



School Improvement Action Plan



School Year:	2023-2024
School Name:	Powers Ferry Elementary
Principal Name:	Elayna Wilson
Date Submitted:	June 2, 2023
Revision Dates:	June 8, June 12, June 21

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Powers Ferry Elementary School
<i>Team Lead</i>	Mrs. Elayna Wilson
<i>Position</i>	Principal
<i>Email</i>	Elayna.wilson@cobbk12.org
<i>Phone</i>	(770)578-7936
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: The School Leadership Team of Powers Ferry Elementary School, including teachers, administrators, families and community leaders met to conduct our Comprehensive Needs Assessment. The data from the 2022-2023 school year was shared and reviewed. The committee analyzed the data and provided input regarding the prioritized needs, root causes and goals/actions for the 2023-2024 school year. The information was then compiled into the School Improvement Plan (document). Pertinent input from stakeholders such as families, community partners, PTA, as well as school staff members was collected and included within the contents of the School Improvement Plan. Attendance records are maintained on file at the local school.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	June 12, 2023
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Position/Role	Printed Name	Signature
Principal		
Assistant Principal		
Kindergarten Teacher		
1 st Grade Teacher		
2 nd Grade Teacher		
3 rd Grade Teacher		
4 th Grade Teacher		
5 th Grade Teacher		
Counselor		
Counselor		
ESOL Teacher		
Special Education Teacher		
Media Specialist		

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	2 nd grade students will make 15% growth in reading from Aug. to May; 3 rd grade students proficient and advanced percentage will increase from 29% to 39%; 4 th grade students proficient and advanced will increase from 40% to 50%; 5 th grade students proficient and advanced will increase from 29% to 39%
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	According to the RI Data, the percentage of all students scoring Proficient and/or Advanced on the Reading Inventory increased from 18% (August 2022), to 42% (May 2023). 2 nd Grade- RI Data (August 2022 to May 2023)- 10% Proficient/Advanced to 46% 3 rd Grade- RI Data (August 2022 to May 2023)- 24% Proficient/Advanced to 58% 4 th Grade- RI Data (August 2022 to May 2023)- 28% Proficient/Advanced to 51% 5 th Grade- RI Data (August 2022 to May 2023)- 23% Proficient/Advanced to 40%
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	Usage of Benchmark Phonics, Heggerty Phonics, Next Step Guided Reading and paraprofessional support in 1 st and 2 nd grades. Usage of READ 180 and System 44 in TSAs classrooms. Implementation of increased small group instruction in grades K-5 th . The usage of instructional frameworks, programs and interventions mentioned above as well as explicitly focusing instruction on strategies within the following areas; Phonics, Phonemic Awareness, Fluency, Vocabulary, Reading Comprehension and Writing. We will continue to place specific emphasis on ensuring that high-yielding strategies that support vocabulary acquisition and reading comprehension are implemented in all grades, K-5 th . All K-5 th teachers were charged with identifying five (5) students that they would intensively monitor in reading and/or mathematics, coupled with providing intensified academic intervention through small group instruction (from January 2023-May 2023). The Target 5 Student Monitoring Approach will begin in August 2023 for the 2023-2024 year.

Previous Year's Goal #2	K students will make 15% growth in math from Aug. to May; 1st grade students will increase from 20% to 30%; 2 nd grade students will increase from 48% to 58%; 3 rd grade will increase from 35% to 45%; 4 th grade will increase from 61% to 71%; and 5 th grade will increase from 26% to 36%.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>According to the MI Data, the percentage of all students scoring Proficient and/or Advanced on the Mathematics Inventory increased from 10% (August 2022), to 50% (May 2023).</p> <p>Kindergarten- MI Data (August 2022 to May 2023)- 3% Proficient/Advanced to 32% 1st Grade- MI Data (August 2022 to May 2023)- 4% Proficient/Advanced to 51% 2nd Grade- MI Data (August 2022 to May 2023)- 11% Proficient/Advanced to 56% 3rd Grade- MI Data (August 2022 to May 2023)- 11% Proficient/Advanced to 68% 4th Grade- MI Data (August 2022 to May 2023)- 21% Proficient/Advanced to 59% 5th Grade- MI Data (August 2022 to May 2023)- 12% Proficient/Advanced to 40%</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>Usage of Math Workshop Model in grades K-5th. Implementation of Number Talks. Continued usage of DreamBox. Implementation of the Inquiry Method, students were required to provide justifications for their responses.</p> <p>The usage of instructional frameworks, programs and interventions mentioned above as well as explicitly focusing instruction on strategies to address the Math Domains; 1) Number Sense, 2) Computation, 3) Problem-Solving. We will continue to place specific emphasis on ensuring that high-yielding strategies that support number sense, math computation and problem-solving skills. All K-5th teachers were charged with identifying five (5) students that they would intensively monitor in reading and/or mathematics, coupled with providing intensified academic intervention through small group instruction (from January 2023- May 2023). The Target 5 Student Monitoring Approach will begin in August 2023 for the 2023-2024 year.</p> <p>District Math Coaches conducted professional development on the <u>The 5 Practices in Practice, Successfully Orchestrating Mathematics Discussions in Your Elementary Classroom.</u> Teachers analyzed students' math inventory, unit tests, quizzes, and district interim tests to differentiate instruction.</p>

