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| **School Improvement Action Plan**   |  |  | | --- | --- | | **School Year:** | **2023-2024** | | **School Name:** | **Campbell Middle** | | **Principal Name:** | **Dr. Camille Havis** | | **Date Submitted:** | **June 1, 2023** | | **Revision Dates:** |  | |

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| *District Name* | | Cobb County School District |
| *School Name* | | Campbell Middle School |
| *Team Lead* | | Dr. Camille Havis |
| *Position* | | Principal |
| *Email* | | [Camille.Havis@cobbk12.org](mailto:Camille.Havis@cobbk12.org) |
| *Phone* | | 678-842-6873 |
| **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) | |
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| 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: Meetings were held with the Principal’s Advisory Committee on January 30, 2023; February 27, 2023; March 20, 2023; and April 24, 2023. The committee includes teachers, Title 1 staff, PTSA, and local business representatives. |

**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.

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| Meeting Date(s): | 1/30/23 – 2/27/23 – 3/20/23 – 4/24/23 |

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| **Position/Role** | **Printed Name** | **Signature** |
| Principal | Dr. Camille Havis |  |
| ESOL Teacher | Kiersten Martin |  |
| Title 1 Academic Coach | Jessica Richardson |  |
| PTSA President | Latoya Palmer-Addy |  |
| 7th & 8th grade Parent | Beth Seelinger |  |
| Smyrna City Councilman | Tim Gould |  |
| Business Partner | Shawn Freeman |  |
| Counselor | Alex Gorrell |  |
| Title 1 Parent Facilitator | Dalia Saldierna |  |
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**Comprehensive Needs Assessment Evaluation of Goal(s)**

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(*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).

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| **Previous Year’s Goal #1** | Decrease the percentage of students scoring below proficiency by 5% for grades 6-8 as measured by the August 2002 to May 2023 Reading Inventory. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | In August of 2022 we had 253 students scoring below proficiency on the Reading Inventory for grade 6-8.    In May of 2023 we had 162 students scoring below proficiency on the Reading Inventory for grade 6-8.    **That is a *36%* decrease!** |
| **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? | We had targeted reading support classes for all student scoring below proficiency by quarter. As students met goals for the quarter, we moved them out and moved in other students. We had a targeted school wide writing initiative which required students to breakdown what they were reading and use the RACE strategy for their written response, and all students received feedback from their teachers. We also offered morning tutoring and grade recovery. Finally, an incentive-based program involving a partnership with Zaxby’s for a 5 Finger Meal if students improved their RI score 100 points or more and various other rewards for doing well such as a slushie if you improved between 75 and 100 points, ice cream if you improved between 50 and 75 points, chips if you improved between 25 and 50 points, and finally CMS pencils if improvement was between 1 to 24 points. |

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| **Previous Year’s Goal #2** | Decrease the percentage of students scoring below proficiency by 5% for grades 6-8 as measured by the August 2002 to May 2023 Math Inventory. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | In August of 2022 we had 675 students scoring below proficiency on the Math Inventory for grade 6-8.    In May of 2023 we had 162 students scoring below proficiency on the Math Inventory for grade 6-8.    **That is a *76%* decrease!** |
| **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? | We had targeted math support classes for all student scoring below proficiency by quarter. As students met goals for the quarter, we moved them out and moved in other students. We had a targeted school wide writing initiative which required students to respond to word problem and use the CUBES strategy for their written response, and all students received feedback from their teachers. We also offered morning tutoring and grade recovery. Finally, an incentive-based program involving a partnership with Zaxby’s for a 5 Finger Meal if students improved their MI score 100 points or more and various other rewards for doing well such as a slushie if you improved between 75 and 100 points, ice cream if you improved between 50 and 75 points, chips if you improved between 25 and 50 points, and finally CMS pencils if improvement was between 1 to 24 points. |

