



School Improvement Action Plan



School Year:	2024 - 2025
School Name:	Betty Gray Middle School
Principal Name:	I. Denise Magee PhD
Date Submitted:	May 30, 2024
Revision Dates:	July 30, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Betty Gray Middle School
<i>Team Lead</i>	Denise Magee
<i>Position</i>	Principal
<i>Email</i>	Denise.Magee@cobbk12.org
<i>Phone</i>	770.819.2414

**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: Betty Gray Middle School implemented a School Strategic Planning Team (SSPT) comprised of the building's administrative team, department chairs, and various teacher leaders. Each department was responsible for analyzing multiple points of data and presenting their strengths and concerns. A preliminary meeting was held in March to conduct a surface level data analysis, followed by two additional meetings (April and post-planning) with representatives from each content area providing input to establish goals and action steps based on the identified needs of the school. The plan is then shared with PTSA and the Principal Advisory Council for further review and input.

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):	3/15/24, 4/22,24, 5/21/24
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Position/Role	Printed Name	Signature
Title I Supervisor	Dr. Dennissa Brown	
Principal	Dr. Denise Magee	
Instructional Coach (Local School)	Dana Mann	
Parent (Non CCSD Employee)	Christina Weatherby	
Counselor	Bianca Walker	
Parent Facilitator	Elaine Hill	
Media Specialist	Ingrid Hanson	
Assistant Principal	Tida Bruce-Banfield	
Assistant Principal	Dr. Joy Jones	
Assistant Principal	James Strong	
Teacher	Dr. Charity Johnson	
Teacher	David Stickle	
Teacher	Amber Thomas	
Teacher	Dr. Laquananisha Adams	
Teacher	Lakeisha Grange	
Teacher	Shawnte Frazier-Artist	
Teacher	Anna Martin	
Teacher	Mikael Reed	
Teacher	Rochelle Smith	
Teacher	Yolanda Spencer	
Teacher	Sashelle Alexander	
Teacher	Courtney Moultrie	
Teacher	Brandy Swann	
Teacher	Leah Gaubert	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	<p style="text-align: center;">At each grade level (6th, 7th, and 8th), decrease the number of students performing below grade level by 20% (from 378 students to 302) and increase the number of students performing at grade level by 8% (from 268 students to 289) as measured by the RI administered from August to May 2024.</p>
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>6th grade did not meet the goal with a 16% decrease (73% to 57%) in the number of students performing below grade level and a 16% increase (27% to 43%) in the number of students performing at grade level.</p> <p>7th grade did not meet the goal with a 7% decrease (64% to 57%) in the number of students performing below grade level and a 7% increase (36% to 43%) in the number of students performing at grade level.</p> <p>8th grade did not meet the goal with a 7% decrease (57% to 50%) in the number of students performing below grade level and a 7% increase (42% to 49%) in the number of students performing at grade level.</p>
<h3 style="margin: 0;">Reflecting on Outcomes</h3>	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> Explicit academic vocabulary instruction Teacher understanding of standards Greater emphasis being placed on test-taking strategies (especially for ELL and SWD subgroups) Provide writing exemplars Increased focus on reading and writing stamina
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 style="text-align: center;">-</p>

Previous Year's Goal #2	At each grade level (6 th , 7 th , and 8 th), decrease the number of students performing below grade level by 20% (from 394 students to 315) and increase the number of students performing at grade level by 15% (from 252 students to 290) as measured by the MI administered from August to May 2024.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>6th grade met the goal with a 30% decrease (93% to 63%) in the number of students performing below grade level and a 30% increase (7% to 37%) in the number of students performing at grade level.</p> <p>7th grade met the goal with a 31% decrease (88% to 57%) in the number of students performing below grade level and a 31% increase (12% to 43%) in the number of students performing at grade level.</p> <p>8th grade met the goal with a 38% decrease (96% to 58%) in the number of students performing below grade level and a 38% increase (4% to 42%) in the number of students performing at grade level.</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?	<ul style="list-style-type: none"> • Consistent use of IXL • Early and consistent use of Desmos and graphing calculators promoted better understanding and performance • Math teachers were intentional with reviewing data and planning intervention and acceleration activities for the school-wide intervention block (Falcon Focus) • Quarterly district PL provided a deep understanding of grade-level content for the upcoming quarter/semester along with best practices to support meaningful and engaging student experiences.