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>K-2 Early Literacy Assessments (Phonics and Phonemic Awareness)</p> <p>Successful implementation of Heggerty Phonics in grades K-2nd</p> <p>4th Grade RI- 51% of students scored Proficient and/or Advanced (29 out of the 57 students tested on the Cycle 4 RI Administration- May 2023).</p>	<p>Greater than 50% of the students are reading below grade level in grades 1st, 2nd, 3rd and 5th, based on the RI scores from the Cycle 4 Administration (May 2023).</p> <p>1st- 22 out of the 78 students tested scored Proficient and/or Advanced on the RI</p> <p>2nd- 30 out of the 64 students tested scored Proficient and/or Advanced on the RI</p> <p>3rd- 34 out of the 61 students tested scored Proficient and/or Advanced on the RI</p> <p>5th- 28 out of the 65 students tested scored Proficient and/or Advanced on the RI</p>	<p>RI</p> <p>Early Literacy Assessments</p> <p>Interim Assessments</p> <p>Writing Rubrics</p> <p>Milestones</p>
Math	<p>MI Quantile Scores increased in grades 2nd and 3rd for the Cycle 4 MI Administration (May 2023).</p> <p>2nd- 35 out of the 64 students tested scored Proficient and/or Advanced on the MI</p> <p>3rd- 43 out of the 62 students tested scored Proficient and/or Advanced on the MI</p>	<p>Students experience difficulty with comprehension of word problems</p> <p>Lack of fluency in basic adding/subtracting up to 1,000</p> <p>Lack of automaticity of basic addition and multiplication facts (in grades 4th and 5th)</p> <p>Inconsistent exposure to math manipulatives</p>	<p>MI</p> <p>Interim Assessments</p> <p>Milestones</p>
Science	<p>Embedding math/science lessons</p> <p>Utilizing 4th grade teacher to plan STEM activities and school-wide events that extend to feeder and other CCSD high schools</p>	<p>Limited use of science lab activities</p> <p>Schedule inconsistency with allocating ample time to scientific concepts (A and B week on/off for instruction)</p>	<p>Interim Assessments</p>

		Inconsistent real-world applications for scientific processes	
Social Studies	Teachers in grades 3 rd , 4 th and 5 th consistently embed ELA and Social Studies standards.	Schedule inconsistency with allocating ample time to thoroughly explore Social Studies concepts (A and B week on/off for instruction)	Interim Assessments
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?			
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>EL students have been learning English quickly. There were 14 of our students to test out of ESOL. Our Newcomers students are progressing well.</p> <p>72% of our ALP students scored Advanced on the Cycle 4 May 2023 RI Administration and 28% scored Proficient.</p>	<p>According to the Milestones, none of the students in the student group scored proficient or distinguished. 84% of SWD performed Below/Below Basic on the Cycle 4 May 2023 RI Administration.</p>	<p>RI Data Interim Assessments Common Assessments ACCESS scores Imagine Learning Data Reports</p>
Math	<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>For all student groups in this content area, math is a universal language that allows them to have somewhat of an equal footing.</p>	<p>The challenge for these students is making the abstract concepts concrete.</p>	<p>MI Data Interim Assessments Common Assessments</p>
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	57% of students (overall) performing Below Basic and Basic in reading according to the Cycle 4 RI Administration (May 2023).
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students lack strong vocabulary acquisition skills, fluency, and reading comprehension.</p> <p>56 out of the 78 first graders scored Below Basic and Basic on the Cycle 4 RI Administration (May 2023). 28 out of the 65 fifth graders scored Below Basic and Basic on the Cycle 4 RI Administration (May 2023).</p> <p>Teachers require additional training to provide a systematic process for effectively teaching phonics, phonemic awareness and reading comprehension.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers require guidance and time to build a consistent, robust schedule to maximize teaching and learning to provide high-quality instruction and adequate practice for vocabulary, fluency, phonics, phonemic awareness to build students' efficacy and confidence to read, interpret and thoroughly comprehend a variety of texts.</p>
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Inconsistent student attendance</p> <p>Transiency rate of students</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Increase the percentage of students reading on or above grade level from 42% (end of Quarter 4) to 52% on the Reading Inventory by the end of the 2023-2024 school year (Cycle 4 Administration May 2024).</p>