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| **Previous Year’s Goal #3** | Decrease the percentage of students incidents by 5% for grades 6-8 as measured by the 2022-2023 discipline data. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | Per the Cobb County Student Information System (CSIS) we had a ***11.2%*** decrease in the percentage of student incidents. |
| **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? | In terms of success, we did a lot of student incentives through PBIS, Fresh Air Fridays, and PTSA Celebrations where students had to earn their way into the events by not receiving discipline consequences each month. We will continue to provide students with training on being respectful, responsible, and safe, and embodying the 10 IB character traits. We also continued with interventions such as counselor led groups and restorative practices (circles and conferences). Finally, the first Friday of every month was dedicated to grade level admin talks where each administrator reminded students of upcoming events and addressed any grade level specific issues. |

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| **Previous Year’s Goal #4** |  |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? |  |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? |  |
| 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)**

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| **Data** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | **95% of students pass ELA** on their report card.   * **Understanding literary texts** * **Drawing an inference**   Moby Max, Flocabulary and IXL are used in and out of the classroom thanks to the laptops. | Not enough students attend grade recovery.   * **Informational text vocab** * **Writing on topic**   We have less than 10% of students not opting in for a laptop. | Synergy Report Card  Common Formatives  Reading Inventory  Grade Recovery Data  Software Data |
| **Math** | **89% of students pass Math** on their report card.   * **Solving simple operations** * **Solving multi-step equations**   Moby Max, Dream Box and IXL are used in and out of the classroom thanks to the laptops. | Not enough students attend morning tutoring.   * **Reading math word problems** * **Written response to problems**   We have less than 10% of students not opting in for a laptop. | Synergy Report Card  Common Formatives  Math Inventory  Grade Recovery Data  Software Data |
| **Science** |  |  |  |
| **Social Studies** |  |  |  |
| **Discipline / School Climate Data** | Skipping is no longer in the top 10 for discipline. They are coming to class.    Incentives for the month of May kept a lot of students from receiving discipline in May. | Our top discipline continues to be inappropriate horseplay.    We had nothing in March in terms of a behavior incentive and will work to correct with field trips. | CSIS Discipline Data    PBIS Rewards App |
| **Professional Learning**  What’s been provided?  What is the impact? | We continue to send teachers to IB training, PBIS training, and state subject area trainings.  This has assisted with better lesson planning and more engagement strategies. | We need a complete retraining on the PBIS Rewards APP for **parents.**  If parents are regularly checking this, they can see how their student is behaving in various classes. | PBIS Usage Reports  Quarterly Grade Reports |
| **Other** |  |  |  |

**Comprehensive Needs Assessment – Summary of Findings (Student Groups)**

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| **Data** | **Student Groups** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | GAPS are being closed via Reading Support classes. All student groups from below basic to basic, as well as basic to proficient AND proficient to advanced! | Economically disadvantaged students do not attend morning grade recovery due to transportation issues. | Synergy Student Rosters  Reading Inventory  ACCESS Testing  Grade Recovery Data  Software Data |
| **Math** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | GAPS are being closed via Math Support classes. All student groups from below basic to basic, as well as basic to proficient AND proficient to advanced! | Economically disadvantaged students do not attend morning grade recovery due to transportation issues. | Synergy Student Rosters  Math Inventory  ACCESS Testing  Grade Recovery Data  Software Data |
| **Science** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |
| **Social Studies** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |
| **Discipline / School Climate Data** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | 42% decrease in insubordination    42% decrease in class disruption    38% decrease in fights | Cell phone use referrals rose 95% because we asked teachers to write the referral when it perhaps should be a phone call home and following PBIS steps? | CSIS Discipline Data    PBIS Infractions |
| **Professional Learning** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | More teachers became certified in ESOL and completed advanced degrees.  Software training on IXL, Dreambox, Flocabulary, Moby Max. | PBIS is not utilized with fidelity **by parents** to understand classrooms issues (like cell phones) that their students may be experiencing across teachers leading to a decline in learning. | End of year certifications list  End of year degrees list    Software Usage Reports  PBIS APP reports |
| **Other** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |

