	August 2023	1. August – September: Teachers will participate in professional learning to support word study, language comprehension, and reading comprehension. 2. September – November: Teachers implement strategies with guided support from ISS's. Follow up professional learning with any teachers needing additional support as identified by data taken by classroom visits. 3. December – May: All teachers implement balance literacy instructional approach as evidenced by walkthrough data Artifacts: Agendas Walkthrough forms Sign in sheet from Professional Learning	**Desired Outcome:** 80% of all teachers accurately implement balanced literacy strategies per walkthrough data. 50% of Students who began instructional/assessment cycle performing in the basic and below basic levels on RI will grow to perform at proficient and advanced stages by the end of the school year. **Evidence**: Walkthrough Forms, and Reading Inventory Data	Instructional Support Specialist Teachers Administrative Team

2. Use data from RI/FRA, ELF, and NSGRA small group assessments to identify needs, implement targeted reading instruction, and monitor progress for primary and intermediate grade students. Provide professional learning and reading resources for Tutors and Teachers.	RI FRA ELF Tutors Small group reading resources	CCSD funds Title I Title I	August 2023	1. August: Teachers and Tutors participate in professional learning to create a vertical approach to targeted reading instruction using NSFGR and student resources. Teachers and Tutors complete beginning of the year assessments. Teachers and ISSs to use data to determine initial flexible groups, create a schedule to provide targeted performance-level support during Cardinal Hour (intervention block) and grade-level support during ELA instructional blocks 2. September – April: Teachers and Tutors follow the schedule and work with flexible groups to provide intervention, instruction, and extension. Educators continue to collect data and collaborate with ISSs to use student information to revise groups and drive instruction. **Artifacts:** RI/FRA data ELF data Tutor formative data Collaboration Agendas	**Desired outcome:** 100% of walkthroughs will show Teachers and Tutors are using strategies aligned to the standards in their flexible small groups. 50% of Students who began instructional/assessment cycle performing in the basic and below basic levels on RI/FRA, and ELF will grow to perform at proficient and advanced stages by the end of the school year. **Evidence:** RI/FRA data ELF data	Instructional Support Specialists Administrative team
3. Teachers in grades K-5 implement strategies to support the instructional needs of students identified as English Learners (EL) and Students with Disabilities (SWD)		Title I County	August 2023	**Implementation:** 1. August - September Teachers participate in professional learning led by specialists of effective strategies for ELs and SWDs. 2. September – November Teachers implement strategies with guided support from ISSs.	**Evaluation of Impact:** 1. 85% of all teachers accurately effective learning strategies with fidelity per walk-through data. 2. At least 50% of students who begin their assessments performing in the beginning and developing stages literacy skills as identified by the RI/FRA, ELF, and NSFGR will grow to perform	Teachers Instructional Support Specialist EL Specialist SWD Specialist

| | | | | Follow up professional learning with any teachers needing additional support.

3. December – May
All teachers implement differentiated learning strategies with fidelity as identified by walk-through data.

Artifacts:
1. Agendas
2. Lesson Plans
3. Walk-through Form | at proficient and above stages by the school-year end.

Evidence:
1. Walk-through data
2. CCCs data summaries of student progress on literacy assessments. | |

