Georgia Department of Education

School Improvement Action Plan

School Year:	**2023-2024**
School Name:	**Fair Oaks Elementary**
Principal Name:	**Cathie Seibert**
Date Submitted:	**June 5, 2023**
Revision Dates:	**4/28/23, 5/11/23, 5/24/23, 6/1/23**

District Name	Cobb County School District
School Name	Fair Oaks Elementary
Team Lead	Cathie Seibert
Position	Principal
Email	Cathie.seibert@cobbk12.org
Phone	678-594-8080 x 010

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). *References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]*
School Response: The development of our SY2024 Title I School Improvement Plan included participation and input from school administrators, teachers, paraprofessionals, business leaders, and families. The guiding coalition team began by reviewing the data from the SY2023 school year. Data was pulled from the following sources to determine our strengths and weaknesses: RI Data, MI Data, EOG, Report card and common assessment, Discipline data, Counseling/Social Worker Data. The team discussed our priorities for the 2023-2024 school year to best support our student's instruction. The Title 1 parent survey was also reviewed with staff to provide parent input based on strengths and weaknesses. The comprehensive needs assessment CNA was reviewed with the Guiding Coalition for feedback. Revisions were applied and submitted for approval. The Guiding Coalition monitors the implementation of our plan throughout the school year. The announcement for the meeting was posted in our parent newsletter and shared out for three weeks consecutively prior to the meeting.

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):	

• Position/Role	• Printed Name	• Signature

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1

The percentage of students scoring proficient and advanced on the Reading Inventory will increase by 15% from August 2022 to May 2023 in Grades 2 through 5.
Kindergarten- 40% of kindergarten students will score a Level D or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 21% of K grade students were reading at Level D)
1st grade- 45% of first grade students will score a Level I or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 23% of 1st grade students were reading at Level I)

Was the goal met? ☐ **YES** ☒ **NO**

What data supports the outcome of the goal?

Reading Inventory Data percentages of proficient and advanced students from August 2022 to current data May 2023

BOY (358 total students)					EOY (518 total students)					
Grade	Advanced	Proficient	Basic	Below Basic	Grade	Advanced	Proficient	Basic	Below Basic	Growth
					K (9)	1=11%	=%	8= 89%	=%	+11%
1st (4)	= %	= %	4=100%	=%	1st (45)	= %	13= 29%	32= 71%	=%	+13%
2nd (23)	= %	3= 13%	10=43%	10=43%	2nd (114)	10= 9%	20= 18%	17= 15%	67=59%	+24%
3rd (117)	= %	12= 10%	14=12%	89=76%	3rd (122)	6= 5%	26=21%	38=31%	52=43%	+16%
4th (96)	= %	8= 8%	10=10%	78=81%	4th (102)	1= 1%	23=23%	23=23%	55=54%	+16%
5th (118)	7= 6%	16= 14%	28=24%	67=57%	5th (126)	15= 12%	26-21%	30=24%	55=44%	+12%
Totals	46 =13 % students		310 =87% students		Totals	141= 27% students		377= 73% students		+14%

JRA Reading Levels

BOY (682 total students)					EOY (721 total students)					
Grade	Above	On	Approach	Below	Grade	Above	On	Approach	Below	Growth
Kinder (116)	2= 2%	0= %	0=%	114=98%	Kinder (126)	8= 6%	26=21%	20=16%	72=57%	+25%
1st (134)	0= %	0= %	3=2%	131=98%	1st (135)	37= 27%	11=8%	16=12%	71=53%	+35%
2nd (109)	3= 3%	5=5 %	3=3%	98= 90%	2nd (120)	32= 27%	17= 14%	5=4%	66=55%	+33%
3rd (117)	4= 3%	11= 9%	3=3%	99= 85%	3rd (118)	31= 26%	16= 14%	8= 7%	63= 53%	+28%
4th (95)	3= 3%	11=12 %	4=4%	77=81%	4th (100)	14= 14%	10=10%	6=6%	70=70%	+9%
5th (111)	10=9%	15= 14%	14=13%	72=65%	5th (122)	29=24%	24=20%	12=10%	57=46%	+20%
Totals	64 = 9% students		618 = 91% students		Totals	255= 35% students		466= 65% students		+26%

Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	The goal has not been met in Grades K-5. The following are actionable strategies that will be put in place: Early Learning Framework Training K-3 Implementation of the science of reading UFLI lessons in K-2 UFLI intervention groups for Grades 3-5 Syllabication Professional Learning for Grades 3-5 Professional Learning: Integration of content using unit plans with focus on content vocabulary 20-day tutors and Title 1 tutors Saturday school tutoring Implementing Technology: Imagine Learning 30-minute block 5 days a week W.I.G.S. family nights to set reading goals Enrichment Specialists to support enrichment in Grades K-5 ELA teachers for Grades 3 will receive Orton Gillingham Training (IMSE)
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	The percentage of students scoring proficient or advanced on the Math Inventory K-5 will increase by 15% from Aug. 2022 to May 2023.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	Math Inventory Data percentages of proficient and advanced students from August 2022 to current data May 2023

BOY (696 total students)					EOY (732 total students)					
Grade	Advanced	Proficient	Basic	Below Basic	Grade	Advanced	Proficient	Basic	Below Basic	Growth
Kinder (120)	= %	= %	10=8%	108=90%	Kinder (125)	6= 5%	20= 16%	39= 31%	60= 48%	+21%
1st (132)	= %	7=5 %	28=21%	97=73%	1st (137)	33= 24%	32=23%	43=31%	29=21%	+42%
2nd (113)	= %	4= 4%	25=22%	83=73%	2nd (120)	28=23%	30=25%	36=30%	26=22%	+44%
3rd (117)	= %	10= 9%	28=24%	79=68%	3rd (122)	11= 9%	50=41%	19=16%	42=34%	+41%
4th (96)	4= 4%	7= 7%	32=33%	53=55%	4th (102)	28= 27%	27= 26%	29=28%	18=18%	+42%
5th (118)	= %	9= 8%	24=20%	84=71%	5th (126)	18= 14%	48= 38%	26= 21%	34= 27%	+44%
Totals	41 =6 % students		651 = 94% students		Totals	331 = 45% students		401 = 55% students		+39%

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?	The goal was met in Grades K-5. The following are actionable strategies that are in place and will be continued to sustain progress: Math Workshop Model Procedures Implementation of 3 Act tasks Professional Learning on New Math Standards 20-day tutors and Title 1 tutors Saturday School Tutoring Enrichment specialist in K-5

	Teachers on Special Assignment (3rd and 5th grades) Hired and funded one 2nd Grade and one 3rd Grade teacher to decrease class size Implementing Technology: Dream Box in small groups; Progress Learning W.I.G.S. family nights to set math goals

Previous Year's Goal #3	Excessive absences (15 or more days) will be decreased by 50% from the 2022 school year to the 2023 school year. (241 students have 15 or more absences in the 21-22 school year which is 32% of the school enrollment)
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	There are 28 K-5 students with 10 or more unexcused absences, which is a decrease of 88% (213 students) from the previous school year. CSIS attendance data Discipline Report
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?	The following actionable strategies will be continued to address the number of students with excessive absences next year: Attendance initiatives – Count Me in Program; NBA NFL (Never Been Absent, Never Found Late) Attendance ceremonies Phone calls to high absentee student homes Parent meetings and workshops for attendance concerns

	Meeting with parents regarding attendance concerns Closing the gap through the counseling department (interventions with students and parents) PBIS

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	14% growth in Reading Inventory scores from beginning of year to the end of the year. 54 K and 1st Grade students have taken the RI this year. 141 (27%) of the 518 students in K-5 taking the Reading Inventory are reading on or above level. 26% growth in Jan Richardson Assessment for students in k-5 from the beginning of the year to the end of the year. 255 (35%) of students in K-5 are on level or above according to the Jan Richardson Assessment.	377 (73%) of students are reading below or below basic according to the Reading Inventory. 466 (65%) of students are reading below level according to the Jan Richardson Assessment. Students in Grades 1-5 have difficulty in writing standards 1-4 based on quarterly interims.	Jan Richardson Reading Assessments Interim Assessments ELF Assessments (Grades K-2) CCC notes Reading Inventory
Math	39% growth in Math Inventory scores from the beginning of the year to the end of the year. 331 (45%) of students in K-5 are advanced or proficient on the Math Inventory.		Math Inventory Interim assessments CCC notes