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| **Statement of Concern #1** | **All students are not able to read and write at or above grade level.** |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Our student population has groups at various band levels based on how they came to us in sixth grade or moving in from another school setting in 7th and 8th grades. Students that are severely below basic might not gain the number of points to be proficient, but if they stay with us, we should be able to grow them to towards proficiency, thus placing them that much closer to being on grade level. In addition, students who are with us and are already proficient, should be pushed to the advanced level. The entire system is about growing students, even those that are advanced can grow more. The teachers also need to feel that they can move all students, not just the bubble students. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Our academic intervention block has to be more targeted to meet the needs of the gaming generation. We can gamify this block through our IB program and our new STEAM initiative. We can do true interdisciplinary planning, teaching and assessment through this block, while assisting students with writing using Minecraft and research techniques. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Teachers need professional learning in interdisciplinary understanding, gaming for education, STEAM strategies, and Minecraft using the Cobb Teaching & Learning System to improve writing. |
| **Contributing Factors**  **(Outside of control)** | **Students who frequently move schools due to parent transiency, as well as students who don’t go to school due lack of parent control, and students who are more concerned with social media due to peer influences.** |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | **Increase the number of students moving up one band level on the Reading Inventory for grades 6-8 by 250 students.** |

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| **Statement of Concern #2** | **All students are not solving math problems at grade level.** |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Our student population has groups at various band levels based on how they came to us in sixth grade or move in from another school setting in 7th and 8th grades. Students that are severely below basic might not gain the number of points to be proficient, but if they stay with us, we should be able to grow them to basic, thus placing them that much closer to being on grade level. In addition, students who are with us and are already proficient, should be pushed to advanced level. The entire system is about growing students, even those that are advanced can grow more. The teachers also need to feel that they can move all students, not just the ones below basic via instruction. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Our academic intervention block has to be more targeted to meet the needs of the gaming generation. We can gamify this block through our IB program and our new STEAM initiative. We can do true interdisciplinary planning, teaching and assessment through this block, while assisting students with coding using Minecraft and how math is present in Science, Technology, English, and the Arts. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Teachers need professional learning in interdisciplinary understanding, gaming for education, STEAM strategies, and Minecraft using the Cobb Teaching & Learning System to improve their math. |
| **Contributing Factors**  **(Outside of control)** | **Students who frequently move schools due to parent transiency, as well as students who don’t go to school due lack of parent control, and students who are more concerned with social media due to peer influences.** |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | **Increase the number of students moving up one band level on the Math Inventory for grades 6-8 by 250 students.** |

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| **Statement of Concern #3** | **All students are not following the basic rules of being responsible, respectful, and safe.** |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The students need explicit instruction on how to manage themselves in a school setting when they are lacking that support at home, or when they are experiencing issues with other students, or if they are simply adjusting to being in middle school. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Teachers, parents, and students need to utilize the PBIS Awards App more effectively as another form of communication to assist students who struggle with behavior. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Teachers need to provide International Baccalaureate lessons that promote MYIB global mindedness and the IB traits. In addition, there needs to be lessons on being responsible, respectful, and safe. And finally, students need to hear directly from administration and counselors regarding behavior expectations, coping skills, and school wide incentives. |
| **Contributing Factors**  **(Outside of control)** | Many students come to us with discipline issues noted in their discipline tracker from elementary school or transferring to our school with discipline issues from other middle schools. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | **Decrease the number of student offenses / incidents for grades 6-8 by 50 students through explicit instruction.** |

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| **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*** |  |

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| **School Improvement Goals**  ***Include goals on the parent compacts and policy*** | |
| **Goal #1** | **Increase the number of students moving up one band level on the Reading Inventory for grades 6-8 by 250 students.** |
| **Goal #2** | **Increase the number of students moving up one band level on the Math Inventory for grades 6-8 by 250 students.** |
| **Goal #3** | **Decrease the number of student offenses / incidents for grades 6-8 by 50 students through explicit instruction.** |
| **Goal #4** |  |

