

School Improvement Action Plan



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|------------------------|---------------------------------------|
| School Year: | 2023-2024 |
| School Name: | Garrett Middle School |
| Principal Name: | Kristie Brown |
| Date Submitted: | June 5, 2023 |
| Revision Dates: | June 30, 2023; August 11, 2023 |

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| <i>District Name</i> | Cobb County School District |
| <i>School Name</i> | Garrett Middle School |
| <i>Team Lead</i> | Kristie Brown, Danielle Crump, Angela Price |
| <i>Position</i> | Principal, Assistant Principal, Academic Coach |
| <i>Email</i> | Kristie.Brown@cobbk12.org , Danielle.Crump@cobbk12.org , Angela.Price2@cobbk12.org |
| <i>Phone</i> | 770-819-2466 |

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

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| 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)**

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| 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 Garret Middle School’s SY2024 Title I School Improvement Plan included participation and input from school administrators, teachers, school support personnel, the PTA, Principal Advisory Council, parents, and community partners. These discussions and meetings were held to identify our most urgent needs and get feedback on current programs and initiatives. The CCC teams began with an analysis of the mid-year achievement data from SY2023 and looked at multiple sources. Data sources included the Title I parent survey, Building Leadership Team Meetings, CCC Meetings with teacher teams and the results from district and school assessments. School level teams then met to determine goals and identify the action steps that would support the goals and lead to the achievement of successful outcomes.

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): | Building Leadership Team Meetings - 4/19/23 & 5/17/23 Principal Advisory Council Meetings – 4/12/23 & 5/2/23 (virtual) |
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| Position/Role | Printed Name | Signature |
|---|---|-----------|
| Title I Supervisor | Dr. Dennissa Brown | |
| Academic Coach (District) | Beth Smith, Ashley Powell | |
| Instructional Support Specialist | Angela Price | |
| Parent (Non CCSD Employee) | Nicole Williams, Parent & PTA | |
| Business Partner | Timothy Parham, Community Volunteer (Former CIS Coordinator) Allison Carroll, Allstate Agent Wayne Blackstone, South Cobb Rotary | |
| Counselor | John Nwosu, Lauren Alexander, Denise Hood | |
| Parent Facilitator | Pamela Walker | |
| Health Care Providers | Nurse Anderson | |
| Social Workers | Bethany Miller | |
| Faith-based Community Leaders | Jason Lumpkin, Love Bridge Church | |
| Technology Experts (TIS) | Kristy Herlihy | |
| Media Specialists/Librarians | Karii Zimmerman | |
| Police/Public or School Safety Officers | Ronald George | |
| Universities or Institutes of Higher Education | Christopher White, TRIO, Clark Atlanta University | |

COMMITTEE MEMBERS SIGNATURE PAGE

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Meeting Date(s): 4/19/23

| Position/Role | Printed Name | Signature |
|-------------------------------|---------------------|---------------------|
| Teacher / Science Coordinator | James Shook | James Shook |
| AP Grader | Danielle Crump | Danielle Crump |
| Teacher | Muek Statum | Muek Statum |
| Teacher | Tracy Hill | Tracy Hill |
| Teacher | Douglas Gibson | Douglas Gibson |
| Special Ed | Bethany Miller | Bethany Miller |
| Teacher | Monica Hobbs | Monica Hobbs |
| Teacher | Shayna Hairston | Shayna Hairston |
| Teacher | Kyberly Gilbert | Kyberly Gilbert |
| AP 7th | Kimberly Sheffield | Kimberly Sheffield |
| Teacher ESOL | Jeanne Fehde Bryant | Jeanne Fehde Bryant |
| Teacher / Music Chair | Garrielle Rattliff | Garrielle Rattliff |
| Secretary Chair | Brenda Kretz | Brenda Kretz |

COMMITTEE MEMBERS SIGNATURE PAGE

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Meeting Date(s): 5/17/23

| Position/Role | Printed Name | Signature |
|---------------------------------|---------------------------------|---------------------------------|
| Teacher / Science AP Grade 8 | Janes Sheek Danielle Daniels | Janes Sheek Danielle Daniels |
| Teacher Sci 7th | Jocere Griffin | Jocere Griffin |
| Academic Coach | Angelad Price | Angelad Price |
| Teacher Leisure | Glenn Tatum | Glenn Tatum |
| Teacher | Tracey Toll | Tracey Toll |
| Special Worker | Douglas Gibson | Douglas Gibson |
| Teacher | Rodney Miller | Rodney Miller |
| Teacher | Monica Hobbs | Monica Hobbs |
| Teacher | Sheyma Hairston | Sheyma Hairston |
| Teacher | Kimberly Gilbert | Kimberly Gilbert |
| AP 7th | Simdy Reddy | Simdy Reddy |
| Teacher ESOL | Joanne Tekides Bryant | Joanne Tekides Bryant |
| Teacher / Math Chair | Gabrielle Rattliff | Gabrielle Rattliff |

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The comprehensive needs assessment (CNA) and school improvement team (SIT) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign-in sheet must be maintained for each meeting.

Meeting Date(s): 5/17/23

| Position/Role | Printed Name | Signature |
|--------------------|--------------|-------------|
| Sec. Teacher Chair | Genie Lewis | [Signature] |
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| 1. | Summary | | | | | | | |
| 2. | Meeting title | Principal Advisory Council Meeting | | | | | | |
| 3. | Attended participants | 5 | | | | | | |
| 4. | Start time | 4/12/23, 7:56:39 AM | | | | | | |
| 5. | End time | 4/12/23, 8:25:41 AM | | | | | | |
| 6. | Meeting duration | 29m 2s | | | | | | |
| 7. | Average attendance | 24m 13s | | | | | | |
| 8. | 2. Participants | | | | | | | |
| 9. | Name | First Join | Last Leave | In-Meeting | Email | Participant | Role | |
| 10. | Kristie Brown | 4/12/23, 7:56:39 AM | 4/12/23, 8:25:41 AM | 28m 55s | Kristie.Brown@cc | Kristie.Brc | Organizer | |
| 11. | Bernadine Herring P. | 4/12/23, 7:56:39 AM | 4/12/23, 8:25:41 AM | 20m 34s | Bernadine.Herring | Bernadine | Attendee | |
| 12. | Tim Parham | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 25m 26s | tim@21stcentury | tim@21st | Attendee | |
| 13. | Nicole Williams | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 24m 14s | nicole.m.williams | nicole.m.v | Attendee | |
| 14. | Pamela Walker | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 21m 55s | Pamela.Walker@ | Pamela.W | Attendee | |
| 15. | 3. In-Meeting Activities | | | | | | | |
| 16. | Name | Join Time | Leave Time | Duration | Email | Role | | |
| 17. | Kristie Brown | 4/12/23, 7:56:39 AM | 4/12/23, 8:25:41 AM | 28m 55s | Kristie.Brown@cc | Organizer | | |
| 18. | Bernadine Herring P. | 4/12/23, 7:56:39 AM | 4/12/23, 8:25:41 AM | 13m 1s | Bernadine.Herring | Attendee | | |
| 19. | Bernadine Herring P. | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 7m 33s | Bernadine.Herring | Attendee | | |
| 20. | Tim Parham | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 25m 26s | tim@21stcentury | Attendee | | |
| 21. | Nicole Williams | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 24m 14s | nicole.m.williams | Attendee | | |
| 22. | Pamela Walker | 4/12/23, 8:25:41 AM | 4/12/23, 8:25:41 AM | 21m 55s | Pamela.Walker@ | Attendee | | |
| 23. | Principal Advisory Council Meet | | | | | | | |