			Georgia Milestones
Science	Integration of STEM activities through quarterly STEM days.	Further integration of science in weekly plans.	Science Milestones Science Interims
Social Studies		Further integration of social studies in weekly plans.	Social Studies Interims
Discipline / School Climate Data	There are 28 K-5 students with 10 or more unexcused absences, which is a decrease of 88% (213 students) from the previous school year due to full day social worker.		Attendance data
Professional Learning What's been provided? What is the impact?	Professional learning on creating DOK 3 and 4 questioning. Professional Learning regarding integration of content.	Need continued professional learning on integration of content. Need professional learning for Grades 3-5 on syllabication and decoding for intervention. Need for professional learning on the writing process.	
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	Incorporating strategies to serve our ESOL students effectively. Integration of reading and content curriculum has increased.		Student artifacts Interim assessments Reading Inventory
Math	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		Solving word problems Fact fluency	Math inventory Interim assessments
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Quarterly STEM days Exploration with science	Content Vocabulary	Interim Assessments
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Integrating social students and ELA with DOK 3-4 level projects and activities	Content Vocabulary	Interim assessments
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		High transiency rate for K-5 (31.80%) Kindergarten transiency rate of 49.66%	Attendance data
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	ESOL strategies for all teachers Vertical building walks	Culturally reflective history needs to be imbedded within the curriculum	
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		89 students new to the country in the past 2 years with no previous schooling.	Attendance data

Statement of Concern #1	466 students (65%) are reading below grade level. 382 of the students reading below level are active ESOL.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students in Grades 1-5 are not proficient in GSE Standard: RF3 Know and apply grade level phonics and word analysis in decoding words. Average Interim Scores: 1st: 56% 73 students 2nd: 49% 67 students 3rd: 43% 50 students 4th: 30% 28 students 5th: 56% 68 students
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students in Grades 3-5 are not proficient in GSE Standard: L6 Acquire and use appropriate academic and domain specific vocabulary Average Interim Scores: 3rd: 14% 16 students 4th: 28% 28 students 5th: 59% 71 students
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement - x	73% (92 students) of kindergarten students are below reading level according to results of the Jan Richardson Reading Assessment. We will be using GKIDS Data.

Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	141 students (40%) in Grades 3-5 will score proficient or advanced on the Reading Inventory by May 2024 (127 students/27% in SY22-23). 154 students (40%) in Grades K-2 will be on or above level by May 2024 according to the Jan Richardson Reading Assessment (131 students/34% in SY22-23).

Statement of Concern #2	401 students (55%) are basic or below basic in Math.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Grades 3, 4 and 5 are not proficient in word problems (problem solving strategies) Grade 3: **MGSE3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 44% average total according to quarterly math interims Grade 4: **MGSE4.OA.3** Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 65% of the average total according to math interims. Grade 5: **MGSE5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 37% according to quarterly math interims

Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Grades 1, 3 and 5 are not proficient in fluency, which significantly affects their ability to solve problems quickly and easily. Grade 1: **MGSE1.OA.6** Add and subtract within 20. (52%) **a.** Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition & subtraction; and creating equivalent but easier or known sums. **b**. Fluently add and subtract within 10. Grade 3: **MGSE3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 47% of the average total according to math interims. Grade 5: **MGSE5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 57% of the average total according to math interims.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	99 (79%) of kindergarten students are basic and below basic according to the math inventory.
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	By the end of school year 2023/2024, 439 students (60%) will score proficient or advanced on the Math Inventory (331 students/45% in SY22-23).

Statement of Concern #3

Students have difficulty creating writing that has correct syntax and structure.

Root Cause #1 - (Within control)

Impacts which system(s):

☐ Coherent Instruction
☐ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment
☐ Family Engagement

Students in Grades 1-5 are not proficient in various types of writing genres.
GSE Standards: W 1-3 Writing narratives, opinions, and informational texts.

Grade	W1: narratives	W2: informational	W3: opinion
1st	22% 31 students	22% 31 students	16% 22 students
2nd	49%	29%	
3rd	40%	27%	29%
4th	73%	44%	36%
5th	36%	53%	38%

Root Cause #2 - (Within control)

Impacts which system(s):

☐ Coherent Instruction
☐ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment
☐ Family Engagement

Students in grades 3-5 are not proficient in Narrative writing pieces based on text sources according to EOG Milestones data

2022 EOG Data: Narrative Writing Response

	Level 0**	Level 1	Level 2	Level 3	Level 4
3rd	14% = 14	52% = 52	24% = 24	10% = 10	0% = 0
4th	10% = 12	46% = 57	30% = 37	11% = 14	3% = 4
5th	8% = 11	23% = 30	25% = 33	33% = 44	11% = 15

**A score of zero represents a piece that was not scoreable. See table below for reasons.

*Number of Students	Blank	Copied	Too Limited to score	Non-English	Off Topic	Offensive	Illegible/ Incomprehensible
3rd	1	7	3	0	0	0	3
4th	1	9	1	0	0	0	1
5th	2	7	1	0	0	0	0

Root Cause #4 - (Within control)

Impacts which system(s):

☐ Coherent Instruction
☐ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment
☐ Family Engagement

Students in Grades 3-5 are not proficient in idea development, organization, or coherence when writing expository (informational or opinion) pieces based on text sources according to EOG Milestones Data.