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| **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?** |
| MATH Teacher | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The teacher will support an identified group of below proficiency students by providing foundational math skills to meet the standards for the grade level. This teacher will work with students daily to get them to a basic understanding of the grade level math content to successfully function in the regular classroom. The teacher will use the appropriate software to individualize student content to improve comprehension and help close learning gaps. |
| ELA Teacher | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The teacher will support an identified group of below proficiency students by providing foundational reading and writing skills to meet the standards for the grade level. This teacher will work with students daily to get them to a basic understanding of the grade level ELA content to successfully function in the regular classroom. The teacher will use the appropriate software to individualize student content to improve comprehension and help close learning gaps. |
| ½ MATH Teacher | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The teacher will support an identified group of below proficiency students by providing foundational math skills to meet the standards for the grade level. This teacher will work with students daily to get them to a basic understanding of the grade level math content to successfully function in the regular classroom. The teacher will use the appropriate software to individualize student content to improve comprehension and help close learning gaps. |
| Parent Facilitator | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Communicate and share the Parent Compact with all stakeholders, the school wide reading, writing, and math strategies of the academic intervention block, CMS Open House, academic nights, and meetings with the parent engagement committee. |

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| **GOAL #1** | **Increase the number of students moving up one band level on the Reading Inventory for grades 6-8 by 250 students.** | | | | | |
| **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** |
| Schoolwide implementation of reading and writing strategies, and targeted tutoring support, the Academic Enrichment Block:    Reading: Vocabulary, predicting,  rereads, think aloud, inferring,  skimming/scanning, summarizing  Writing: RACE & CER    Tutoring: Morning tutoring for ELA  and the Writer’s Workshop  Academic Enrichment Block:  Redesigned to gamify reading, writing  and research though the following:  Minecraft Mondays, STEAM Tuesdays  and IB Thursdays for global water  issues (6th grade = Water, Water  Everywhere / 7th grade = Water as Life  / 8th grade Water at Home)    Provide professional learning on the strategies, along with classroom support and modeling for all teachers needing additional training via walk thru data and lesson plan checks. Additional professional learning will include ELA targeted conferences, as well as IB workshops aligned to reading/writing. Along with professional learning on gamifying the classroom via Minecraft. | Morning Tutoring Teacher    Classroom materials: writing prompts, classroom libraries, anchor charts    Professional learning on writing strategies  & Minecraft    District ELA Trainings    IB Reading & ELA Workshop & Conferences    GA Council of ELA Teachers Conference | Title I  Funds      District  Funds                Local School Funds        District Funds    Title 1 Funds          Title 1 Funds | August 2023 | **Implementation:** Coaches and department lead will check weekly lesson plans outlined in the IB unit plans to ensure strategies are used.    Coaches will observe strategies in action and identify professional learning needs.  They will use a shared space to look at data across the grade levels and provide PL (local, district, and beyond) that is relevant.    Leadership team will discuss the implementation of these strategies to determine where support and the expectations for implementation should be provided.        **Artifacts:**  lesson plans, walk through data, CCC agendas | **Evaluation of Impact:** Grade levels will discuss impact of strategies during CCCs as seen on Common Formative / Summative Assessments.  Meeting minutes will specifically indicate which strategy was used and the potential impact on student achievement.        **Evidence:**  CTLS Score Reports, student writing samples, summarized formative assessment data | ELA Teachers  Instructional Coaches  ELA Admin |