Statement of Concern #2	50% of students (overall) performing Below Basic and Basic in mathematics according to the Cycle 4 MI Administration (May 2023).
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students lack strong foundational skills in numeracy and fact fluency which creates barriers when they are required to solve math computation and word problems.</p> <p>Teachers require additional training to provide a systematic process for effectively teaching mathematics, using the Workshop Math Model.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent use of manipulatives in grades K-5.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Inconsistent implementation of Number Talks in grades K-5.</p> <p>Teachers require additional training, facilitated by our CCSD District Math Coaches to provide a systematic process for effectively teaching mathematics, using the mathematical discussions in the classroom, using the book study of <u>The Five Practices in Practice, Successfully Orchestrating Mathematical Discussions in Your Elementary Classrooms.</u></p>
Contributing Factors (Outside of control)	<p>Transiency rate</p> <p>Inconsistent student attendance</p>
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p>Increase the percentage of On/Above grade level quantiles on the Math Inventory from 50% (end of Q4, Cycle 4 Administration, May 2024) to 55% according to the Spring Math Inventory administration by the end of the 2023-2024 school year.</p>

Statement of Concern #3	Students struggle with writing at grade level proficiency.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with transferring ideas from verbal to written expression form. Teachers require additional training on how to effectively plan and implement explicit writing instructional strategies with fidelity.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent daily scheduled time devoted to explicit writing instruction, causing writing instruction to often receive an abbreviated allotted time.
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Increase the percentage of students from 50% to 55% scoring Proficient and/or Advanced on the post-writing assessments (Narrative, Informational and Opinion genres).

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	Increase the percentage of students reading on or above grade level from 42% (end of Quarter 4) to 50% on the Reading Inventory by the end of the 2023-2024 school year (Cycle 4 Administration May 2024).
Goal #2	Increase the percentage of on/above grade level quantiles on the Math Inventory from 50% (end of Q4, May 2024) to 55% according to the Spring Math Inventory administration by the end of the 2023-2024 school year.
Goal #3	Increase the percentage of students from 50% to 55% scoring Proficient and/or Advanced on the post-writing assessments (Narrative, Informational and Opinion genres).
Goal #4	

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Instructional Para-Full Time	<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 type="checkbox"/> Family Engagement	Employ full-time paraprofessional to offer support in the area of literacy in grades K and 1 st . Monitor the Return on Investment (ROI) through classroom observations, walkthroughs and students' RI data.
Teacher (CSR) 2 nd Grade	<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 type="checkbox"/> Family Engagement	The use of a class size reduction teacher ensure 2 nd grade class sizes remain at lower numbers to better prepare students for 3 rd grade. The small teacher/student ratio will afford teachers daily opportunities to effectively facilitate small instructional groups during the literacy block.
Parent Facilitator	<input checked="" 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 checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	A full-time Parent Facilitator will be hired to increase family and community engagement. The Parent Facilitator will establish a home/school connection for our families who speak other languages. The Parent Facilitator will host trainings for families such as English classes and ELA and Math resources and trainings to empower parents to help their students master grade level standards.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