2022 EOG Data: Extended Writing Task – Idea Development, Organization, & Coherence

	Level 0*	Level 1	Level 2	Level 3	Level 4
3rd	23% = 23	46% = 46	29% = 29	2% = 2	0% = 0
4th	20% = 25	46% = 57	28% = 34	7% = 9	0% = 0
5th	4% = 5	23% = 30	56% = 74	15% = 20	2% = 3

*A score of zero represents a piece that was not scorable. See table below for reasons.

*Number of Students	Blank	Copied	Too Limited to Score	Non-English	Off Topic	Offensive	Illegible/ Incomprehensible
3rd	4	5	5	0	6	0	3
4th	8	5	4	0	4	0	3
5th	1	3	1	0	0	0	0

Root Cause #5 - (Within control)

Impacts which system(s):

☐ Coherent Instruction
☐ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment
☐ Family Engagement

Students in grades 3-5 are not proficient in Language Usage and Conventions when writing expository (informational or opinion) pieces based on text sources.

2022 EOG Data: Extended Writing Task – Language Usage and Conventions

	Level 0*	Level 1 – Remediate Learning	Level 2 – Monitor Learning	Level 3 – Accelerate Learning
3rd	23% = 23	63% = 63	14% = 14	0% = 0
4th	20% = 25	49% = 60	25% = 31	7% = 9
5th	4% = 5	39% = 51	41% = 54	16% = 21

*A score of zero represents a piece that was not scoreable. See table in Root Cause #3 for reasons.

Contributing Factors
(Outside of control)

Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	By the end of school year 2023/2024, 360 students (50%) will improve their sentence structure as measured by a writing checklist.

Statement of Concern #4	Excessive absences prevent students from increasing their academic growth.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Parents that are new to the country do not often know the rules of attendance. Although meetings are held to explain, most parents are working or do not have transportation to attend.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Parents are not comfortable with technology and do not receive digital messages on CTLS parent.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	School Transiency rate of 31.8% according to attendance data for SY 2023. K=49.66% 1=28.48% 2=37.96% 3=22.22% 4=25.22% 5=25%
Contributing Factors **(Outside of control)**	We currently have a full day social worker that has decreased excessive absences of 10 or more 88% (28 students). We no longer have funding/allotment for full day social worker for year 2023/2024
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	Maintain less than 50 students with excessive absences of 10 or more days.

School Improvement Goals *Include goals on the parent compacts and policy*	
Goal #1	The number of 3rd -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 97 (29%) at the end of SY23 to 132 (40%) by the end of SY24. The number of 1st and 2nd grade students scoring on or above grade level on the Jan Richardson Reading Assessment will increase from 82 (33%) at the end of SY23 to 125 (50%) by the end of SY24. 30% of kindergarten students will be reading on or above grade level according to the Jan Richardson Reading Assessment by the end of SY24.
Goal #2	The percentage of students K-5 scoring proficient or advanced on the Math Inventory will increase from 45% at the end of SY23 to 60% at the end of SY24.
Goal #3	The percentage of 3rd-5th grade students scoring in Level 2 (Monitor Learning) or Level 3 (Accelerate Learning) on the Extended Writing Task – Language Usage and Conventions domain on the ELA EOG will increase from 24% at the end of SY23 to 40% at the end of SY24. 30% of kindergarten- 2nd Grade students will increase the writing conventions score of quarterly writing assessment as measured by the grade level writing rubric.
Goal #4	Maintain less than 50 students with excessive absences for the 2023/2024 school year.

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?**
Paraprofessional	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Paraprofessionals will be assisting Grades 3 and 4 with small group Math instruction. Paraprofessionals will create individualized instruction for struggling students including fact fluency and solving multistep word problems.
Class size reduction in Kindergarten, First, and Second Grades (3 teachers)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Reducing class sizes will create more conferences, smaller groups, and more individualized instruction for K-2 beginning readers.
1.6 parent facilitators	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Parent facilitators will assist with parent communication (phone calls, emails, and texts). Parent Facilitators will help plan, translate, and attend literacy/goal events. Parent facilitators will create videos for parents to use to model school goals. Parent facilitators will increase parent involvement and volunteerism.
.5 school counselor	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Part time school counselor will continue attendance initiatives from our 2023 School Improvement Plan. Part Time counselor will run NFL NBA (Never Found Late Never Been Absent) Initiative. Part Time counselor will work with attendance clerk to monitor monthly attendance.