<p>Previous Year's Goal #3</p>	<p>During the school year 23-24, continue building a STEM literacy framework including the integration of Drone Blocks curriculum across all content areas to enhance the student learning experience as measured by mid-year and end-of-year logic model data.</p>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Lesson planning reflected only in 8th grade science CCC.</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Early approval of performance contract and provided professional learning, Drone blocks curriculum was successfully utilized in the Technology classes and 8th grade science classes only so it will not be a focus for school year 2024-2025.</p>
<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>	

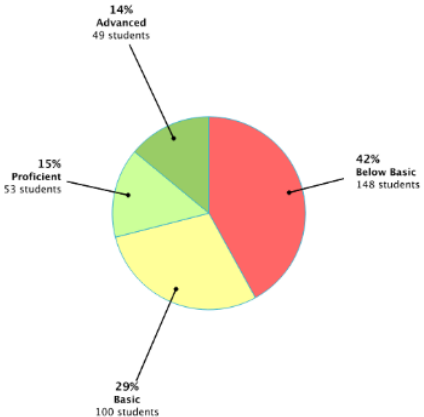
Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

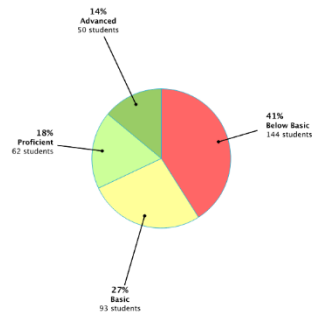
Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<p><u>Reading comprehension (Literary texts)</u> According to the highest interim average (61% passing rate), 68% of 6th grade students performed well on priority standard ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p> <p>According to the highest interim average (66% passing rate), 74% of 8th grade students performed well on priority standard ELAGSE8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><u>Reading comprehension (Informational texts)</u> According to the highest interim average (68% passing rate), 83% of 7th grade students performed well on priority standard ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><u>Vocabulary acquisition</u> According to the lowest interim average (46% passing rate), 68% of 6th grade students did not perform well on priority standard ELAGSE6L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase.</p> <p>According to the lowest interim average (51% passing rate), 59% of 8th grade students did not perform well on priority standard ELAGSE8L5b: Use the relationship between particular words to better understand each of the words.</p> <p><u>Interpreting figurative language</u> According to the lowest interim average (61% passing rate), 57% of 7th grade students did not perform well on priority standard ELAGSE7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Reading Inventory District Interims Common Formatives</p>

<p style="text-align: center;">Math</p>	<p style="text-align: center;">Use of Desmos and graphing calculators</p> <p>Solving equations & inequalities According to the highest interim average (63% passing rate), 78% of 6th grade students performed well on standard MA.6.PAR.7.2: Write one-step equations and inequalities to represent and solve problems; explain that a variable can represent an unknown number or any number in a specified set.</p> <p>Geometric applications According to the highest interim average (68% passing rate), 84% of 7th grade students performed well on standard MA.7.GSR.5.1: Measure angles in whole nonstandard units.</p> <p>According to the highest interim average (88% passing rate), 76% of 8th grade students performed well on standard MA.7.GSR.5.8: Explore volume as a measurable attribute of cylinders and right prisms. Find the volume of these geometric figures using concrete problems.</p>	<p>Mathematical (numerical) reasoning According to the lowest interim average (44% passing rate), 76% of 6th grade students did not perform well on priority standard MGSE6.G.2: Calculate the volume of right rectangular prisms with fractional edge lengths by applying the formula, $V = (area\ of\ base) \times (height)$.</p> <p>According to the lowest interim average (46% passing rate), 77% of 8th grade students did not perform well on standard MGSE9: Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.</p> <p>Multi-Step problem solving According to the lowest interim average (58% passing rate), 67% of 7th grade students did not perform well on priority standard MGSE7.EE.3: Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.</p>	<p>Math Inventory District Interims Common Formatives</p>
<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> • Collaboration • Accessing prior knowledge of scientific concepts <p>According to the two highest interim assessments, 82% of students performed well on priority standard: S8P4.a: Ask questions to develop explanations about the similarities and differences between electromagnetic and mechanical waves. 74% of students performed well on priority standard: S8P3.b Construct an explanation using</p>	<ul style="list-style-type: none"> • Vocabulary Acquisition and application • Reading comprehension <p>According to the two lowest interim assessments, 67% of students did not perform well on standard: S8P2.a- Analyze and interpret data to create graphical displays that illustrate the relationships of kinetic energy to mass and speed, and potential energy to mass and height of an object. 59% of students did not perform well on standard: S8P1.e- Develop models (e.g., atomic-level models, including drawings, and computer</p>	<ul style="list-style-type: none"> • District Interims • Common formative and summative assessments. • Teacher/CCC observations