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

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

| Previous Year's Goal #1 | Increase the percentage of English Language Arts students who will score at Advanced or Proficient by 16% from August 2022 to May 2023, as measured by the Reading Inventory assessment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------|-------------------------|---------------------------|---------------------------------------|-----------------------------------|--|--|--------------------|--|--|--|--|--|--|--|-----------------------|-------------------------|-------------------------|---------------------------|---------------------------------------|-----------------------------------|-------------|-----|-----|-----|-----|-----|------|-------|-----|-----|-----|-----|-----|------|------------|-----|-----|-----|-----|----|-----|----------|----|-----|-----|-----|-----|-----|-----------------------|-----|-----|-----|-----|-----|-----|----------------------------|--|--|--|--|--|--|---------------------|--|--|--|--|--|--|--|-----------------------|-------------------------|-------------------------|---------------------------|---------------------------------------|-----------------------------------|-----------------------|----|-----|----|-----|----|----|-----------------------|----|-----|----|-----|------|------|-----------------------|----|-----|----|-----|------|------|
| Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What data supports the outcome of the goal? | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="7" style="text-align: center;">SY 2022 – 2023 GMS RI Data</th> </tr> <tr> <th colspan="7" style="text-align: center;">SCHOOLWIDE RESULTS</th> </tr> <tr> <th></th> <th style="text-align: center;">Fall 2022 Raw Data</th> <th style="text-align: center;">Fall 2022 Percentage</th> <th style="text-align: center;">Spring 2023 Raw data</th> <th style="text-align: center;">Spring 2023 Percentage</th> <th style="text-align: center;">Percentage Decrease or Increase</th> <th style="text-align: center;">Percent Change % = S23-F22/F22</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td style="text-align: center;">222</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">164</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-8%</td> <td style="text-align: center;">-26%</td> </tr> <tr> <td>Basic</td> <td style="text-align: center;">321</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">279</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">-6%</td> <td style="text-align: center;">-15%</td> </tr> <tr> <td>Proficient</td> <td style="text-align: center;">159</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">191</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Advanced</td> <td style="text-align: center;">97</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">175</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">80%</td> </tr> <tr style="background-color: yellow;"> <td>Proficient & Advanced</td> <td style="text-align: center;">256</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">366</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">43%</td> </tr> </tbody> </table> <p>To reach our SIP goal of increasing the number of students who performed proficient or advanced by 16% we needed to increase from 256 students by an additional 41 students, yielding 297 students. Although we did not meet our 2023 goal of 16%, we did have an increase in Proficient from 20% to 24% and an increase in Advanced from 12% to 22%. We also decreased Below Basic from 28% to 20% and Basic from 40% to 34%.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">SY 2022 – 2023 GMS RI Data</th> </tr> <tr> <th colspan="7" style="text-align: center;">Below Basic Results</th> </tr> <tr> <th></th> <th style="text-align: center;">Fall 2022 Raw Data</th> <th style="text-align: center;">Fall 2022 Percentage</th> <th style="text-align: center;">Spring 2023 Raw data</th> <th style="text-align: center;">Spring 2023 Percentage</th> <th style="text-align: center;">Percentage Decrease or Increase</th> <th style="text-align: center;">Percent Change % = S23-F22/F22</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td style="text-align: center;">76</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">76</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>7th Grade</td> <td style="text-align: center;">76</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">48</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">-10%</td> <td style="text-align: center;">-37%</td> </tr> <tr> <td>8th Grade</td> <td style="text-align: center;">70</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">40</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">-11%</td> <td style="text-align: center;">-43%</td> </tr> </tbody> </table> | SY 2022 – 2023 GMS RI Data | | | | | | | SCHOOLWIDE RESULTS | | | | | | | | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 | Below Basic | 222 | 28% | 164 | 20% | -8% | -26% | Basic | 321 | 40% | 279 | 34% | -6% | -15% | Proficient | 159 | 20% | 191 | 24% | 4% | 20% | Advanced | 97 | 12% | 175 | 22% | 10% | 80% | Proficient & Advanced | 256 | 32% | 366 | 46% | 14% | 43% | SY 2022 – 2023 GMS RI Data | | | | | | | Below Basic Results | | | | | | | | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 | 6 th Grade | 76 | 26% | 76 | 26% | 0% | 0% | 7 th Grade | 76 | 31% | 48 | 21% | -10% | -37% | 8 th Grade | 70 | 26% | 40 | 15% | -11% | -43% |
| SY 2022 – 2023 GMS RI Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOLWIDE RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Basic | 222 | 28% | 164 | 20% | -8% | -26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic | 321 | 40% | 279 | 34% | -6% | -15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proficient | 159 | 20% | 191 | 24% | 4% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advanced | 97 | 12% | 175 | 22% | 10% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proficient & Advanced | 256 | 32% | 366 | 46% | 14% | 43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SY 2022 – 2023 GMS RI Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Basic Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 th Grade | 76 | 26% | 76 | 26% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 th Grade | 76 | 31% | 48 | 21% | -10% | -37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 th Grade | 70 | 26% | 40 | 15% | -11% | -43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Grade 6 – no change in percentage results for SY 2022-2023
 Grade 7 – decreased from 31% to 21% (went from 85 students to 58 students out of 275 total students)
 Grade 8 – decreased from 26% to 15% (went from 80 students to 46 students out of 308 total students)

| SY 2022 – 2023 GMS RI Data | | | | | | |
|----------------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| Basic Results | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
| 6 th Grade | 126 | 44% | 97 | 33% | -11% | -23% |
| 7 th Grade | 85 | 35% | 81 | 35% | 0% | -5% |
| 8 th Grade | 110 | 41% | 94 | 34% | -7% | -15% |

Grade 6 – decreased from 44% to 33% (went from 137 students to 103 students out of 312 students)
 Grade 7 – no change in percentage results from SY 2022-2023
 Grade 8 – decreased from 41% to 34% (went from 126 students to 36 students out of 308 total students)

| SY 2022 – 2023 GMS RI Data | | | | | | |
|----------------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| Proficient Results | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
| 6 th Grade | 50 | 17% | 63 | 21% | -4% | 26% |
| 7 th Grade | 51 | 21% | 46 | 20% | -1% | -10% |
| 8 th Grade | 58 | 21% | 82 | 30% | 9% | 41% |