GOAL #1	Increase the percentage of students reading at/above the grade level Lexile from 46% (Cycle 4 Administration) to 55% on the Reading Inventory by the end of the 2023-2024 school year.					
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
Incorporate daily independent reading time to increase students' reading stamina and comprehension levels.	Decodable Texts Classroom Libraries	Title I County Funds	August 2023	Implementation: Daily scheduled independent reading time will be mandatory in all grades K-5 th . Artifacts: observation walkthrough checklists, daily instructional schedule	Evaluation of Impact: Students' reading stamina will increase as shown by teacher observations and student goal reflection sheets. Evidence: reading logs indicating length of time reading	Teachers District ELA Coaches Media Specialist TSAs
K-2 Teachers will implement phonemic awareness and phonics instructional strategies provided through LETRS and Heggerty training.	LETRS Heggerty Phonics Early Literacy Framework Open Court READ 180 System 44	Title I County Funds	August 2023)	Implementation: Teachers will participate in LETRS Training (June 2023-May 2024) Teachers will participate in Heggerty Phonics Training (August 2023, implementation September 5, 2023) Teachers will implement daily phonemic awareness lessons via the use of LETRS and Heggerty Phonics (beginning November 1, 2023) Artifacts: Dated PL Agendas, Walkthrough forms targeting Phonemic Awareness, Phonics Strategies	Evaluation of Impact: 80% of all teachers will consistently implement LETRS Strategies by November 1, 2023. 80% of all teachers will consistently implement Heggerty Phonics by December 1, 2023. 85% of all students will pass phonics assessments provided every two weeks through LETRS and/or Heggerty. Evidence: Heggerty and LETRS walkthrough data summary, common phonics assessment summaries	Teachers District ELA Coaches

<p>Targeted students in grades 3-5 will participate in an intervention reading block for the striving 10% of students in each grade level as identified by RI and/or Milestone ELA data.</p>	<p>READ 180 and Systems 44 programs</p> <p>Teacher on special assignment</p> <p>Reading materials</p>	<p>Local Funds</p> <p>Title I</p>	<p>August 2023</p>	<p>Implementation:</p> <p>Develop a rank order of students in each grade level using Milestone ELA Data and/or RI data to identify the lowest 10% of students in each grade by September 1.</p> <p>Schedule the identified students into a 50-minute reading intervention block using READ 180 and Systems 44 by September 15.</p> <p>Artifacts: Rank order list, Intervention class rosters</p>	<p>Evaluation of Impact:</p> <p>Students will increase reading skills as evidenced by Read 180 / Systems 44 reports.</p> <p>Evidence: Student progress report and written growth summaries.</p>	<p>TSAs</p> <p>District Interventionists</p> <p>Administrators</p>
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GOAL #2	Increase the percentage of on/above grade level quantiles on the Math Inventory from 50% (end of Q4, May 2024) to 55% according to the Spring Math Inventory administration by the end of the 2023-2024 school year.					
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
Teachers will implement the Number Talks strategies daily to increase students' mathematical fluency.	Number Talks book	Title I County Funds	August 2023	<p>Implementation: Teachers will participate in Number Talks training (August 17, September 12th)</p> <p>Teacher will open each day using Number Talks strategies each day by October 1</p> <p>Artifacts: Dated Number Talks PL Agendas, Walkthrough forms with specific number talks strategies listed.</p>	<p>Evaluation of Impact: 80% of all students will participate in math discussion about problem solving and number sense as identified by walkthrough data.</p> <p>Evidence: Walkthrough summary data</p>	Teachers Administrator s District Math Coaches
Teachers will implement flexible math groupings and meet with students daily.	The Five Practices in Practice book 360 classrooms	Title I County Funds	August 2023	<p>Implementation: Teachers will participate in flexible math grouping PL and choosing rich tasks (September 6th and September 21st)</p> <p>Use 5 practice in practice to guide lesson planning and determine flexible groups.</p> <ul style="list-style-type: none"> • Select tasks for New Georgia Standards Learning Plans • Anticipate (planning) • Monitor • Use data to create flexible groups) 	<p>Evaluation of Impact: All teachers will implement flexible grouping during the work session of the math block.</p> <p>80% of all students will score at least 70% on 10-Day Cycle Common assessments.</p> <p>Evidence: 10-Day Cycle Common Assessment Summary Data</p>	Teachers Administrator s District Math Coaches