	Newton's Laws of Motion to describe the effects of balanced and unbalanced forces on the motion of an object.	representations) by analyzing patterns within the periodic table that illustrate the structure, composition, and characteristics of atoms (protons, neutrons, and electrons) and simple molecules.	
Social Studies	<ul style="list-style-type: none"> • Class discussion and debates • Making connections in history to real-world current events <p>According to the two highest interim assessments, 89% of students performed well on priority standard: SS8H8: Analyze Georgia's participation in important events that occurred from World War I through the Great Depression. 87% of students performed well on priority standard: SS8H11.b- Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p>	<ul style="list-style-type: none"> • Struggles with academic vocabulary • Struggles with reading and interpreting maps, charts, and graphs <p>According to the two lowest interim assessments, 61% of students did not perform well on standard: SS8CG1- Describe the foundations of Georgia's government. 68% of students did not perform well on standard: SS8G1.b- Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p>	<ul style="list-style-type: none"> • District Interims • Common formative and summative assessments. • Teacher/CCC observations
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	<p>Yearlong PL on CTLS ASSESS empowered teachers to utilize the various components of ASSESS and monitor student progress</p> <p>DroneBlocks PL enhances teachers' knowledge of how to actively engage students using drones</p> <p>Elevation PL gave teachers another resource to enhance their toolbox for EL strategies that can also be used with all students.</p> <p>District STEM PL enhanced teachers' knowledge of implementing an interdisciplinary approach for student learning experiences.</p>		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources																
<p>ELA</p>	<p> <input type="checkbox"/> Econ. Disadvantaged <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 </p>	<p>Growth Summary Report</p> <p>Of the 349 Students with Disabilities & Limited English Proficiency combined, 327 demonstrated growth on the reading inventory. Average Lexile Growth: 74 points</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Total Grades: 3 Total Students: 327 Average Lexile Growth: 74</p> </div> <p>Betty Gray Middle School (327 total students)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th>Grade</th> <th>FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD</th> <th>LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD</th> <th>PERFORMANCE STANDARD</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>480</td> <td>564</td> <td>84 <div style="width: 20px; height: 10px; background-color: #4F81BD; display: inline-block;"></div></td> </tr> <tr> <td>7</td> <td>717</td> <td>800</td> <td>83 <div style="width: 20px; height: 10px; background-color: #4F81BD; display: inline-block;"></div></td> </tr> <tr> <td>8</td> <td>798</td> <td>856</td> <td>58 <div style="width: 20px; height: 10px; background-color: #4F81BD; display: inline-block;"></div></td> </tr> </tbody> </table>	Grade	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD	6	480	564	84 <div style="width: 20px; height: 10px; background-color: #4F81BD; display: inline-block;"></div>	7	717	800	83 <div style="width: 20px; height: 10px; background-color: #4F81BD; display: inline-block;"></div>	8	798	856	58 <div style="width: 20px; height: 10px; background-color: #4F81BD; display: inline-block;"></div>	<p>Proficiency Summary Report:</p> <div style="text-align: center;">  </div> <p>The reading inventory is a vocabulary-based assessment. 248 out of 349 (approx. 71%) of Students with Disabilities & Limited English Proficiency combined are reading below grade level.</p> <p>English Learners: According to EOG Milestone performance results, 142 out of 147 (approximately 97%) of IEL/ELL students scored at a level 1 or level 2 in the reading and vocabulary domain.</p> <p>According to EOG Milestone performance results, 141 out of 147 (approximately 96%) of IEL/ELL students scored at a level 1 or level 2 in the vocabulary and use domain.</p>	<p>Reading Inventory</p> <p>District-wide tests</p> <p>Teacher/CCC Observations</p>