GOAL #1	The number of 3-5th grade students scoring proficient or advanced on the Reading Inventory will increase from 97 (29%) at the end of SY23 to 132 (40%) by the end of SY24. The number of 1st and 2nd grade students scoring on or above grade level on the Jan Richardson Reading Assessment will increase from 82 (33%) at the end of SY23 to 125 (50%) by the end of SY24. 30% of kindergarten students will be reading on or above grade level according to the Jan Richardson Reading Assessment by the end of SY24.						
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**
Tier I: K-3 teachers will implement whole group phonics instruction daily.	LETRS UFLI Training and implementation ELF Training OG IMSE Training for 3rd Grade Teachers		8/1/23	**Implementation:** Teacher daily schedules will show at least 20 minutes of phonological awareness and direct phonics instruction using UFLI and ELF resources. Teachers will implement phonics lesson plans from District phonics units. Classroom observations will show phonics instruction happening at the scheduled time and following the posted lesson plan. **Artifacts:** Daily schedules, Observation checklists	**Impact:** Students will improve their ability to decode words, read fluently, and comprehend what they read. **Evidence:** ELF Assessments Interim scores addressing RF3	Teachers will submit schedules quarterly. Admin will check teacher schedules quarterly. Teachers have lesson plans available in the classroom daily. Admin will walk classrooms and check lesson plans monthly. Title I Coordinator will collect RI

						and NSGRA data in August, December, and May. Title I Coordinator will collect ELF assessment data quarterly.
Tier I: K-5 teachers will integrate Science and Social Studies into ELA lessons daily.	Theme summer planning days CCC Meetings Release days for planning Teachers will receive professional learning about content integration and lesson planning.			**Implementation:** Teachers will meet quarterly on release days to plan integrated units. **Artifact:** Unit Plans Lesson plans will show intentional integration of Science or Social Studies into daily ELA lessons. **Artifact:** Lesson plans Classroom observations will show intentional integration of Science or Social Studies into daily ELA lessons. **Artifact:** Walk forms	**Impact:** Grade level average scores on content interims will increase from SY23 to SY24. **Evidence:** Science and Social Studies Interim Scores Data Sheet Students will increase their ability to read and comprehend a variety of texts. **Evidence:** Reading Inventory Scores; NSGRA Reading Level Scores	District coach will provide content integration PL and support teams during quarterly release days. Admin will check unit plans quarterly. Admin will walk classrooms and check lesson plans monthly. Title I Coordinator will collect Science and SS interim scores quarterly.

						Title I Coordinator will collect RI and NSGRA scores in August, December, and May.
Tier I: K-5 students will utilize Imagine Learning for 20 minutes 4x a week.	Imagine Learning			**Implementation:** K-5 students will utilize Imagine Learning for at least 20 minutes daily. Daily Schedules will clearly show time devoted to Imagine Learning. ESOL teachers and classroom teachers will monitor student progress weekly. Using weekly data, teachers will adjust skills that the student is learning. **Artifacts:** Imagine Learning Usage Reports Daily schedules Classroom observations	**Desired Outcome:** Students will grow at least 20 imagine learning levels in a year **Evidence:** Imagine Learning Progress Reports/Growth Data	Admin will check daily schedules quarterly. Title I Coordinator will pull Imagine Learning progress reports quarterly.
Tier 2: Tutors will work with striving learners 3x a week	Tutors	20-day funds Title 1	8/7/23	**Implementation:** Teachers will review data and choose the most striving students for tutoring using class data, Reading Inventory Scores, and Jan Richardson assessment reading levels.	**Desired Outcome:** Students will improve in reading skills and move bands in RI and NSGRA. Tutors will be able to assist students to move 2 levels according to the Jan Richardson Assessment **Evidence:**	Title I Coordinator will collect RI and NSGRA scores in August, December, and May.