				<p>Teachers will begin implementing weekly flexible math groups by October 15.</p> <p>Admin and District Academic Coaches will conduct instructional walks to monitor progress and determine next steps.</p> <p>Evidence: Sample of lesson plans indicating flexible math grouping; Instructional Walk data</p>		
Students will utilize Renaissance STAR Math and DreamBox to increase fact fluency and mathematical computation skills.	<p>Renaissance STAR Math</p> <p>DreamBox</p> <p>Flash cards</p> <p>Manipulatives</p>	Title I County Funds	August 2023	<p>Implementation: Teachers will ensure all students are entered into both the STAR Math and Dreambox programs by September 15</p> <p>Students will utilize STAR Math and Dreambox weekly through centers by September 30.</p> <p>Artifacts: Dreambox and Star Math classroom rosters</p>	<p>Evaluation of Impact:</p> <p>80% of all students will participate in either Dreambox or Star Math for a minimum of 45 minutes per week.</p> <p>80% of all students will increase fact fluency and math computation skills as evidenced by STAR Math and Dreambox score reports.</p> <p>Evidence: Summarized student usage reports (average time for each student weekly)</p> <p>Summary of Star Math and Dreambox score reports</p>	Teachers TSA
Implement an intervention math block for the lowest 10% of students in each grade level as identified by MI and/or Milestone Math data.	<p>Manipulatives</p> <p>DreamBox</p> <p>The Five Practices in Practice book</p>	County Funds Title I	September 1	<p>Implementation: Develop a rank order of students in each grade level using Milestone Math Data and/or MI data to identify the lowest 10% of students in each grade by September 1.</p> <p>Schedule the identified students into a 50-minute math intervention block by September 15.</p>	<p>Evaluation of Impact:</p> <p>Students will increase math skills as evidenced by teacher-created common assessments, MI score reports and EOG Georgia Milestones Data (increased performance from Levels 1 and 2 to 3 and 4).</p>	TSA AP

				Artifacts: Rank order list, Intervention class rosters	Evidence: Summary data of score reports Evidence: Student progress report and written growth summaries.:	
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GOAL #3		Increase the percentage of students from 50% to 55% scoring Proficient and/or Advanced on the post-writing assessments (Narrative, Informational and Opinion genres).				
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
Implement daily, journal writing time after teacher delivers explicit writing instruction using mentor texts.	Writing Journals Mentor Texts Story Works	Title I County Funds	August 2023	Implementation: Teachers' delivery explicit writing instruction daily beginning August 15. Students write in journals using specific prompts and focusing on specific skills beginning August 15. Artifacts: Lesson plans, writing journals	Evaluation of Impact: 80% of all students will score 'Proficient' as identified by monthly scored writing rubrics which include specific skills. Evidence: Summary data of written texts scored using rubrics	Teachers Administrator Writing Consultant
Develop and begin to implement appropriate writing expectations in grades K-5.	Daily Language book Units of Study Consultant Resources and performance contract Mentor Texts Write Score	Title I	August 21, 2023	Implementation: A consultant performance contract will be developed and submitted by July 5, 2023 Teachers will participate in writing PL provided by the consultant (August 21, 2023, October 16, 2023-Asynchronous Learning Days) Developed writing expectations for grades K-5 will be completed by December 21. Artifacts: Performance contract Dated PL Agendas Grade level writing expectations.	Evaluation of Impact: All teachers will understand and be ready to implement writing expectations for grades K-5 by February 1 as evidenced by a teacher survey. All teachers will consistently implement at least 2 writing expectations between March 1 and May 1, 2024 Evidence: Summary of teacher survey results, Classroom observation results	Consultant Administrators Teachers

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <small>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</small>	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 type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Administrators and Parent Facilitator will provide resources and supplies to parents via Parent University and Words with Wilson Principal/Parent Meetings to ensure families are equipped with the necessary materials, strategies to support mastery of student grade level standards in reading, writing and mathematics.		District and Title Funds
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL teachers will implement Imagine Learning lab sessions with students to increase students' English proficiency in reading, writing, speaking and listening.		Title III
<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	Social Worker and counselors will maintain an awareness of students'/family needs through a systematic, checks and monitoring system when homeless and/or foster children are registered for our school.		District
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	SSA, Special Education Lead Teacher and Administrators will meet bi-weekly to ensure IEP goals/objectives are adhered to and revised in a timely manner to meet students' needs. SSA and Special Education Teachers will host Parent Sessions to ensure parents possess a thorough understanding of the rights of themselves and children per IDEA.		IDEA
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	SSA will host meetings with Special Education Teachers and their co-teachers to ensure teachers implement the appropriate components of the co-teaching model (specifically reciprocal teaching) at Powers Ferry Elementary.		IDEA and District