Grade	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD																	
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			<p>Special Education: According to EOG Milestone performance results, 51 out of 54 (approximately 94%) of SWD students scored at a level 1 or level 2 in the reading and vocabulary domain.</p> <p>According to EOG Milestone performance results, 50 out of 54 (approximately 93%) of SWD students scored at a level 1 or level 2 in the vocabulary and use domain.</p>																	
<p style="text-align: center;">Math</p>	<input type="checkbox"/> Econ. Disadvantaged <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	<p>Growth Summary Report</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Total Grades: 3 Total Math Inventory Students: 331 Average Quantile® Growth: 133 </div> <p>Betty Gray Middle School (331 total students)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th>GRADE</th> <th>FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD</th> <th>LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD</th> <th>AVERAGE GROWTH IN QUANTILE®</th> </tr> </thead> <tbody> <tr> <td>Sixth grade</td> <td style="text-align: center;">517</td> <td style="text-align: center;">651</td> <td style="text-align: center;">134 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div></td> </tr> <tr> <td>Seventh grade</td> <td style="text-align: center;">690</td> <td style="text-align: center;">808</td> <td style="text-align: center;">118 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div></td> </tr> <tr> <td>Eighth grade</td> <td style="text-align: center;">779</td> <td style="text-align: center;">927</td> <td style="text-align: center;">148 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div></td> </tr> </tbody> </table> <p>Of the 349 Students with Disabilities & Limited English Proficiency combined, 331 demonstrated growth on the math inventory. Average Quantile Growth: 133 points</p>	GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®	Sixth grade	517	651	134 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div>	Seventh grade	690	808	118 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div>	Eighth grade	779	927	148 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div>	<p>Proficiency Summary Report:</p>  <p>The math inventory provides quantile measures assigned to each skill and concept in the Georgia Standards of Excellence. The lowest performing domain at each grade level is number reasoning. 237 out of 349 (approx. 68%) of Students with Disabilities & Limited English Proficiency combined performed below grade level.</p>	<p>Math Inventory District-wide tests Teacher/CCC Observations</p>
GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®																	
Sixth grade	517	651	134 <div style="width: 20px; height: 10px; background-color: #800080; display: inline-block;"></div>																	
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<p style="text-align: center;">Science</p>	<input type="checkbox"/> Econ. Disadvantaged <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	<p>English Learners: English Learners often tried really hard to understand the material being taught to them. They also completed all assignments.</p> <p>Special Ed: Special Ed learners often liked to participate and verbally share out answers that they knew in class.</p>	<p>English Learners: English learners often struggled with learning the vocabulary terms and being able to apply them to what is being taught. They required additional support in this area for all units of study.</p>	<p>Common Assessments Teacher/CCC Observations</p>																