| English Language Arts teachers will preview vocabulary prior to reading and conference with students monthly to discuss independent reading.  Flocabulary will be implemented in all ELA classrooms to support vocabulary instruction. | Flocabulary | District Funds | August 2023 | **Implementation:**  Lesson plan and student portfolios will be reviewed by Title I coaches every two weeks to ensure vocabulary is being taught consistently.        **Artifacts:**  Lesson plans, student portfolios | **Evaluation of Impact:**  Student vocabulary scores will increase as evidenced by RI scores, Flocabulary usage reports and common formative vocabulary tests.  Teachers will discuss vocabulary improvement at CCCs monthly.    **Evidence:**  Flocabulary usage report, summarized vocabulary assessment data, CCC minutes | ELA Teachers  Instructional Coaches  ELA Admin |
| Differentiate ELA instruction for remedial, on level and enrichment students.  Software programs IXL ELA and Moby Max will be implemented with fidelity as a supplemental resource to meet the various needs of all learners. | IXL ELA      Moby Max | Title 1 Funds    Title 1 Funds | August 2023 | **Implementation:**  Academic coach will monitor the usage reports for all software programs to ensure implementation with fidelity.  Usage reports will be reviewed monthly during admin team meetings and teacher recognitions for program usage will be highlighted monthly.    **Artifacts:**  Usage reports to be reviewed to ensure implementation with fidelity    Plans showing where IXL and/or Moby Max is being used. | **Evaluation of Impact:**  Growth reports for all software programs will be monitored monthly and discussed by teachers in CCCs.  Academic coaches and content leads will continue to provide professional learning for best strategies as needed.      **Evidence:**  RI and software growth reports reviewed to ensure positive impact of software, CCC minutes | ELA Teachers  Instructional Coaches  ELA Admin |
| Identify students using RI reports to provide intentional and targeted support through multiple interventions:    Reading Support Class – Students with an RI score in the lowest 25 percentile will be scheduled into Read 180        Morning tutoring - Students with an RI score below proficiency will be invited to tutoring.  Writers Workshop will also be implemented for identified students struggling with writing skills.    Quarterly grade recovery - Students with a grade of 65% to 69% will be offered the opportunity to make up work to improve the final grade. | Reading Support  Teacher & Read 180 materials      Morning Tutors    Coaches for Grade Recovery | District Funds    Title I        District Funds    20-day funds | August 2023 | **Implementation**: Instructional Coach will work with the school scheduler to ensure the right students are offered Read 180 services.  Coaches will monitor Tutoring and Grade Recovery Sign-in sheets to determine if the intervention is being utilized by students.    Coaches will create an incentive program for student growth after each administration of the assessment.    **Artifacts/Evidence**:  Read 180, tutoring and Grade Recovery rosters. | **Evaluation of Impact:**  Read 180 will be reviewed with teacher and admin every two weeks and instruction will be revised accordingly. RI data will be reviewed after each administration to see trends.  Classroom assessments will be monitored for students participating in tutoring to determine the impact of tutoring and if revisions are needed.  Additionally, the percentage of students attending grade recovery who earned a higher grade will be reviewed.    **Evidence:**  RI scores, classroom assessments, and Read 180 Growth Reports. | Reading Support Teachers    ELA Teachers  Instructional Coaches  ELA Admin |