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
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, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	August 24, 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, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 17-20, 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, 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>	March 14, 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 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	PL#1- 9/20/2023		<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
	PL#2- 11/29/2023		
	PL#3- 1/17/2024		
	PL#4- 3/20/2024		
<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></p>	June 14, 2023 July 12, 2023		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> School/Parent Compact for Achievement Family, School Engagement Policy for Shared Success All school event announcements Principal’s Weekly Communication</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
Words with Wilson	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	The principal will host information sessions with parents to discuss pertinent, current topics with the school community.	Title I	8/23/23 9/27/23 10/25/23 11/15/23 12/13/23 1/24/24 2/28/24 3/27/24 5/1/24	Parent Feedback via surveys	Parent Facilitator
Academic Nights- Keys to Success STEM/Math Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			August October January March	Parent Feedback via surveys	Parent Facilitator Teacher Leader Team
	<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					

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

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

School Improvement Plan Required Questions

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

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

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

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

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

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: Powers Ferry Elementary School will integrate state and local funds and support from the community in a variety of ways to support student learning. Powers Ferry Elementary has a current participation in the following CCSD initiatives, which are directly funded by Title I; LETRS, READ 180/System 44, ELF. Title I Funds will provide professional development opportunities for teachers. Title III provides English language proficiency support and resources including but not limited to, ESOL resources. Powers Ferry ES will request and utilize 20-Day/Extended Day funds received to provide accelerated instruction and interventions such as K-2 and 3rd-5th After School Tutoring for students to yield positive learning outcomes. The Office of Student Support provides support for the school’s effective implementation of Positive Behavioral Intervention and Supports Program (PBIS), as well as Restorative Practices. Partners in Education provide both capital and human resources to support parent and student literacy and math proficiencies. These programs work collaboratively to meet the needs of the students and their families identified in the CNA, as well as data collected from parent surveys throughout the year.

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: Powers Ferry Elementary utilizes both quantitative and qualitative data to regularly monitor the implementation of the schoolwide plan. Data from the Reading and Math Inventories and EOG Milestones are analyzed to help identify areas of potential and necessary growth for the upcoming school year. Staff and parent surveys are administered. Qualitative data from these sources are utilized to identify school areas for needed improvement to increase the home/school connection.

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: : Powers Ferry administrators and building leadership team reviews the action steps in the plan and determine The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards by analyzing various data sources (RI/MI, District Interim Assessments, Common Formative Assessments). The school disaggregates various data sources over the year, tracks students' performance during the interim cycles throughout the year and determines if SIP goals that were established in the beginning of the year have been met. Instructional pivots are made throughout the year to increase desired outcomes.

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 schoolwide plan is revised during the school year. Interim checkpoints are conducted after each administration of the Scholastic Reading and Math Inventory Assessments. Administrators, staff, and parents/community members discussed students' progress during the Title I Fall and Spring Forums, as well as during Principal Advisory Council meetings.

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: : Powers Ferry is a PBIS school and uses the elements within this initiative to encourage positive behavior in students. Students are acknowledged and rewarded for their demonstration of the practices related to PBIS. Students who demonstrate behavior and/or academic challenge are identified and supported through a multi-tiered (Tiers 1-4- least to greatest levels of support) approach. A school committee, along with parents of identified students meet to discuss concerns. Intervention strategies are developed, implemented and monitored to determine their effectiveness. Based on the learner's response to the strategies, he/she moves along the tiered continuum and continues to receive intensified support (interventions are tailored to his/her learning or behavior areas of need) and/or Tier 1 instruction.

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: : **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 teachers 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: Powers Ferry Elementary will provide opportunities for Pre-K students to have an early print-rich environment and access to math resources via the availability of resources from our Parent Resource Room. Our Parent Facilitator will contact and invite parents of children in our 4-year old classes offered at nearby preschools to our Open House to ensure parents have access to resources prior to their children beginning school. Counselors assist parents/families and students as they prepare for transitioning to middle school by organizing school visits, transition events with our feeder middle school, as well as disseminate pertinent information to families.

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

SCHOOL RESPONSE:

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

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