				Tutors will give phonics pre-assessment from CTLS to determine student needs and create small groups. Tutors will meet with striving students 3x a week in small groups. Pull out/push in model will be determined by tutor and classroom teacher. Tutors will use UFLI lessons for consistency. **Artifacts:** Tutor Rosters/Schedules	Jan Richardson Assessment scores for K-2 students receiving tutoring (data sheet for tutoring students only) RI scores for 3-5 students receiving tutoring (data sheet for tutoring students only)	
Instructional support teachers will be used in grades K-5 for small groups. Students will be identified by milestone scores and RI/MI scores.				**Implementation:** Instructional Support teachers will push-in/pull out in K-5th grade classrooms to work with small groups of striving students on differentiated tasks based on student needs. **Artifacts:** IST schedules IST small group binders IST rosters	**Desired Outcome:** -Students will increase their ability to read and comprehend grade level texts. **Evidence:** -RI scores for IST students -Interim scores for IST students	
WIGS (Wonderfully Intentional Goal Setting) meetings twice a year will provide teachers and families a time and place to share student performance data and set/monitor achievable, measurable, student-centered academic goals.	Student Data Jan Richardson Assessment (JRA) Teachers Substitutes	CCSD Title 1	Move	**Implementation:** Parents and Teachers will meet quarterly to discuss data of each child Teachers will provide parents with an in-depth coaching session on how to interpret their child's data based on overall classroom performance and district-wide assessments. Parents will be provided with strategies and tools to help support learning at home.	**Desired Outcome:** Maximize student learning through home practice of academic skills. Creates purposeful partnerships with families. **Evidence:** Sign in sheets, photos, evaluation forms	Teachers Admin Parent Facilitators Title1 Coordinator

				Artifacts: Goal setting sheets from parent and student, power point of data		

GOAL #2	By the end of school year 2023/2024, 439 students (60%) will score proficient or advanced on the Math Inventory.					
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**
Grades K-5 will continue the Math Workshop model daily.	Workshop Model Procedures Implementing Technology: Progress Learning	CCSD Title 1	8/1/22	**Implementation**: The Math Workshop model will incorporate daily warm -up, minilesson, small group differentiation, and independent work time. K-5 teachers will implement district and Title I purchased supplemental math resources during small group rotations during math workshop. **Artifacts**: Walkthroughs CCC notes Progress Learning usage reports	**Desired Outcome:** Students will increase their ability to solve grade level mathematical problems. Increase in grade average on the following standards on Quarterly Interims to 70% Grade 3: **MGSE3.OA.8** Grade 4: **MGSE4.OA.3** Grade 5: **MGSE5.NF.6** **Evidence:** Math Inventory Interim Assessment data aligned to focus standards	Teachers will implement in their classrooms daily. Enrichment specialists will assist with advanced learning at least 3 times per week. Teachers will submit schedules quarterly. Admin will check teacher schedules quarterly. Teachers have lesson plans available in the classroom daily. Admin will walk classrooms and check

						lesson plans monthly.
Instructional support teachers will be used in grades K-5 for small groups. MI scores will be used to create groups.				**Implementation:** Instructional Support teachers will push-in to K-5th grade classrooms to work with small groups of striving students on differentiated tasks based on student needs. **Artifacts:** IST schedules IST small group binders IST rosters	**Desired Outcome:** -Students will increase their ability to solve grade level mathematical problems. **Evidence:** -MI scores for IST students -Interim scores for IST students	
Collaborative grade level teams will discuss student data to determine strategies for increasing achievement during CCC's and half day data digs.	Student Data Substitutes Curriculum maps	CCSD Title 1 Title 1	8/1/22	**Implementation**: Grade Level Teams will meet biweekly to analyze CFA and Interim data and determine strategies to improve student achievement. Grade Level teams will meet at the end of each quarter to analyze CFA and Interim data and decide the next steps to instruction. Grade Level teams will review curriculum maps and determine how to further integrate science and social studies into all content. **Artifacts**: Data spreadsheet completed quarterly CCC notes CCC observations	**Desired Outcome:** Teachers will build their capacity to choose high-yield instructional strategies based on student data. **Evidence**: Common data sheets CCC notes	Teachers Admin Title 1 Coordinator Enrichment Specialists