Grade 6 – increase from 17% to 21% (went from 53 students to 66 students out of 312 students)
 Grade 7 – decrease from 21% to 20% (went from 58 students to 55 students out of 275)
 Grade 8 – increase from 21% to 30% (went from 65 students to 92 students out of 308 total students)

| SY 2022 – 2023 GMS RI Data | | | | | | |
|----------------------------|--|--|--|--|--|--|
| Advanced Results | | | | | | |

| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
|-----------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| 6 th Grade | 35 | 12% | 58 | 20% | 8% | 66% |
| 7 th Grade | 30 | 12% | 58 | 25% | 13% | 93% |
| 8 th Grade | 32 | 12% | 59 | 21% | 9% | 84% |

Grade 6 – increase from 12% to 20% (went from 31 students to 62 students out of 312 students)
Grade 7 – increase from 12% to 25% (went from 33 students to 69 students out of 275)
Grade 8 – increase from 12% to 21% (went from 37 students to 65 students out of 308 total students)

Reflecting on Outcomes

| | |
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| If the goal was not met , what actionable strategies could be implemented to address the area of need? | <ul style="list-style-type: none"> ◆ Effective PLs on reading and writing strategies. ◆ Daily Independent Reading school-wide – student choice ◆ Weekly goal setting written in Agendas by students – identified by student ◆ Analyzing data with fidelity – analysis, discussion, identifying next steps ◆ Implementation of strategies, buy-in of teachers and students ◆ Effective student incentives- awards for growth ◆ Consistent feedback provided in CCCs |
| 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? | |

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| Previous Year’s Goal #2 | Increase the percentage of math students who will score at Advanced or Proficient by 17% from August 2022 to May 2023, as measured by the Math Inventory assessment. |
|--------------------------------|--|

Was the goal met? **YES** **NO**

What data supports the outcome of the goal?

| SY 2022 – 2023 GMS MI Data | | | | | | |
|----------------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| SCHOOLWIDE RESULTS | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
| Below Basic | 477 | 64% | 319 | 42% | -22% | -33% |
| Basic | 204 | 27% | 230 | 31% | 4% | 13% |
| Proficient | 57 | 8% | 114 | 15% | 7% | 100% |
| Advanced | 9 | 1% | 88 | 12% | 11% | 878% |
| Proficient & Advanced | 66 | 9% | 202 | 27% | 18% | 206% |

The Math department exceeded the SIP goal by an additional percentage point. 136 additional students scored advanced or proficient during the spring administration of the Math Inventory. The number of students scoring below basic decreased by 22% (158 students).

| SY 2022 – 2023 GMS MI Data | | | | | | |
|----------------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| Below Basic Results | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
| 6 th Grade | 181 | 66% | 149 | 50% | -16% | -18% |
| 7 th Grade | 174 | 74% | 117 | 49% | -25% | -33% |
| 8 th Grade | 122 | 52% | 53 | 25% | -27% | -57% |

Grade 6 – decrease from 66% to 50% (went from 206 students to 156 students out of 312 students)
 Grade 7 – decrease from 74% to 49% (went from 203 students to 135 students out of 275)
 Grade 8 – decrease from 52% to 25% (went from 160 students to 77 students out of 308 total students)

| SY 2022 – 2023 GMS MI Data | | | | | | |
|----------------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| Basic Results | | | | | | |
| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
| 6 th Grade | 66 | 24% | 81 | 27% | 3% | 23% |
| 7 th Grade | 43 | 18% | 65 | 27% | 9% | 51% |

| | | | | | | |
|-----------------------|----|-----|----|-----|-----|------|
| 8 th Grade | 95 | 40% | 84 | 39% | -1% | -12% |
|-----------------------|----|-----|----|-----|-----|------|

Grade 6 – increase from 24% to 27% (went from 75 students to 84 students out of 312 students)

Grade 7 – increase from 18% to 27% (went from 50 students 74 students out of 275)

Grade 8 – decrease from 40% to 39% (went from 123 students to 120 students out of 308 total students)

SY 2022 – 2023 GMS MI Data

Proficient Results

| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
|-----------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| 6 th Grade | 26 | 9% | 38 | 13% | 4% | 46% |
| 7 th Grade | 13 | 6% | 36 | 15% | 9% | 177% |
| 8 th Grade | 18 | 8% | 40 | 19% | 11% | 122% |

Grade 6 – increase from 9% to 13% (went from 28 students to 41 students out of 312 students)

Grade 7 – increase from 6% to 15% (went from 17 students to 41 students out of 275)

Grade 8 – increase from 8% to 19% (went from 25 students to 59 students out of 308 total students)

SY 2022 – 2023 GMS MI Data

Advanced Results

| | Fall 2022 Raw Data | Fall 2022 Percentage | Spring 2023 Raw data | Spring 2023 Percentage | Percentage Decrease or Increase | Percent Change % = S23-F22/F22 |
|-----------------------|--------------------|----------------------|----------------------|------------------------|---------------------------------|--------------------------------|
| 6 th Grade | 2 | 1% | 28 | 9% | 8% | 1300% |
| 7 th Grade | 6 | 3% | 21 | 9% | 6% | 250% |
| 8 th Grade | 1 | 0% | 39 | 18% | 18% | 3800% |

Grade 6 – increase from 1% to 9% (went from 3 students to 28 students out of 312 students)

Grade 7 – increase from 3% to 9% (went from 8 students to 25 students out of 275)

Grade 8 – increase from 0% to 18% (went from 0 students to 55 students out of 308 total students)

Reflecting on Outcomes

| | |
|--|--|
| If the goal was not met , what actionable strategies could be implemented to address the area of need? | n/a |
| 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? | <ul style="list-style-type: none"> • Implementation of the Math 360 Degree Classroom & continuation of related PL for Math Teachers • Advisement courses created based on RI/MI data & CCC's selected intervention strategies based on data for advisement • Recognition for students who improved on MI – school-wide awards, individual class recognition |

| Previous Year's Goal #3 | Increase the number of students receiving 1 or no referrals to 799 students (85%) as measured by the PBIS Dashboard. | | | | | | | | |
|--|---|-------------------------|--|---------------------|------------------------|--------------------|--------------------|---------------------|--------------------|
| Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO | | | | | | | | | |
| What data supports the outcome of the goal? | <p><u>PBIS Dashboard – Referral Data</u> Data at the end of the 2022-2023 school year indicated that 70% of students received at least 1 referral or no referrals in the PBIS Dashboard. Significant improvements were made in the number of referrals, OSS days, and ISS days from the 2021-2022 to the 2022-2023 school year. More students were in class learning due to the decreases listed below.</p> <p>22% decrease in number of referrals 29% decrease in OSS days 18% decrease in ISS days</p> <table border="1" data-bbox="682 1252 1486 1416"> <thead> <tr> <th colspan="2" style="text-align: center;">2022-2023 Referral Data</th> </tr> <tr> <th style="text-align: center;">Number of Referrals</th> <th style="text-align: center;">Percentage of Students</th> </tr> </thead> <tbody> <tr> <td>1 referral or less</td> <td>70% - 625 Students</td> </tr> <tr> <td>2 or more referrals</td> <td>30% - 270 Students</td> </tr> </tbody> </table> | 2022-2023 Referral Data | | Number of Referrals | Percentage of Students | 1 referral or less | 70% - 625 Students | 2 or more referrals | 30% - 270 Students |
| 2022-2023 Referral Data | | | | | | | | | |
| Number of Referrals | Percentage of Students | | | | | | | | |
| 1 referral or less | 70% - 625 Students | | | | | | | | |
| 2 or more referrals | 30% - 270 Students | | | | | | | | |