GOAL #2	Increase the percentage of K-5 students performing at proficient and advanced levels on the Math Inventory (MI) assessment from 66% (436 of 664 students) at the end of 2023 school year to 71% of assessed students by the end of 2024 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
1. Teachers in grades K-5 participate in professional learning (PL) of conceptually based teaching.	Georgia Mathematical Standards (GMS) Core Resources Math In Practice Text Student Manipulatives Title I District Math Coaches	CCSD CCSD Title I Title I Title I	August 2023	**Implementation:** 1. Beginning of the Quarter Teachers participate in professional learning of conceptual based teaching through the GMS for the quarter. 2. Quarterly PL and collaboration using Math in Practice, Core Package, local and GMS resources to plan and implement instruction with grade-level and vertical language and structure. 3. December-May All teachers implement concept-based math instruction during the quarter with fidelity as identified by walk-through data **Artifacts:** 1. Agendas 2. Walk-through form	**Evaluation of Impact**: 80% of all teachers accurately implement concept-based with fidelity per walk-through data. **Evidence:** Walk-through data	Teachers Instructional Support Specialists
Integrate a specific time during math instruction for students to learn and practice using standards-based number routines (statistical reasoning and math modeling) to build fluency and flexibility.	Georgia Mathematical Standards (GMS) Core Resources	CCSD CCSD Title I	August 2023	**Implementation:** 1. September-October Teachers participate in professional learning (PL) of how to implement number routines with their students. 2. October – January	**Evaluation of Impact**: 80% of all teachers accurately implement concept-based with fidelity per walk-through data. **Evidence:** Walk-through data	Teachers Instructional Support Specialists

	Math In Practice Text	Title I		Teachers implement strategies with guided support from ISS's. Follow up professional learning with any teachers needing additional support as identified by data taken by classroom visits. 3. January – April All teachers implement number routines as evidenced by walkthrough data **Artifacts:** Agendas Walkthrough forms Sign in sheet from Professional Learning	
	Student Manipulatives	Title I			
	Title I District Math Coaches				
3. Teachers use a common teaching and assessment cycle to measure student progress and target instructional next steps.	Georgia Mathematical Standards (GMS) Core Resources Math In Practice Text Student Manipulatives CTLS Assess Professional Learning (PL) Instructional Support Specialists, Title I District	CCSD Title I Title I CCSD Title I	August 2023	**Implementation:** 1. August Teachers participate in professional learning and create formative/common assessment data plans. 2. Quarterly Instruction and Assessment Teacher Teams plan instruction for each unit using CTLS Core Package (GMS) and Math in Practice Texts. Grade-level CTs meet to analyze data, collaboratively score student samples, and inform next steps with whole-group and targeted (small group) instruction. **Artifacts:** 1.Colaborative Team Agendas 2. CT Data templates	**Evaluation of Impact:** 1. Share evidence of student growth from quarterly Collaborative Team data template. 2. At least 50% of students who begin their assessments performing in below level stage writing, as identified by Collaborative Scoring and Write Score Assessment will grow to perform at average and above stages by the end of the school year. **Evidence:** 1. Collaborative Team data summaries of student progress.	Instructional Support Specialists K-5 Teachers Administrative Team

	Coaches, CCSD sponsored PL Job-imbedded professional learning (subs)					

GOAL #3	Increase the percentage of 3-5 students performing at the Monitor and Accelerate Learning levels in writing, as measured by the EOG, from 44% (155 of 352 students) at the end of 2023 school year to 49% of assessed students by the end of 2024 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
1. Teachers in grades K-5 participate in professional learning (PL) in Write Score and Georgia Standards of Excellence (Writing).	Professional Learning (PL) Instructional Support Specialists, Title I District Coaches, CCSD sponsored PL Write Score Job-imbedded professional learning (subs)	CCSD/ Title I Title I Title I	August 2023	**Implementation:** 1. August Teachers engage in virtual and in-person PL with Write Score and ISSs. 2. Quarterly PL and collaboration using Write Score and CTLS resources to plan and implement instruction with grade-level and vertical language and structure. 3. December-May All teachers implement Write Score lessons with fidelity as identified by walk-through data. **Artifacts:** 1. Agendas 2. Walk-through Form	**Evaluation of Impact:** 1. 80% of all teachers accurately implement instruction using Write Score and CTLS writing resources with fidelity per walk-through data. **Evidence:** 1. Walk-Through Data	Administrative Team Instructional Support Specialists K-5 Teachers
2. Teachers use the Write Score and CTLS resources for writing instruction. K-5 students participate in Write Score Assessments to measure student growth.	Professional Learning (PL) Instructional Support Specialists, Title I District Coaches, CCSD sponsored PL Write Score	CCSD/ Title I	August 2023	**Implementation:** Quarterly Instruction and Assessment 1. Grades K-2- Write Score-Teacher Teams plan instruction using Write Score and CTLS resources at least four weeks per quarter. Grade-level CCCs meet twice per quarter, collaboratively score student samples, and inform next steps with whole-	**Evaluation of Impact:** 1. Share evidence of student growth from quarterly Collaborative Team data template. 2. At least 50% of students who begin their assessments performing in below level stage writing, as identified by Collaborative Scoring and Write Score Assessment will grow to	Instructional Support Specialists K-5 Teachers Administrative Team