			<p>Special Ed: Special Ed learners struggle with writing information to demonstrate understanding. Writing in complete sentences was an evident deficit. Trying to get them to pay attention in class, and complete modified/differentiated assignments was a daily challenge.</p>	
<p>Social Studies</p>	<input type="checkbox"/> Econ. Disadvantaged <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	<p>According to the European History formative assessment and the Unit 2 Interim assessment, students were successful when asked to draw conclusions on political cartoons.</p> <p>According to oral assessments given on Unit 2, Unit 4, Unit 5, Unit 6, and Unit 7 interims to special education and ESOL students, they can show an understanding of the information.</p>	<p>According to Unit 2, Unit 4, Unit 5, Unit 6, and Unit 7 interims students struggled with using and comprehending academic vocabulary terms.</p> <p>According to Unit 2, Unit 4, Unit 5, Unit 6, and Unit 7 interims, special education and ESOL students struggle with processing information that applies to the social studies standards when having to read themselves.</p>	<p>Common Assessments Teacher/CCC Observations</p>
<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 type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<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 type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<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	<p>As determined by the English Language Arts Spring EOG administration, approximately 96% of ELL and SWD students combined (193 out of 201) did not meet the target in the Vocabulary Acquisition and Use Domain.</p> <table border="1" data-bbox="619 186 1869 487"> <thead> <tr> <th></th> <th>6th Grade ELA</th> <th>7th Grade ELA</th> <th>8th Grade ELA</th> <th>ELA Totals</th> </tr> </thead> <tbody> <tr> <td>Below Target (ELL)</td> <td>41</td> <td>43</td> <td>58</td> <td>142</td> </tr> <tr> <td>Total ELL Students</td> <td>41</td> <td>43</td> <td>63</td> <td>147</td> </tr> <tr> <td>Below Target (SWD)</td> <td>18</td> <td>22</td> <td>11</td> <td>51</td> </tr> <tr> <td>Total SWD Students</td> <td>19</td> <td>23</td> <td>12</td> <td>54</td> </tr> </tbody> </table>		6 th Grade ELA	7 th Grade ELA	8 th Grade ELA	ELA Totals	Below Target (ELL)	41	43	58	142	Total ELL Students	41	43	63	147	Below Target (SWD)	18	22	11	51	Total SWD Students	19	23	12	54
	6 th Grade ELA	7 th Grade ELA	8 th Grade ELA	ELA Totals																						
Below Target (ELL)	41	43	58	142																						
Total ELL Students	41	43	63	147																						
Below Target (SWD)	18	22	11	51																						
Total SWD Students	19	23	12	54																						
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Lack of direct and explicit academic vocabulary instruction Minimal reinforcement of key vocabulary terms throughout each unit</p>																									
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	<p>Minimal use of graphic organizer to support struggling readers Lack of differentiation tools utilized for student subgroups</p>																									
Root Cause #3 - (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>More support in unpacking and understanding the full rigor of standards More professional development sessions on teaching strategies for specific subgroups, focusing on reading literacy text, writing, and vocabulary acquisition.</p>																									
Contributing Factors (Outside of control)	<p>Students are not motivated to read Students entering with below grade level skill sets and knowledge (reading & writing) Language barriers Student Attendance</p>																									