Reflecting on Outcomes

| | |
|--|--|
| <p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p> | <ul style="list-style-type: none"> • Increased counseling support for mediations/restorative circles • Increased celebration of students not receiving referrals as well as attendance celebrations • Increased student leadership opportunities • Increased PBIS lessons to teach behavior expectations and avoid areas historically have shown high percentages (ex: insubordination, physical offenses, etc.) |
| <p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p> | n/a |

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

| Data | Strengths | Concerns | Multiple Data Sources |
|------------|---|---|--|
| ELA | <ul style="list-style-type: none"> • EOG Schoolwide – Increased number of students reading on grade level, reflective of growth in ELs and SWDs ability to meet Learning Targets and increase vocabulary comprehension • RI Schoolwide – Grade 7 and 8, Below Basic and Basic students decreased, number of Proficient and Advanced increased, reflective of ELs and SWDs increased vocabulary recognition and making connections in texts • Grades 6, 7, and 8 produced gains in proficient and advanced • Gifted had the highest percentage of growth • 22.23 EOG Data | <ul style="list-style-type: none"> • Grade 8 - Language barrier, challenge with academic vocabulary, lack of confidence • Retaining information – applying prior knowledge • Stamina, endurance • SWDs and ELs did not progress at the same rate as other groups • Grade 6 below basic remained the same | <p>RI, INTERIM, EOG, IOWA/COGAT, Common formative and Summative data</p> |

| 6 th Grade ELA EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) |
|-------------------------------|---------------------------|---------------------------|
| Level 4 | 4 | 1.4 |
| Level 3 | 23.9 | 20.6 |
| Level 2 | 33 | 34.9 |
| Level 1 | 39.1 | 43.1 |
| Reading on Grade Level | 47 | 43.8 |
| Reading Inventory | | |
| Proficient & Advanced | 41 | 37 |

| 7 th Grade ELA EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) |
|-------------------------------|---------------------------|---------------------------|
| Level 4 | 2.3 | 2 |
| Level 3 | 26.4 | 19.4 |
| Level 2 | 37.5 | 40.8 |
| Level 1 | 33.7 | 37.8 |
| Reading on Grade Level | 66 | 57.2 |
| Reading Inventory | | |
| Proficient & Advanced | 45 | 48 |

| 8 th Grade ELA EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) |
|-------------------------------|---------------------------|---------------------------|
| Level 4 | 3.8 | 1.9 |
| Level 3 | 24.3 | 18.8 |
| Level 2 | 38.7 | 42.2 |
| Level 1 | 33.2 | 37.1 |
| Reading on Grade Level | 61.6 | 56.5 |
| Reading Inventory | | |
| Proficient & Advanced | 51 | 49 |

Math

- EOG Schoolwide – Increased number of students in Proficient and Advanced which includes ELs and SWDs; increase in comprehension of Algebra skills and numbers and operations.
- MI Schoolwide - Decrease in number of students in Below Basic, increase in Basic, Proficient and Advanced levels, reflective of increased number of all ELs and SWDs increased comprehension of concepts and application
- Grades 6, 7, and 8 produced gains in proficient and advanced
- 22.23 EOG Data

- Reading comprehension – unpacking word problems
- Stamina, endurance
- Retention of concepts learned
- Grade 6 below basic remained the same

MI, INTERIM, EOG.
Common Formative &
Summative Assessments

| | <table border="1"> <thead> <tr> <th>6th Grade Math EOG</th> <th>2022-2023 (Percentage)</th> <th>2021-2022 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>1.7</td> <td>3.2</td> </tr> <tr> <td>Level 3</td> <td>14.4</td> <td>15.2</td> </tr> <tr> <td>Level 2</td> <td>51.2</td> <td>41.5</td> </tr> <tr> <td>Level 1</td> <td>32.8</td> <td>40.1</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>7th Grade Math EOG</th> <th>2022-2023 (Percentage)</th> <th>2021-2022 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>2.3</td> <td>4.1</td> </tr> <tr> <td>Level 3</td> <td>23.8</td> <td>17.6</td> </tr> <tr> <td>Level 2</td> <td>49</td> <td>55.4</td> </tr> <tr> <td>Level 1</td> <td>24.9</td> <td>23</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>8th Grade Math EOG</th> <th>2022-2023 (Percentage)</th> <th>2021-2022 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>4.4</td> <td>4.2</td> </tr> <tr> <td>Level 3</td> <td>22.8</td> <td>20.6</td> </tr> <tr> <td>Level 2</td> <td>46.3</td> <td>45.2</td> </tr> <tr> <td>Level 1</td> <td>26.5</td> <td>30</td> </tr> </tbody> </table> | 6 th Grade Math EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | Level 4 | 1.7 | 3.2 | Level 3 | 14.4 | 15.2 | Level 2 | 51.2 | 41.5 | Level 1 | 32.8 | 40.1 | 7 th Grade Math EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | Level 4 | 2.3 | 4.1 | Level 3 | 23.8 | 17.6 | Level 2 | 49 | 55.4 | Level 1 | 24.9 | 23 | 8 th Grade Math EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | Level 4 | 4.4 | 4.2 | Level 3 | 22.8 | 20.6 | Level 2 | 46.3 | 45.2 | Level 1 | 26.5 | 30 | | |
|--|---|--|---------------------------|---------------------------|---------|-----|-----|---------|------|------|---------|------|------|---------|------|------|--|---|---------------------------|---------|-----|-----|---------|------|------|---------|----|------|---------|------|----|--------------------------------|---------------------------|---------------------------|---------|-----|-----|---------|------|------|---------|------|------|---------|------|----|--|--|
| 6 th Grade Math EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | 1.7 | 3.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 14.4 | 15.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 51.2 | 41.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 32.8 | 40.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 th Grade Math EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | 2.3 | 4.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 23.8 | 17.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 49 | 55.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 24.9 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 th Grade Math EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | 4.4 | 4.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 22.8 | 20.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 46.3 | 45.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 26.5 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Science</p> | <ul style="list-style-type: none"> • Common Formative and Summative Assessments in CTLS Assess • CCC's • 22.23 EOG Data <table border="1"> <thead> <tr> <th>8th Grade Science EOG</th> <th>2022-2023 (Percentage)</th> <th>2021-2022 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>8.5</td> <td>5.1</td> </tr> <tr> <td>Level 3</td> <td>18.3</td> <td>19</td> </tr> <tr> <td>Level 2</td> <td>24.1</td> <td>24.8</td> </tr> <tr> <td>Level 1</td> <td>49.2</td> <td>51.1</td> </tr> </tbody> </table> | 8 th Grade Science EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | Level 4 | 8.5 | 5.1 | Level 3 | 18.3 | 19 | Level 2 | 24.1 | 24.8 | Level 1 | 49.2 | 51.1 | <ul style="list-style-type: none"> • Lack comprehension regarding interpreting information in graphs and tablets • Critical thinking skills • Applying prior knowledge • Challenges with grammar and punctuation • Stamina, endurance | <p>Common formative and Summative data, EOG</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 th Grade Science EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | 8.5 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 18.3 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 24.1 | 24.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 49.2 | 51.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Social Studies</p> | <ul style="list-style-type: none"> • Common Formative and Summative Assessments in CTLS Assess • CCC's • 22.23 EOG Data (as of 6/5/23) <table border="1"> <thead> <tr> <th>8th Grade Social Studies EOG</th> <th>2022-2023 (Percentage)</th> <th>2021-2022 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>.07</td> <td>0.3</td> </tr> <tr> <td>Level 3</td> <td>12.6</td> <td>8.2</td> </tr> <tr> <td>Level 2</td> <td>42.7</td> <td>43.1</td> </tr> <tr> <td>Level 1</td> <td>44</td> <td>48.4</td> </tr> </tbody> </table> | 8 th Grade Social Studies EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | Level 4 | .07 | 0.3 | Level 3 | 12.6 | 8.2 | Level 2 | 42.7 | 43.1 | Level 1 | 44 | 48.4 | <ul style="list-style-type: none"> • Critical thinking skills • Applying prior knowledge • Academic Vocabulary recognition • Analyzing texts • Citing Text Evidence | <p>Common formative and Summative data, EOG</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 th Grade Social Studies EOG | 2022-2023 (Percentage) | 2021-2022 (Percentage) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | .07 | 0.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 12.6 | 8.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 42.7 | 43.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 44 | 48.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|--|--|---|
| Discipline / School Climate Data | <ul style="list-style-type: none"> Increased positive recognition schoolwide (e.g., no referral celebrations, perfect attendance celebrations) Weekly goal setting identified by student during virtual morning announcements Classroom PBIS Stores | <ul style="list-style-type: none"> Referrals for physical aggression towards another | <ul style="list-style-type: none"> PBIS Rewards App Discipline Data (Dashboard) |
| Professional Learning What's been provided? What is the impact? | <ul style="list-style-type: none"> ELA, Math, Science and Social Studies Coaches visiting and supporting classroom teachers PLs on literacy strategies Positive impact based on RI and MI results | <ul style="list-style-type: none"> Additional PLs needed for Social Studies – no change in student growth | <ul style="list-style-type: none"> ELA, Math, Science and Social Studies Coaches |
| Other | | | |