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| **GOAL #2** | **Increase the number of students moving up one band level on the Math Inventory for grades 6-8 by 250 students.** | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| Teachers will receive consistent training on the new/ revised math standards for the 2023-2024 school year.  Training will be conducted by district-level coaches and will focus on unpacking standards, addressing misconceptions, and incorporating new strategies.    Teachers will receive training on how to effectively utilize 360 math boards as a tool to increase student understanding, as well as to create collaborative space for students and a way to monitor student understanding through immediate formative assessments.    Teachers will receive training on the use of math manipulatives by students.    Provide professional learning on the strategies, along with classroom support and modeling for all teachers needing additional training via walk thru data and lesson plan checks. Additional professional learning will include Math targeted conferences, as well as IB workshops aligned to math.  Academic Enrichment Block:  Redesigned to gamify math and coding though Minecraft Mondays and STEAM Tuesdays. | District Level Coaches              District Level Coaches      360 White Boards      Math Manipulatives    District Level training    IB Math Workshops Conferences  GA Council of Math Teachers Conference  ITSE Conference | District                District        District          District  Title 1    Title 1      Title 1 | August 2023 | **Implementation:** (*standards review)* - Teachers will receive training during the beginning of each quarter.  *(Manipulatives) -*  Walkthrough evaluations    Math lessons will be aligned to new standards.    **Artifacts:**  Review of lesson plans  Walkthrough evaluations  PL sign-in and response forms    Implementation (360 boards): Teachers will receive one training during the 1st and 2nd semesters on 360 board usage. | **Evaluation of Impact:**  Teachers will have a better understanding of the updated math standards as well as the strategies that will best increase student learning of standards.      **Evidence:**  CCC minutes  Lesson plans  Classroom activities  Summative and formative assessment results | Instructional Coaches  District Coaches  Math Admin  CCC Lead  Math Dept. Lead |
| Improve problem-solving skills using the 3 Read (understand the context, understand the math, and design a plan to solve the problem) Strategy.  All students will use this process when solving word problems.        Teachers will train students to effectively use the calculator and other manipulatives for more complex problems (including fractions / square roots / etc.).    Teachers will integrate unit vocabulary into weekly assessments. | 3 – Read training by instructional coaches.    3- Read template    Manipulatives | District                District  Title 1 | August 2023 | **Implementation:** Teachers will receive training, templates, and classroom posters that explain the use of 3-Read in the math classroom.        **Artifacts:** Lesson plans, walk-through data | **Evaluation of Impact:**   Grade levels will discuss the impact of strategies during CCCs as seen on Common Formative / Summative Assessments.  Meeting minutes will indicate which strategy was used and its impact on student achievement    **Evidence:**  CTLS Score Reports, CCC meeting minutes summarizing data | Instructional Coaches  Math Teachers  Math Admin  CCC Lead |
| Utilize software packages – IXL and Moby Max to support math literacy in 21st-century classrooms. These programs provide differentiation for remedial, on-level, and enrichment purposes for Math teachers. These are additional resources for teachers to use to ensure student success. These programs are aligned with GA standards and content-specific math literacy skills. Students can use the programs to help them acquire test-taking  skills.    Teachers will receive training each quarter on IXL and Moby Max. | IXL Math      Moby Max                  Instructional Coaches and software rep | Title 1 Funds    Title 1 Funds      Title 1 | August 2023 | **Implementation:** The usage of software packages will be monitored by instructional coaches.  Monthly review of reports will be reviewed with both CCC’s and the administrative team.        **Artifacts:**  Usage Report and updated monthly monitoring sheet  PL Sign in sheet | **Evaluation of Impact:**  Growth reports for all software programs will be monitored monthly and discussed by teachers in CCCs.  Instructional coaches, software representatives, and teacher leaders will provide professional learning on best practices and implementation strategies as needed.  **Evidence:**  MI Growth Reports, Interim data, CCC unit test data | Instructional Coaches  Math Teachers  Math Admin  CCC Lead |
| Identify students using MI reports to provide intentional and targeted support through multiple interventions:    Math Support class – Students with an MI score in the lowest 25 percentile will be scheduled into Math Support.    Morning tutoring - Students with an MI score below proficiency will be invited to tutoring.  Quarterly grade recovery - Students with a grade of 65% to 69% will be offered the opportunity to make up work to improve the final grade. | Math Support  Teacher #1    Math Teacher  Teacher #2      Morning Tutors  Dream Box Materials    IXL Math    Moby Max    Grade Recovery Teacher | Title 1        Title 1        Title 1        20-day fund | August 2023 | **Implementation**: Instructional Coach will work with the school scheduler to ensure the right students are offered Math Support services.  Coaches will monitor Tutoring and Grade Recovery Sign-in sheets to determine if the intervention is being utilized by students.    Coaches will create an incentive program for student growth after each administration of the assessment.    **Artifacts/Evidence**:  Math Support, tutoring and Grade Recovery rosters.  Dream Box, IXL usage, Moby Max usage, tutoring and Grade Recovery rosters. | **Evaluation of Impact:**  Usage reports and number of students signing in for daily tutoring on rooster.      **Evidence:**  Growth measures from Dream Box, IXL, and Moby Max. | Instructional Coaches  Math Support Teacher  Math Admin |