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Betty Gray Middle school will increase the percent of ELL and SWD student groups scoring at levels 2 or above in the vocabulary acquisition domain from 25% to 35% as measured by the 2024 – 2025 ELA End-Of-Grade Georgia Milestone assessment.</p>
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Statement of Concern #2	As determined by the final math inventory administration, approximately 94% of ELL and SWD students combined (189 out of 201) scored below grade level in the number systems domain.					
	Grade Level	Total ELL & SWD	Below Basic	Basic	Proficient	Advanced
	6 th Grade	60	46	11	3	0
	7 th Grade	66	39	24	2	1
	8 th Grade	75	52	17	4	2
	Totals	201	137	52	9	3
	In reviewing the performance summary reports, the number systems domain was identified as the top category of weakness. Mastery in the number systems domain is critical as it is including many foundational skills necessary to be successful in all other math domains.					
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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of higher order questioning strategies Inconsistent implementation of providing instructional activities that support the standards for mathematical practices					
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	Lack of interventions to support students in prerequisite foundational skills High focus on mathematical computation instead of problem-solving					
Root Cause #3 - (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	More support in unpacking and understanding the full rigor of standards More professional development sessions on teaching strategies for specific subgroups, focusing on numerical reasoning.					

<p>Contributing Factors (Outside of control)</p>	<p>Students are not motivated to use numerical reasoning due to a lack of understanding Students entering with below grade level skill sets and knowledge in number system Language barriers Student Attendance</p>
<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Betty Gray Middle School will increase the percent of ELL and SWD student groups scoring at levels 2 or above in the number systems domain from 23% to 33% as measured by the 2024-2025 Math End-Of-Grade Georgia Milestone assessment.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	Betty Gray Middle school will increase the percent of ELL and SWD student groups scoring at levels 2 or above in the vocabulary acquisition domain from 25% to 35% as measured by the 2024-2025 ELA End-Of-Grade Georgia Milestone assessment.
Goal #2	Betty Gray Middle School will increase the percent of ELL and SWD student groups scoring at levels 2 or above in the number systems domain from 23% to 33% as measured by the 2024-2025 Math End-Of-Grade Georgia Milestone assessment.
Goal #3	

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

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 Paraprofessional	<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 type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instructional Paraprofessionals will provide additional support and assistance to promote individualized and differentiated instruction resulting in higher levels of student achievement.
Instructional Paraprofessional	<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 type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instructional Paraprofessionals will provide additional support and assistance to promote individualized and differentiated instruction resulting in higher levels of student achievement.
English Teacher	<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	By reducing class sizes to promote higher levels of achievement in the area of English Language Arts.
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 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	By working with teachers, parents, and administration to ensure parents are involved and informed about their individual student's educational process

GOAL #1	Betty Gray Middle school will increase the percent of ELL and SWD student groups scoring at levels 2 or above in the vocabulary acquisition domain from 25% to 35% as measured by the 2024-2025 ELA End-Of-Grade Georgia Milestone assessment.					
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 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
All teachers will use explicit vocabulary instruction at the beginning of each unit to ensure understanding as evidenced in instructional delivery.	District Content Supervisors Title I Coaches Membean	Title 1 District Local School	August 2024	<p>Implementation Performance Target: 100% of all teachers will provide explicit vocabulary instruction by December 2024 as evidenced in unit plans.</p> <p>Implementation Plan: <u>August:</u> Provide content-specific trainings (district-led) on explicitly teaching academic vocabulary. <u>September:</u> Follow-up PL as a check-in on use of vocabulary instruction to determine impact on student performance <u>October:</u> Teachers will implement revised common formative assessments that include vocab-specific questions. <u>November-March:</u> Conduct walkthroughs to monitor implementation and review feedback during CCCs. Adjustments to instructional planning will be ongoing and noted in CCC minutes/unit plans. Provide additional support as needed. <u>April-May:</u> Review overall impact</p> <p>Artifacts: Unit plans Monthly walkthrough feedback</p>	<p>Evaluation Performance Target: By September 2024, 70% of our teachers will define and utilize explicit vocabulary strategies in their instructional delivery. By December 2024, 100% of our teachers will define and utilize explicit vocabulary strategies in their instructional delivery. By January 2025, 70% of students will demonstrate proficiency on common formative assessments that include vocab-specific questions.</p> <p>Evaluation Plan: Beginning August 2024, from the PL, teachers will define and implement evidenced-based vocabulary instructional strategies. Beginning October 2024, all teachers will administer common formative assessments that include vocab-specific questions. Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared monthly with administration.</p> <p>Evidence: Unit plans detailing vocabulary instructional strategies</p>	All teachers Instructional Coach All admin