Tier 2: Tutors will work with striving learners 3x a week. Students that are striving math learners identified by response to intervention will be pulled in small math groups throughout grades K-5.	Tutors	20-day funds Title 1	8/14/23	**Implementation:** Teachers will review data and choose the most striving students for tutoring. Students that are on tier for math will be pulled for small groups intervention. Tutors will meet with striving students 3x a week in small groups. Tutors will support math fluency and word problems according to their RTI tier goals. **Artifacts:** Tutor anecdotal notes, classwork, weekly data points	**Desired Outcome:** Students will improve in math skills and move bands in MI. **Evidence:** MI scores for students receiving tutoring and RTI weekly data points.	Title I Coordinator will collect MI and Math quarterly interim scores in August, December, and May.
WIGS (Wonderfully Intentional Goal Setting) meetings twice a year will provide teachers and families a time and place to share student performance data and set/monitor achievable, measurable, student-centered academic goals.	Fact Fluency Data Teachers	CCSD CCSD	9/1/23	**Implementation**: Parents and Teachers will meet twice a year to discuss data of each child Teachers will provide parents with an in-depth coaching session on how to interpret their child's data based on overall classroom performance and district-wide assessments. Parents will be provided with strategies and tools to help support learning at home. **Artifacts**: Goal setting sheets from parent and student, power point of data	**Desired Outcome:** Maximize student learning through home practice of academic skills. Creates purposeful partnerships with families. **Evidence**: Sign in sheets, photos, evaluation forms	Teachers Admin Parent Facilitators Coach

GOAL #3	By the end of school year 2023/2024, 360 students (50%) will improve their sentence structure as measured by a writing checklist (5-star sentences).					
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 implement "Free Write Friday" for 30 minutes weekly.	Enrichment specialists		8/15/23	**Implementation**: Students will use writing notebooks to write on provided topics/prompts for 30 minutes each Friday. Teachers may also use a picture or sentence starter as a launch of writing. Teachers will introduce and implement 5-star sentence checklist as part of free writing instruction. **Artifacts**: student writing notebooks walk forms lesson plans Teacher schedules	**Evaluation of Impact**: Student writing mechanics will improve. **Evidence**: -Conventions score from quarterly on-demand post-writing prompts (common data sheet)	Teachers Enrichment specialists Admin will check lesson plans weekly.
Teachers will implement strategies from Patterns of Power into daily writing lessons.	District coaches/PLS Teachers will attend a professional learning course focused on using patterns of power as the focus.		9/1/23	**Implementation**: Teachers will use their own integrated text as the focus of lessons on writing mechanics and grammar. Teachers will imbed Patterns of Power into unit plans/lesson plans and will have a weekly PowerPoint addressing skills. **Artifacts**: Unit plans Patterns of Power PPTs	**Evaluation of Impact:** An increase in writing scores on EOG milestones and on quarterly interims. **Evidence**: milestones scores interim writing scores common writing assessments (pre/post by genre)	Admin will check lesson plans weekly Teachers Enrichment specialists

GOAL #4	Maintain less than 50 students with excessive absences for the 2023/2024 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**
"Count Me In" Program. Counselors will track and celebrate good school attendance with challenge days and quarterly celebrations with students.	Attendance data	CCSD	8/15/23	**Implementation:** Quarterly celebrations for those students who continue to have less than 10% absences and less than 3 tardies for any reason. Random challenge days where 100% classroom attendance can earn a special treat for students and teachers. Meetings at beginning of school year with parents of students with 10 or more absences from previous year with admin, school counselor, and parent facilitators Small group meetings with parents for students that have 15 or more absences with social workers. One on one meetings with parents and students for students that continue to have excessive absences (15 or more) after each quarter. **Artifacts**: Attendance data, parent phone logs, meeting sign in	**Desired Outcome:** Maintain decreased number of students with excessive absences from FY23. **Evidence**: Attendance data	School Social Worker Counselors Admin Parent Facilitator Title Coordinator

PBIS (Positive Behavioral Interventions and Supports) is an evidence based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day.	PBIS training Teachers	CCSD CCSD	8/1/23	**Implementation**: Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide this universal support to all students, school wide. PBIS schoolwide language using acronym SOAR (Safe, On task, Accountable, Respectful) **Artifacts**: Meeting schedule, attendance sheet, meeting minutes	**Desired Outcome:** Common language for school behavior and expectations **Evidence**: Team plan for inducting PBIS at Fair Oaks for school years 23-24.	Admin Teachers
H.E.R.E (High-reaching Eagles Rise Everday) Program for absences and tardies	prizes Certificates		8/31/23	**Implementation**: Every quarter the attendance counselor and attendance clerk will identify the students that have no more than one absence and/or 3 tardies "GREAT Attendance". Those students will be invited to a quarterly celebration. There are also random challenge days where classes with 100% attendance for the day win a small prize (teachers win jean passes). Parent incentives where parents of students with "Great Attendance" have a chance to win a prize. **Artifacts**: Attendance data, prizes	**Evaluation of Impact:** Maintenance of low attendance numbers. Students will attend school daily. **Evidence**: attendance data	School counselors admin