	Job-imbedded professional learning (subs)	Title I Title I		group and targeted (small group) instruction. In April, all students complete an opinion or informational piece (paper copy) and submit it to Write Score for independent scoring. 2.Grades 3-5 – Write Score- Teacher Teams plan instruction using Write Score and CTLS resources at least four weeks per quarter. At the mid-point of each quarter, grade-level CCCs meet to collaboratively score student samples and inform next steps with whole group and targeted (small group) instruction. At the end of each quarter, all students complete an opinion, informational, or narrative piece via the digital platform and submit it to Write Score for independent scoring. When the feedback returns, teams analyze Write Score assessments to inform any additional instructional support. **Artifacts:** 1.Colaborative Team Agendas 2. CCC Data templates	perform at average and above stages by the end of the school year. **Evidence:** 1. Collaborative Team data summaries of student progress.	

GOAL #4						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	

				Implementation:	Evaluation of Impact:	
				Artifacts:	Evidence:	

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Administrative Team and Parent Facilitator provides resources and supplies, as needed, to ensure students and families have the necessary materials to support mastery of standards.	Student Supplies	Title I
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	ESOL teachers implement targeted instruction using REACH materials and supplemental materials for multi-lingula learners including Imagine Learning to increase vocabulary skills	Chart paper Markers Hands-on literacy and math manipulatives	Title III
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Media Specialist provides instructional materials to ensure the Learning Commons supports literacy by offering diverse content for leisure reading daily.	Books available for checkout	
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Social Worker systematically provides support (food, clothing, school needs, counseling, etc.) when a shelter-insecure or foster family registers their child.	Food Clothing School Supplies	
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Student Support Administrator (SSA) and teachers provide resources to parents to ensure access to content area resources.	Resources to support content learning	Title I

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required <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.	September 13, 2023		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
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.	October 10, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
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.	April 17, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
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: PL#1 9/23/22	PL#2 12/9/22	PL#3 2/17/23	PL#4 4/28/23</u>	September 14, 2023 October 17-20 Conference Week January 18, 2024 April 19, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
4. *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. **Briefly describe the transition activities here:** Rising 6th Graders Parent Meeting- Opportunities offered in Middle School. Counselors assist both parents/families and students in preparation for transitioning to middle school, visits, information meetings, and written information. Rising Kindergarten Opportunities- Clarkdale Elementary School will provide opportunities for Pre-Kindergarten students to have an early print rich environment and math exposure through the ability of activities and resources from our Parent Resource Room. Each semester, our Parent Liaison will invite parents/families of children in the 4-year- old classes at nearby local preschools to an Open House for our Parent Resource Room and will introduce the families to activities and ideas for further developing readiness for kindergarten.	Mach 2023 June 2024		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	***List documents translated for parents:*** Grade-Level Compacts Family-School Engagement Policy	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities **(Must be listed in the school policy)**	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Academic Parent Teacher Teams	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Strategies, information, and school-based activities are provided to improve academic achievement.	Title I	August 15, 2023 October 17, 2023 January 16, 2023 April 16, 2023	RI Parent Survey Goal Setting Forms	Parent Facilitator Teachers Instructional Support Specialist
Academic Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Materials are provided to support school-related activities requested by families to improve students' academic achievement.	Title I	September 23, 2023 October 25, 2023 December 13, 2023 January 24, 2024	Academic night will be monitored through attendance. *Surveys *Sign-sheets	Parent Facilitator Teacher Instructional Support Specialist
Parent-Teacher Conferences	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Parent Facilitator will distribute the School Policy and Parent-Teacher Compact to all Clarkdale Families with translation and interpretation services provided to EL families as needed.	Title I	October 17-20, 2023	Receiver Letters	Parent Facilitator Teachers Instructional Support Specialist