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

| Data | Student Groups | Strengths | Concerns | Multiple Data Sources |
|------------|--|---|--|---|
| ELA | <input checked="" type="checkbox"/> Econ. Disadv. <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ul style="list-style-type: none"> SWDs decreased in Below Basic from Fall '22 to Spring '23 - 58% to 55%. Basic went from 31% to 30%. Advanced from 3% to 6%. ELs decreased students in Below Basic from 53% to 48% from Fall'22 to Spring '23 - Basic increased from 39% to 42%, and proficient went from 5% to 7%. | <ul style="list-style-type: none"> Unpacking assessment questions, i.e., determining exactly what is being asked of the student Analyzing texts Academic vocabulary | <ul style="list-style-type: none"> RI MI Write Springboard Embedded Assessments EOG |

| | | | | |
|--|--|---|--|---|
| <p>Math</p> | <input checked="" type="checkbox"/> Econ. Disadv. <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ul style="list-style-type: none"> • SWDs decreased in Below Basic from Fall '22 to Spring '23 - 88% to 77%. Proficient went from 0% to 4% and Advanced from 0% to 2%. • ELs in Below Basic went from 86% to 71% from Fall'22 to Spring '23 - Basic increased from 12% to 21%, and proficient went from 2% to 5%. | <ul style="list-style-type: none"> • SWD students are not growing at the same rate as their peers | <ul style="list-style-type: none"> • MI • Interim Assessments |
| <p>Science</p> | <input type="checkbox"/> Econ. Disadv. <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | | | |
| <p>Social Studies</p> | <input type="checkbox"/> Econ. Disadv. <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | | | |
| <p>Discipline / School Climate Data</p> | <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ul style="list-style-type: none"> • Increase in student recognition and celebrations | <ul style="list-style-type: none"> • Some student groups receive more referrals than other students | <ul style="list-style-type: none"> • PBIS Dashboard – Referral Data |
| <p>Professional Learning</p> | <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ul style="list-style-type: none"> • ELA - Literacy and Reading Strategies • Science PL • Social Studies PLs – Unpacking Standards and Learning Targets • Math PL | <ul style="list-style-type: none"> • Increase co-teaching and reading strategies PL offerings | <ul style="list-style-type: none"> • Teacher survey (forms) |
| <p>Other</p> | <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | | | |

| | |
|--|--|
| Statement of Concern #1 | As of Spring 2023, 436 students in grades 6-8 are scoring Basic (164) or Below Basic (272) on the Reading Inventory. |
| Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Formative data shows that students need ongoing lessons in phonetic awareness. |
| Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students struggle to understand academic vocabulary of the content and apply it to reading comprehension. |
| Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Standards need to be unpacked, then more focused instruction needed on specific skills, that can be tied back to application, comprehension, and meeting Learning Targets. |
| Contributing Factors (Outside of control) | Student transiency Attendance |
| Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i> | The number of students who will score at Advanced or Proficient on the RI will increase from 46% in SY 2022/2023 to 56% in SY 2023/2024. |

| | |
|--|--|
| Statement of Concern #2 | As of Spring 2023, 499 students in grades 6-8 are scoring Basic (230) or Below Basic (269) on the Math Inventory. |
| Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students need to develop confidence when solving problems and consistently have accountable math conversations. |
| Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students need more exposure to anchor charts tied to specific strategies, to use as a tool to solve Math problems. |
| Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students have difficulty solving multi-step problems, applying strategies to solve problems and recalling math facts and applying the integer rules. |
| Contributing Factors (Outside of control) | Virtual learning and inconsistent math instruction |
| Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i> | The number of students who will score at Advanced or Proficient on the MI will increase from 27% in SY 2022/2023 to 37% in SY 2023/2024. |

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|---|---|
| Statement of Concern #3 | Behavior – Increase the number of students receiving 1 or less referrals. |
| Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students are receiving a high number of referrals for physical aggression and insubordination. |
| Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students struggle with building positive relationships or rapport with one another. |
| Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students have difficulty managing emotions and effectively dealing with conflict. |
| <p style="text-align: center;">Contributing Factors (Outside of control)</p> | <p>Negative interactions on social media.</p> <p>Students’ ability to control emotions and not immediately respond to situations negatively.</p> |
| <p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p> | The number of students receiving 1 or no referrals will increase from 625 in SY 2022/2023 to 700 in SY 2023/2024 as measured by the PBIS Dashboard. |

School Improvement Goals
Include goals on the parent compacts and policy

| | |
|----------------|---|
| Goal #1 | The number of students who will score at Advanced or Proficient on the RI will increase from 46% in SY 2022/2023 to 56% (with enrollment at 866) in SY 2023/2024. |
| Goal #2 | The number of students who will score at Advanced or Proficient on the MI will increase from 27% in SY 2022/2023 to 37% (with enrollment at 866) in SY 2023/2024. |
| Goal #3 | The number of students receiving 1 or no referrals will increase from 625 in SY 2022/2023 to 700 in SY 2023/2024 as measured by the PBIS Dashboard. |