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| **GOAL #3** | **Decrease the number of student offenses / incidents for grades 6-8 by 50 students through explicit instruction.** | | | | | |
| **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** |
| Reinforcing staff training on PBIS so that we can deliver explicit lessons and examples of being safe, responsible, and respectful as part of PBIS to improve school safety and promote positive behavior. Staff and students following PBIS will be rewarded with incentives. Lessons will be do through:    Structured Morning Advisement  PBIS Wednesdays  Safe & Responsible Fridays   * Monthly Counselor Talks * Monthly Admin Talks * Monthly Drills * Turn It in Monthly | PBIS APP, Trainings & Workshops, Conferences    PBIS Lessons  Restorative  Circles Training & Conferences | Title 1    Local Funds        PBIS Funds  Local Funds    District Funds & Title 1 | August 2023 | **Implementation:**  PBIS Committee will plan weekly school-wide lessons to engage students during homeroom advisement period.    Homeroom teachers will train students how to access the PBIS reward system for independent monitoring, goal setting, and self-regulation.    **Artifacts**:  PBIS Lesson Plans | **Evaluation of Impact:**  Administrators will review CSIS Discipline System weekly with PBIS Committee to implement positive behavioral strategies.    Strategies used will be discussed as a school community and/or grade level for overall effectiveness.      **Evidence**:  PBIS Infractions CSIS Discipline System | Counselors    PBIS Committee    Assistant Principals  Grade Level Leads |
| Parent training on the PBIS App so they can utilize the information found in the app to support students at home with behavior. | PBIS APP & Monthly Reminders via the principal’s newsletter | Title 1  District Funds | July 2023 | **Implementation:**  Distribution of information from the PBIS Committee at all incoming parent events.  **Artifacts:**  Principal newsletters, handouts from open house, sneak-a-peek, and conference week. | **Evaluation of Impact:**  Administrators will review available parent data regarding login and discuss with parents how to access this information.  **Evidence:**  PBIS Infractions CSIS Discipline System | PBIS Committee    Assistant Principals  Grade Level Leads |
| Mentor program:  Students with high incidents will be placed with a staff mentor. They will meet weekly as a check in to determine their goals. Mentors will also serve as an advocate for those students to help guide them through difficult days. | Mentor / mentee training and meetings | Local funds | August 2023 | **Implementation**: A mentor leader will identify students with high incidents based on last year’s data as well as throughout the year. The leader will pair students with an adult mentor, and they will meet weekly.    Mentors will fill out a log of what they have discussed.    **Artifacts:** Mentor logs | **Evaluation of Impact:**  Administrators and the mentor leader will review CSIS Discipline data weekly for these students in the program to determine next steps. This will determine if the program is effective for each student.      **Evidence:** CSIS Discipline System data | Mentor Leader    AP over student mentors |
| Students are explicitly taught the ten IB Traits for global mindedness as well as the Approaches to Learning Skills to promote personal intellectual, emotional, and social growth by implementing the International Baccalaureate Program frameworks. | IB Framework | Local School | Ongoing | **Implementation**:  The committee will plan weekly school-wide lessons to engage students during the homeroom advisement period.  Academic coaches will work with teachers to create interdisciplinary unit plans that include the ATL skills and Learner Profiles.  Coaches will create weekly lessons for teachers to explicitly teach IB traits and ATL skills.    **Artifacts/Evidence**: Lesson plan, IB projects, student reflections | **Evaluation of Impact:**  Administrators will review CSIS Discipline System and PBIS Database weekly to implement positive behavioral strategies. Each month a student will be identified for exhibiting the IB trait.  Grade level will discuss the implementation and impact of ATL skills and IB traits.  Meeting minutes will specifically indicate which skill/trait was used and the potential impact on student success.      **Evidence:**  CCC minutes | Teachers    MYP IB Coordinator    MYP IB Admin    MYP IB Committee |