					Formative Summative Data (Vocab-specific)	
All teachers will utilize 360 graphic organizers (GO) throughout the unit to introduce new vocabulary as evidenced by monthly walks.	ESOL Subject Coordinator Instructional Coach	Title I Local School	August 2024	<p><u>Implementation Performance Target:</u> 100% of all teachers will use the 360 graphic organizer by December 2024 as evidenced by monthly walks.</p> <p><u>Implementation Plan:</u> <u>August:</u> Provide training on utilizing the 360 graphic organizer. <u>August-March:</u> In CCCs, Teachers will discuss and plan effective ways to utilize 360 graphic organizers. Monthly walkthroughs will be conducted to monitor implementation and review feedback during CCCs. Adjustments to instructional planning will be ongoing and noted in CCC minutes/unit plans. Provide additional support as needed.</p> <p><u>Artifacts:</u> Monthly walkthrough data Unit plans Student samples of 360 graphic organizers</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on common assessments, District Interims</p> <p>Evaluation plan: Beginning August 2024, Teachers will utilize 360 GO and discuss results in CCCs. Instructional adjustments will be discussed and noted in unit plans. Beginning September, Admin will look for use of 360 GO in observations. Beginning October Interim and common assessment data will be reviewed by Instructional Coach and Admin.</p> <p>Evidence: Unit Plans Interim formative and summative assessment data</p>	All teachers Instructional Coach All admin

<p>Throughout the year, all teachers will participate in project-based learning (PBL) professional development to promote high levels of achievement as evidenced in unit planning.</p>	<p>TTIS</p>	<p>Title I</p>	<p>Sept 2024</p>	<p><u>Implementation Performance Target:</u> 100% of teachers will integrate project-based learning by December 2024 as evidenced in unit planning.</p> <p><u>Implementation Plan:</u> September-March: Teachers will participate in monthly project-based professional development sessions (Led by TTIS). During CCCs, unit plans will be discussed and reviewed with the instructional coach and content administrator to ensure PBL integration.</p> <p><u>Artifacts:</u> PL handouts Sign-in Sheets Unit Plans</p>	<p><u>Evaluation Performance Target:</u> By December 2024, 80% of teachers will integrate project-based learning to increase student performance as measured by common summative assessment data.</p> <p><u>Evaluation Plan:</u> Beginning September, teachers will complete monthly PL to integrate project -based learning Beginning October admin and instructional coach will look for planning and implementation of project-based learning through walks, observations, and CCC planning. Summative data will be reviewed in CCCs to determine impact.</p> <p><u>Evidence:</u> Common Summative Data</p>	<p>TTIS All Teachers All Admin</p>
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GOAL #2	Betty Gray Middle School will increase the percent of ELL and SWD student groups scoring at levels 2 or above in the number systems domain from 23% to 33% as measured by the 2024-2025 Math End-Of-Grade Georgia Milestone assessment.					
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
All teachers will use higher order questioning strategies throughout each unit to promote critical thinking as indicated by monthly instructional walkthrough data.	District Content Supervisors Title I Coaches	Title 1 District Local School	August 2024	<p><u>Implementation Performance Target:</u> 100% of all teachers will use higher-order questioning strategies by December 2024 as evidenced by monthly walks.</p> <p><u>Implementation Plan:</u> <u>August:</u> Training on higher order thinking/questioning skills (district-led). <u>September:</u> Teachers will use higher-order questioning strategies in their daily instruction. Common assessments will be analyzed and revised to include DOK levels 3 & 4 questions. <u>October- March:</u> Monthly walkthroughs will be conducted to monitor implementation and review assessment data during CCCs. Adjustments to instructional planning will be noted in CCC minutes and unit plans. Additional support will be provided, if needed.</p> <p><u>Artifacts:</u> Walkthrough forms Revised common assessments</p>	<p><u>Evaluation Performance Target:</u> By January 2025, 80% of students will demonstrate proficiency on common assessments, that include questions on DOK levels 3 & 4.</p> <p><u>Evaluation Plan:</u> Beginning September 2024, teachers will administer common formative assessments using DOK level questions 3 & 4. Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared monthly with admi monthly.</p> <p><u>Evidence:</u> Common assessment data</p>	All Teachers Instructional Coach All Admin