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? |
|--|---|---|--|
| 6 th Grade Math Teacher – Class Size Reduction | <input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | This position will reduce class size in grade 6 to provide additional support for students who are striving in math. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families. |
| 6 th Grade ELA Teacher – Class Size Reduction | <input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | This position will reduce class size in grade 6 to provide additional support for students who are striving in ELA. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families. |
| 8 th Grade ELA Teacher – Class Size Reduction | <input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | This position will reduce class size in grade 8 to provide additional support for students who are striving in ELA. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families. |
| Parent Facilitator | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement | The parent facilitator will collaborate with the leadership team to plan opportunities for parents to learn about the standards assessments, resources, and other methods to support their student. |

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| 7 th Grade ELA Teacher – Class Size Reduction | <input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | <p>This position will reduce class size in grade 7 to provide additional support for students who are striving in ELA. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.</p> |
|---|---|--|--|

| GOAL #1 | The number of students who will score at Advanced or Proficient on the RI will increase from 46% in SY 2022/2023 to 56% (with enrollment at 866) in SY 2023/2024. | | | | | |
|--|---|--|-------------------|--|--|---|
| Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> | Resources | Funding Source(s) <i>SWP Checklist 5.e</i> | Start Date | How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i> | How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i> | People Responsible |
| Continuation of Independent Reading focus in all ELA classes for 10 minutes utilizing student choice. | Classroom libraries Springboard Digital libraries | District and Title I District | August 2023 | Implementation: a. Teachers will implement daily Independent Reading time & conferences with students during Advisement (Monday – Thursday, Beginning August 19 th) b. Student goals & rotation will be displayed daily Artifacts: RI data, MI Write data, Springboard EA data (CTLS) <ul style="list-style-type: none"> • Rotation Charts • Goal Charts • Overview of Student Conference Outcomes • Walkthrough Summary Reports | Evaluation of Impact: <ul style="list-style-type: none"> • Increased comprehension of texts. • Increased proficiency in reading (fluency). • Increase in vocabulary acquisition. • Increased enjoyment of reading texts selected by students. Evidence: Growth on RI from Aug. 2023 to May 2024 | Monica Hobbs – ELA Department Chair |
| During advisement (Monday – Thursday 9:20 – 9:55 a.m.) Literacy focus – additional opportunity for independent reading (includes SS and Sci.), additional support for strategies being taught in content courses, journaling. <ul style="list-style-type: none"> • Instructional support specialist to meet with Social Studies and Science department chairs and teachers to identify specific PLs needed for their content. | Classroom libraries Beanstack | Title I & Local District funds | August 2023 | Implementation: <ul style="list-style-type: none"> • Advisement class will continue to involve Book Talks, Read Alouds, Independent Reading, and Guest Readers. • Advisement classes will be visited/observed by Admin, Academic Coach and/or District coaches to ensure fidelity of action step. | Evaluation of Impact: <ul style="list-style-type: none"> • 80% of all teachers will consistently implement independent reading by November 1, 2023. • 80% of all teachers will consistently implement SS & Science tiered lessons and/or differentiation strategies during lessons by December 1, 2023. | Monica Hobbs, ELA Department Chair Gerald Krebs, SS Department Chair |

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|---|------------------|-----------------|------------------------------|--|--|---|
| <ul style="list-style-type: none"> • Add AVID strategies after conference in late June | | | August 2023 | Artifacts: <ul style="list-style-type: none"> • Data from walkthrough forms focused on evidence of daily Literacy support & Reading Logs • Data from walkthrough forms focused on Science & SS implementation, related student performance with trends | <ul style="list-style-type: none"> • 70% of all students will pass the common assessment questions Evidence: <ul style="list-style-type: none"> • Walkthrough data summaries • Formatives/Common assessment data summaries | James Shook, Science Department Chair |
| Continue Teacher-Student Conferences based on Balanced Literacy Model <ul style="list-style-type: none"> • ELA teachers attending “Skilled Teachers Build Skilled Readers Secondary Institute” • ELA teachers to attend expanded six-day Skilled Teachers Build Skilled Readers professional learning series during the 23-24 school year. • Science and Social Studies teachers to attend expanded PL with ELA teachers | Student Journals | Local & Title I | August 2023 June 2023 | Implementation: <ul style="list-style-type: none"> • Students will continue creating weekly journal entries, which will be periodically reviewed by teachers and department chair. • Professional Learning during CCC’s on how to implement effective conferences. Artifacts: <ul style="list-style-type: none"> • Data from walkthrough forms focused on Teacher-Student Conferences with Balanced Literacy components • Student Journal Entry Summary report | Evaluation of Impact: <ul style="list-style-type: none"> • Students will meet goals set with teacher and increase fluency, vocabulary and reading comprehension Evidence: <ul style="list-style-type: none"> • Walkthrough data summaries • Formatives/Common assessment data summaries • Growth on RI from Aug. 2023 to May 2024 and MI Write | Monica Hobbs, ELA Department Chair Danielle Crump, ELA Administrator |

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| <p>Teachers will continue to implement frequent formative assessments measuring effectiveness of specific literacy strategies.</p> <ul style="list-style-type: none"> • PL on vocabulary/morphology and conferring with students • Add AVID strategies after conference in late June | <p>Springboard CTLS</p> | <p>District Title I District</p> | <p>August 2023 Sept./Oct. 2023</p> | <p>Implementation:</p> <ul style="list-style-type: none"> • In ELA class, students will engage in formatives via CTLS to monitor progress. <p>Artifacts:</p> <ul style="list-style-type: none"> • Walkthrough Summary data • Formative Assessment Summaries from CTLS • RI data • MI Write data | <p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • Students will increase in accuracy of the application of specific ELA strategies (e.g., analyzing text, citing textual evidence) <p>Evidence:</p> <ul style="list-style-type: none"> • Walkthrough data summaries show consistent practice • Formative assessment student data summaries show growth related to specific literacy skills • Growth on RI from Aug. 2023 to May 2024 | <p>Monica Hobbs, ELA Department Chair Administration Beth Smith</p> |
| <p>Students will continue to use MI Write to strengthen their writing skills and increase their confidence as a writer.</p> | <p>MI Write</p> | <p>Title I</p> | <p>October 2023</p> | <p>Implementation:</p> <ul style="list-style-type: none"> • Students receive feedback about their writing to improve their skills. <p>Artifacts:</p> <ul style="list-style-type: none"> • Walkthrough Summary Reports • MI Write monthly data reports | <p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • 75% of students will improve writing skills (measured with MI Write) by April/May 2024 . <p>Evidence: Growth on MI Write from Oct. 2023 to May 2024</p> | <p>Monica Hobbs – ELA Department Chair Angela Price, Instructional Support Specialist</p> |