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| **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: |  |
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| **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 | Check & Connect is an intervention used with students who show warning signs of disengagement with school, such as poor attendance, behavioral issues, and/or low grades. The "**Check**" component refers to the process where mentors systematically monitor student absences, tardies, behavioral referrals, and grades. The "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence | Check and Connect | Title I and District Funds |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Sources of Strength is a suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. This model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard, they have strengths and peers to rely on. | Sources of Strength | District Funds |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Restorative Practices is a social science that studies how to strengthen relationships between individuals as well as social connections within the school. **Circles** proactively builds the skills individuals need when conflicts arise because they give every individual the opportunity to speak and be heard. **Conferences** aremediated dialogue between individuals and those responsible for causing the issue. | Restorative Practices | Title I |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | PBIS Rewards is a system that assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. | PBIS Application | Title I |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Teacher Mentors are committed to their students and teaching. Members interact regularly while reflecting and refining, sharing stories, and problem-solving together. Mentorship has the power to impact the course of students’ academic and personal life trajectories. | Teacher Mentors | Local Funds |

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| **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*** State of the School 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. | 9/21/23 |  | 1  4  2  5  3  6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023  ­Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds. | 10/20/23 |  | 1  4  2  5  3  6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) – Deadline April 30, 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. | 3/26/24 |  | 1  4  2  5  3  6 |
| ***4. Required*** FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)  Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  Deadlines: PL#1 9/22/23 | PL#2 12/8/23 | PL#3 2/16/24 | PL#4 4/26/24 | 9/5/23 |  | 1  4  2  5  3  6 |
| 11/7/23 |  |
| 2/6/24 |  |
| 4/9/24 |  |
| ***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. **Briefly describe the transition activities here:**  Rising 6th Grade Boot Camp  Sneak-A Peek  Open House  8th Grade Parent Night  Rising 6th Grade Parent Night | 7/17/23  7/28/23  8/22/23  9/21/23  3/5/24 |  | 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:***  Parent Compact  Weekly Newsletter  Conference Week  Emails | | 1  4  2  5  3  6 |

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| **School Developed Family Engagement Activities *(Required for “Shall’s” 2 and 6)*** | | | | | | | |
| **School Developed Family  Engagement Activities**  **(Must be listed in the school policy)** | **“Shall” Addressed** | **Goal(s) Addressed** | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Date** | **How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.** | **Team Lead** |
| * Open House * Title I Night | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | Handouts  Brochures | CCSD  CCSD | August 2022  Sept. 2022  March 2023 | Sign-in Sheet | APs  Coaches  Grade Level  Lead |
| * Family-Teacher Conferences * Family STEAM Night | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | RI/MI Scores  STEAM Curriculum  Lite Snacks | CCSD  CCSD  Title 1 | October 2022  February 2023 | Sign-in Sheet | APs  Coaches  CCC Subject Lead |
| * Campus Clean Up * Volunteering within the School | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | Campus Clean Up  IB 8th Grade Project Grading | Local  Local  Local | October 2022  February 2023  March 2023 | Sign-in Sheet | APs  Coaches |

**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”)

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| **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**:  READ 180 is a district initiative, as well as the math and reading support classes have provided for additional teaching positions. Title 1 positions have specific training for teachers and instructional coaches. |
| **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**:  The reading and math inventory are reviewed quarterly and reflected upon by subject area professional learning communities and administration to determine progress toward school goals in ELA and Math. In addition, course data (summative assessments and grades) are used in conjunction to ensure alignment. |
| 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 periodic review of data is compared to the end of year data goal and determined whether to be on target with the desired growth for the remaining time of the year. |
| 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**:  We revise the goals for achievement if exceeding or the implementation of additional programs when not on track. |
| **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**:  We have RTI training, and meetings, and counselor programs that address disciplinary needs based on PBIS. |
| 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**:   * Mentor support from veteran teachers to those teachers that are new to our building * Instructional Coaching for any other teacher in need of support * Weekly collaborative team meetings focused on instruction and common assessment data * Targeted professional learning - facilitated by the academic coach * Monthly school-wide research-based instructional strategies presented by teacher leaders * Monthly instructional technology trainings * District - ESOL instructional trainings * IB Professional Learning with the IB Coordinator |
| 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**:   * 8th Grade Articulation and Vertical Alignment with 9th grade teachers * 8th Grade Magnet Presentation * 8th Grade CITA Presentation (Cobb Innovation and Technology Academy) * 8th Grade Career Cruising and Reality U * 8th Grade High School Art is offered for H.S. credit * 8th Grade High School Algebra 1 is offered for H.S. credit * 8th Grade High School Physical Science is offered for H. S. Credit * 8th Grade High School Spanish is offered for H. S. Credit * 8th Grade High School French is offered for H.S. Credit * Rising 6th Grade School Visits in March * Rising 6th Grade Informational Night |
| 16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)* |
| **SCHOOL RESPONSE**: |
| **Comprehensive Needs Assessment** – *Section 1114(b)(1)(A)* |
| 17. Cobb County’s schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1* |