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: Clarkdale 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 and resources including, but not limited to, ESOL resources and PL, READ 180/System 44 resources. Clarkdale will utilize 20-Day /Extended Day funds received from CCSD to provide interventions (i.e., tutoring) for students striving to meet state standards. The Office of Student Assistance will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Our Partners in Education will provide resources (human and financial) to support parent literacy and/or math initiatives. 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. Clarkdale participates in the following CCSD initiatives supported by Title I funds- ELF, LETRS, and READ 180/System 44.

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: Using both quantitative and qualitative data, Clarkdale regularly monitors the implementation of their schoolwide plan. Data from EOGs help to determine the areas of potential growth in the upcoming school year. Qualitative data from parent and staff surveys indicate the school climate and areas that can be improved.

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: As a school, we identify and assess all school practices to align with the Georgia School Performance Standards for Continuous School Improvement. We disaggregate several data sources to determine the overall effectiveness of our instructional program. We consistently review and gather feedback on school practices, procedures, and systems from all stakeholders (students, staff, and parents) to adjust our instructional practices based on student needs and continuous school improvement.

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: Through regular monitoring of the plan, the leadership of Clarkdale Elementary school refines the school wide practices to yield maximum results in student learning.

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: The needs of at-risk students are addressed through small group instruction, our schoolwide remediation/enrichment hour, tutoring, the RTI^2 process, data teams and student-specific interventions. We support the success of our homeless and foster students by providing counselor and social worker support, as well as additional small group instruction, if applicable. ESOL students are given additional support through small group instruction,

vocabulary development, Dual Language Immersion classes in Kindergarten through Fifth Grade, collaboration with the general education teachers to provide SEAMLESS instruction and working collaboratively with the International Welcome Center to provide necessary support. Students with disabilities are supported through their IEP goals and objectives. Special education teachers collaborate with general education teachers to provide SEAMLESS instruction for all students.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

School Response: Clarkdale Elementary School has implemented CCC opportunities for collaboration, data teams, and the RTI[2] process. We continue to provide professional development for teachers to support best instructional practices that focus on differentiated strategies and interventions for all learners, and that include integration of content areas and the arts. There is a plan in place to attract and retain highly qualified teachers through the Clarkdale Hiring Process. We have a collaborative partnership with colleges and universities, particularly Kennesaw State University, to provide field experiences for pre-service teachers, allowing us to identify potentially highly qualified staff members. Once hired, there are varied professional development opportunities for all staff. Our Para University occurs at least quarterly to train all classified support staff in data analysis and strategies to meet student needs. The New Teacher Academy meets monthly to provide training and support for all staff new to our school, beginning teachers as well as those who have taught but not at Clarkdale. Each New Teacher Academy member also has a mentor on the staff. Our CCC grade level groups meet every Wednesday with instructional support specialists to analyze data and determine next steps in teaching, focusing on the four questions. We hold differentiated professional development to address needs identified through data, expressed by the teacher, as well as needs identified by coaches and administration for specific teachers. This includes staff development trainings, observation and coaching of teachers, peer observations, and lesson modeling. We provide support through weekly CCC meetings in assisting teachers with using data to drive instruction. We intentionally afford staff members leadership opportunities in staff meetings, Building Leadership Team meetings, professional development training, etc.

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: Clarkdale Elementary School will provide opportunities for Pre-Kindergarten students to have an early print rich environment and math exposure through the availability of activities and resources from our Parent Resource Room. Each semester, our Parent Liaison/Facilitator will invite parents/families of children in the 4-year-old classes at nearby local preschools to an Open House for our Parent Resource Room and will introduce the families to activities and ideas for further developing readiness for Kindergarten. Counselors assist both parents/families and students in preparation for transitioning to middle school, via visits, informational meetings, and written information.

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)*

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*