| GOAL #2 | The number of students who will score at Advanced or Proficient on the MI will increase from 27% in SY 2022/2023 to 37% (with enrollment at 866) in SY 2023/2024. | | | | | |
|--|---|--|-------------------|--|--|--|
| Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> | Resources | Funding Source(s) <i>SWP Checklist 5.e</i> | Start Date | How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i> | What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i> | Person Responsible |
| Continue implementing the use of the Math 360 Degree Classroom (vertical whiteboards) during opening (daily), work session (once daily), and closing (once a week) <ul style="list-style-type: none"> The math department chair will create a schedule for teachers to observe one another and provide constructive feedback. | Vertical Whiteboards Dry Erase Markers Erasers | Title I and Local Funds | August 1, 2023 | Implementation: Students will solve problems daily on the vertical whiteboard and receive immediate feedback from the teacher. Teachers will also conduct peer observations and provide feedback. Artifacts: <ul style="list-style-type: none"> Walkthrough Summary Reports on the use of the vertical whiteboards Summary of Teacher Feedback from Peer Observations | Evaluation of Impact: Students will demonstrate mastery of the grade level standards. <ul style="list-style-type: none"> After the third MI administration, at least 78 students will improve their score to advanced or proficient (at least 15 ESOL and 10 SWD students) Evidence: Growth on all assessments (formative and summative), MI, and EOG | Math Department Chair, Gabrielle Ratliff Instructional Support Specialist |
| IXL Math will be used to increase math fluency and confidence in math. IXL helps students master essential skills at their own pace through fun and interactive question, built in support, and motivating awards. | Laptops & Desktops | Title I & District Funds | October, 2023 | Implementation: IXL provides diagnostic to help identify students' strengths and areas of improvement. The software program also monitors mastery of standards and provides numerical grades. Artifacts: IXL Reports | Evaluation of Impact: Increase the number of students scoring proficient or higher Evidence: Growth on MI from August 2023 to May 2024 in all student groups | Angela Price, Academic Coach & Gabrielle Ratliff, Math Dept. Chair |

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|--|--------------------------------------|-----------------------------|-----------------------|--|---|---|
| <p>Math teachers will receive follow up training on how to pair “Purposeful Questioning” with the vertical whiteboards</p> | <p>PL Resources</p> | <p>County & Title I</p> | <p>September 2023</p> | <p>Implementation: All math teachers will implement the “Purposeful Questioning” strategies while utilizing the vertical whiteboards.</p> <p>Artifacts: Classroom observation data, formative and summative assessments</p> | <p>Evaluation of Impact: Students will increase their understanding of applying mathematical skills to solve problems</p> <p>Evidence: Growth on MI from Aug. 2023 to May 2024 in all student groups</p> | <p>Instructional Support Specialist</p> <p>Title I Academic Coach</p> |
| <p>CCC’s will develop anchor charts that capture the most important content and relevant strategies to solve problems.</p> <ul style="list-style-type: none"> • The math administrator and department chair will identify math teacher leaders to share effective anchor chart strategies during the department meetings. • Anchor charts will be posted in all math classes for students to use as resource when solving problems on their own. • Anchor charts save classroom time and keep teachers from going over concepts multiple times. | <p>Poster Paper and Poster Maker</p> | <p>County & Title I</p> | <p>August 2023</p> | <p>Implementation: All math teachers will implement the “Purposeful Questioning” strategies while utilizing the vertical whiteboards.</p> <p>Artifacts: Classroom observation and Walkthrough data, formative, and summative assessments</p> | <p>Evaluation of Impact: Students will increase their understanding of applying mathematical skills to solve problems.</p> <p>Evidence: Growth on MI from Aug. 2023 to May 2024 in all student groups</p> | <p>Instructional Support Specialist</p> <p>Title I Academic Coach</p> |

| GOAL #3 | The number of students receiving 1 or no referrals will increase from 625 in SY 2022/2023 to 700 in SY 2023/2024 as measured by the PBIS Dashboard. | | | | | |
|---|---|--|---------------------------------|--|---|-----------------------------|
| Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i> | Resources | Funding Source(s) <i>SWP Checklist 5.e</i> | Start Date | How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i> | What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i> | Person Responsible |
| The PE and counseling CCC's will collaborate to create good sportsmanship lesson for grades 6-8. | Counseling Lesson | District | September 2023 and January 2024 | The PE teachers & counselors will teach the lesson the students in PE. They will model scenarios and teach students how to handle conflict while playing sports. | Evaluation of Impact: The number of physical aggression referrals will decrease in PE. | Counselors & PE Teachers |
| The counseling CCC will plan "No Referral Celebrations" each quarter to recognize students who have not received a referral. | Certificates | Local | October 2023 | The counseling CCC will create certificates for students and purchase food items to recognize students during the celebration. Students sign posters, which will be displayed in the grade level pods. | Evaluation of Impact: Increase the number of students who receive no discipline referrals during the 2023-2024 school year. | Counseling CCC |
| Revitalize Mentoring Program of Identified students with 5 or more referrals. | n/a | Local & District | Sept. 2023 | Implementation: GMS staff will volunteer to serve as a mentor and will be trained by PBIS administrator. Artifacts: Mentee behavior contract | Evaluation of Impact: Decrease the number of students receiving referrals Evidence: PBIS Dashboard Referral Data | Administration & PBIS Coach |
| Communities in Schools Site (CIS) Coordinator will provide support/mentorship for students related to academic achievement, attendance, and discipline. | n/a | Communities in Schools Grant | July 2023 | Implementation: Teachers, counselors, administrators, and parents will recommend students to the CIS Coordinator, who will secure the necessary paperwork for parent approval. Student groups will meet with | Evaluation of Impact: Students on the caseload will feel connected and demonstrate improved performance academically, socially, and emotionally. | CIS Coordinator |

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|---|----------------|------------------|-------------|--|--|-----------|
| | | | | <p>the coordinator weekly for one class period.</p> <p>Artifacts: Small group lesson observations, student products from lessons, incentives</p> | <p>Evidence: CIS Monthly/Quarterly Contact Report</p> | |
| <p>Grade 6-8 teachers will continue to use standardized PBIS lesson plans to instruct students on expected, desirable behaviors and how to self-regulate in difficult situations. This will occur during the first two weeks of school during homeroom and after extended breaks.</p> | PBIS Resources | Local & District | August 2023 | <p>Implementation: The PBIS team will share the lessons with teachers during pre-planning. PBIS lessons will be taught during the first two weeks of school.</p> <p>Artifacts: PBIS lessons in Garrett Backpack, PBIS Matrix</p> | <p>Evaluation of Impact: Students will demonstrate the R.E.A.L. Expectations</p> <p>Evidence: Classroom observations, PBIS Dashboard Referral Data</p> | PBIS Team |