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	Imagine Learning will be uses a school-wide reading intervention daily. ESOL teachers will use the data to support reading groups and specialized language development skills. ESOL students will have dedicated time practicing speaking and listening with the ESOL teachers.	Student Data ESOL Teachers Imagine Learning	
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Education teachers will utilize Imagine Learning and Reading Inventory data to specialize instruction in reading and writing.	Special Education Teachers Imagine Learning	
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Attendance		
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

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 Annual Title I Meeting – Deadline September 29, 2023 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	Sept. 7, 2023		☒ 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.	Oct. 17, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	April 11, 2024		☐ 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 4/29/24			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for parents of 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:** 6th Grade Transition tour at Pearson MS: Parents and students will tour the building and meet with staff Kindergarten Transition tour at Fair Oaks ES: Parents and students will tour the building meet staff	6th Grade Transition Tour: March 13, 2024 Kindergarten Transition Tour: May 2, 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:*** New Parent Orientation, Family Engagement Materials, School Policy, ESOL and Assessment information, WIGS nights games and activities.		☐ 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**
Title 1 New Parent Orientation- new families to the school will have an orientation as to expectations and polices for attending.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			July 31, 2023 2:00-2:45	**Parents will sign in as they attend. Pictures will be taken. Parents will receive packets for their families to help their child.**	Title 1 coordinator Parent facilitators admin
Title 1 ESOL Night – parents of multilingual learners will attend a meeting to learn about ESOL services, ACCESS, and to receive materials to assist their child in reading, writing, listening, and speaking.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			August 29, 2023 5:30-6:30	**Parents will sign in as they attend. Pictures will be taken. Parents will receive packets for their families to help their child. Parents will receive previous years ACCESS scores**	Title 1 coordinator Parent facilitators admin ESOL Teachers
WIGS (Wonderfully Intentional Goal Setting) meetings twice a year will provide teachers and families a time and place to share student performance data and set/monitor achievable, measurable, student-centered academic goals.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			Night 1: September 19, 2023 5:30-730 Night 2: February 6, 2024 5:30-7:30	**Parents will sign in as they attend. Pictures will be taken. Parents will receive packets for their families to help their child. Parents will receive their child's scores and create ELA and Math goals with their child.**	Teachers Admin Title 1 Coordinator

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:
Fair Oaks Elementary will integrate state and local funds and community support in several ways. Title 1 will support district initiatives such as Early Literacy Framework (ELF), Read 180 and Systems 44, LETRS professional development for K-2 leads and Administration. Title II will provide professional development support for all staff. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers. Fair Oaks will utilize Title I and Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Smyrna Business Network International, Square Church, Mosaic Church, and Gracepoint Church) will provide volunteers and support for our W.I.G.S. nights and our parent university. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

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

SCHOOL RESPONSE:
Fair Oaks Elementary will regularly monitor implementation of schoolwide programs through walkthroughs, observations, attendance data, math and reading inventory data, photos, and sign in sheets.

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:
Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, math and reading inventory data and Jan Richardson Guided Reading Levels. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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:
Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, math and reading inventory data and Jan Richardson Guided Reading Levels. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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:
Fair Oaks Elementary will begin the implementation of PBIS (Positive Behavioral Interventions and Supports) this school year. PBIS is an evidence based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. School counselors will be on the PBIS team and will help create the PBIS school plan. Counselors will also instruct students in class and small group sessions on behavior strategies as well as being a good citizen.

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:
Fair Oaks Elementary will have summer training for 3rd grade ELA teachers using the Orton Gillingham program; K-2 team leads will be trained in LETRS by CCSD; District Coaches will train teachers in integration of Science and Social Studies using unit plans and writing mechanics. New teachers at Fair Oaks Elementary will attend monthly new teacher meetings with the admin and coach.

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:
Fair Oaks Elementary has an incoming Kindergartener program in which parents and students can come in to tour the building, classes, and get resources with Parent Facilitators. Families will receive resources, a light breakfast, Storytime and facilitators will answer questions. Fair Oaks will also be holding a Kinder Camp for incoming students to get them accustomed to the school.

Fifth Graders transitioning to middle school will be able to take a walk to nearby middle school for a tour with parents and teachers. Parent Facilitators will send information to parents for meetings. Facilitators will answer questions and assist parents with any forms to complete.

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*