Actions to Support Student Groups in Meeting School Improvement Goals

| Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i> | Action steps to improve/support achievement of student groups | Resources | Funding Source |
|---|--|---|--|
| <input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>In collaboration with the school social worker, the school will continue its attendance incentive to recognize students for perfect attendance.</p> <p>Truancy Intervention Panels (TIP) will be held earlier in the school year to address attendance concerns. The TIP will use Restorative Practices.</p> <p>Social worker shared the watchlist for 2023-2024. Social worker is asking for future 7th and 8th graders for a SSW attendance referral when they reach 3 Days Unexcused (versus 7 day, per policy) so that we may intervene more proactively.</p> | Certificates Incentives | Local |
| <input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>The school counselors will continue to select students for small group counseling support based on referral data.</p> | Counseling Curriculum Incentives | District Local Funds |
| <input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>Garrett’s staff will continue to participate in “GO TO Strategy” training. All staff will participate in professional learning with district ESOL department lead and local staff.</p> | Go To Strategy Books | CCSD ESOL Department |
| <input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>All staff will continue to participate in Reading Strategies PLs and co-teaching training.</p> | Reading Strategies | CCSD Coaches |
| <input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>The AVID elective teacher will recruit students to apply for the class. Students will visit local colleges and universities, learn organizational and note-taking skills, and participate in weekly tutorial sessions.</p> | AVID Curriculum | AVID Elective Teacher & AVID Site Team |

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

| Family Engagement Activities (<u>Must be listed in the school policy</u>) | Date(s) Scheduled | Date Completed | "Shall" Standard(s) Addressed |
|---|--|----------------|--|
| <p>1. Required <u>State of the School Meeting – Deadline September 30, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p> | Sept. 14, 2023 | | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| <p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p> | Oct. 13, 2023 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p> | April 18, 2024 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/26/24</p> | Sept. 2023 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | Dec. 2023 | | |
| | Feb. 2024 | | |
| | April 2024 | | |
| <p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> Rising 9th grade students will hear from the counselors and administrators from the feeder high schools in February and March. They will complete registration and have the opportunity to visit the feeder high school. Rising 6th grade students will participate in sessions with the administrators and counselor during the months of March and April. A parent night will be held in late March and parents will have another opportunity to tour the school in June.</p> | February & March 2024 – Rising 9 th Grade Articulation with High Schools March/April 2024 – Articulation with Rising 6 th Grade Feeder Schools 3/29/24 (Rising 6 th Parent Meeting) June 2023 – Parent Tours for Rising 6 th Grade | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |

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| <p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p> | <p>List documents translated for parents: GMS Family Engagement Policy GMS Parent Compact All documents sent through CTLS Parent (weekly newsletter from principal, flyers, etc.) will be translated in the home language.</p> | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
|---|--|--|

| School Developed Family Engagement Activities (Required for "Shall's" 2 and 6) | | | | | | | |
|--|--|--|---|--|-------------|--|--|
| School Developed Family Engagement Activities (Must be listed in the school policy) | "Shall" Addressed | Goal(s) Addressed | Resources | Funding Source(s) <i>SWP Checklist 5.e</i> | Date | How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence. | Team Lead |
| PBIS Parent Night – Informational night for parents to learn how PBIS works at home and school. | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | PBIS Resources PowerPoint Presentation | District & Local | Sept. 2023 | The PBIS team will monitor the effectiveness of the parent night by reviewing parent survey results from attendees. | PBIS Team and Pam Walker, Parent Facilitator |
| AVID Family Night - Parents get a better understanding of the AVID program and schoolwide initiatives. | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | AVID Resources | District | March 2024 | The AVID site team will survey the parents to determine next steps as teachers prepare students to apply for the AVID elective course. | AVID Teacher |
| | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | | | | | |

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 |
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| Schoolwide Plan Development – Section 1114(2)(B) (i-iv) |
| <p>1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)</p> |
| <p>2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)</p> |
| <p>3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p> |
| <p>4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)</p> |
| <p>5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</p> <p>SCHOOL RESPONSE:</p> <p>Garrett Middle School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Garrett will utilize Twenty Day funds for tutoring support of our students who are not meeting state standards or demonstrating proficiency on the Reading and/or Math Inventory. The Positive School Culture department</p> |

will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS), Restorative Practices, and professional learning provided by the positive school culture coaches and staff. Our community partners (Carroll Agency Allstate, Walton Communities, Love Bridge Church, South Cobb Rotary Club, Target, and other local organizations) will provide support for PBIS rewards, volunteers, and mentors. Local food pantries and the City of Austell provide support for families in need of food, housing, or other physical needs. 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:

The school leadership team meets monthly, and Cobb Collaborative Communities (CCC's) meet weekly to analyze formative and summative assessment data to monitor student achievement. The Reading Inventory (RI) and Math Inventory (MI) assessments are administered 3 times per year using the district platform. The results are transmitted to the student information system and used to determine Lexile and Quantile Growth. CCC's and departments meet to review and analyze the RI and MI results. Using the results, the CCC's select intervention strategies and create flexible groups to address learning needs

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

The school leadership team analyzes the data for all student groups (ELL, SWD, Gen-ED, etc.) to determine the effectiveness. School based interventions are reviewed annually to determine their effectiveness in improving student achievement.

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:

The leadership team will revise the plan to address the learning needs of all student groups. Professional learning will be provided for teachers and paraprofessionals as needed.

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:

Garrett Middle School will continue to implement PBIS structures and professional learning on Restorative Practices. We have adopted the schoolwide use of PBIS Matrix and Flow Chart to be used in conjunction with the PBIS Rewards App as an immediate intervention for minor classroom offenses as well as allow students to earn credits for positive behaviors. These credits can be used to acquire items from teacher stores and participate in monthly celebrations. The minor infraction system will allow us to target the specific behaviors that are most frequently occurring. We will continue to use the student support team as a means for students to receive mentorship from their peers. The PBIS team is the driving force behind the integration of the PBIS structure in the school as they are responsible for training teachers and other staff about emotional learning strategies as well as effective responses to less than desirable behavior.

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

SCHOOL RESPONSE:

All staff members participate in weekly CCC meetings on Thursday during their planning period. CCSD, Title I academic coaches, and Garrett’s instructional support specialist will meet regularly with CCC’s to monitor pacing, share effective instructional strategies, and provide professional learning opportunities tailored to the CCC needs. We provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers.

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teacher's district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

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:

Rising sixth grade students will be introduced to middle school during transition meetings at the elementary school and/or Garrett Middle School during the month of March/April. The 6th grade administrator and counselor schedule the transition meetings with the feeder schools. Families may schedule visitation days are scheduled throughout the year. Our transition plan includes a Rising 6th Grade Parent Night in late March for the upcoming school year. Families and students can tour the facility, meet families and teachers, and ask questions regarding Garrett Middle School. Transition questions are answered, and students feel more comfortable about transitioning to middle school. Additionally, we will host tours in the summer for rising 6th grade students and their families.

8th grade students are offered informational meetings with appropriate high school administrators and counselors from South Cobb High School and Pebblebrook High School, and they will visit their feeder high school in January or February. Additionally, students will be given an overview of the Magnet Programs/CITA offered within the CCSD during grade level assemblies and parent meetings. Counselors will host Future Week to expose 8th grade students to innovative careers, and in collaboration with Communities in Schools, students will have the opportunity to participate in Reality U. 8th grade students will complete elective registration during homeroom in February.

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

SCHOOL RESPONSE: n/a

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

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