<p>All Math teachers will utilize mathematical modeling to help students investigate and problem solve as evidenced in unit planning.</p>	<p>District Personalized Learning PLS</p>	<p>Title 1 District Local School</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of all teachers will use mathematical modeling by December 2024 as evidenced by monthly instructional walks.</p> <p><u>Implementation Plan:</u> <u>August:</u> grade-level specific training on modeling in math (district-led). Following the PL, teachers will integrate math modeling into their unit planning. <u>September-March: Monthly</u> walkthroughs will be conducted to monitor implementation and review feedback during CCCs. Adjustments to instructional planning will be ongoing and noted in CCC minutes/unit plans. Additional professional learning support will be provided, as needed.</p> <p><u>Artifacts:</u> Unit Plans Feedback from Instructional walks with administration, Instructional Coach, and Math Subject Coordinator</p>	<p><u>Evaluation Performance Target:</u> By January 2025, 70% of students will demonstrate proficiency on common formative assessments.</p> <p><u>Evaluation Plan:</u> Beginning August 2024, Teachers will utilize mathematical modeling and discuss results in CCCs. Adjustments to instruction will be discussed and noted in unit plans. Beginning September 2024, Admin will look for use of mathematical modeling during observational walks. Beginning October 2024, interim and common assessment data will be reviewed by Instructional Coach and Admin.</p> <p><u>Evidence:</u> Unit Plans Interim and formative assessment data</p>	<p>All math teachers Instructional Coach Math admin</p>
<p>Throughout the year, all teachers will participate in project-based learning (PBL) professional development to promote high levels of achievement as evidenced in unit planning.</p>	<p>TTIS</p>	<p>Title I</p>	<p>Sept 2024</p>	<p><u>Implementation Performance Target:</u> 100% of teachers will integrate project-based learning by December 2024 as evidenced in unit planning.</p> <p><u>Implementation Plan:</u> September-March: Teachers will participate in monthly project-based professional development sessions. (Led by TTIS). During CCCs, unit plans will be discussed and reviewed with the instructional coach and content administrator to ensure PBL integration.</p> <p><u>Artifacts:</u> PL handouts</p>	<p><u>Evaluation Performance Target:</u> By December 2024, 80% of teachers will integrate project-based learning to increase student performance as measured by common summative assessment data.</p> <p><u>Evaluation Plan:</u> Beginning September, teachers will complete monthly PL to integrate project -based learning Beginning October admin and instructional coach will look for planning and implementation of project-based learning through walks, observations, and CCC planning. Summative data will be</p>	<p>TTIS All Teachers</p>

				Sign-in Sheets Unit Plans	reviewed in CCCs to determine impact. Evidence: Common Summative Data	
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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 type="checkbox"/> Econ. Disadvantaged <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	In addition to the action steps specific to student groups (listed above), ELA teachers will also utilize Membean as a supplemental resource to support English learners with language barriers and special education students with specific supports aligned to their individualized goals.	Membean	Title 1
<input type="checkbox"/> Econ. Disadvantaged <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	In addition to the action steps specific to student groups (listed above), Math and ELA teachers will also utilize IXL as a supplemental resource to support English learners with language barriers and special education students with specific supports aligned to their individualized goals.	IXL	Title 1

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>Annual Title I Meeting – Deadline September 30, 2024</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>	Thursday, September 12 @ 6:30pm (BGMS & LMS)		<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 November 4, 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>	October 15 th -18 th @ 6:30pm (BGMS & LMS)		<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 30, 2025</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>	Thursday, April 17 @ 6:30pm (BGMS & LMS)		<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 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	Thurs. September 5		
	Mon. October 14		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	Thurs. February 6		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Mon. March 3		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: New Kindergarten students and parents will visit the school to take a tour and experience a typical day in the life of a kindergartener at City View. Fifth grade students will take a tour with teachers, counselors and administrators through campus to experience a typical day of a sixth-grade student.</p>	Fri. Nov. 15 Fri. Jan. 31 Fri. Mar. 7 Fri. April 18 Tues. March 25		<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> Any information going home to parents will be translated in Spanish. Using CTLS Parent for all written correspondences can be translated by parents to obtain written correspondences in their home language</p>	<p><i>List documents translated for parents:</i> The International Welcome Center and the Parent Facilitator provide translation services for both written and oral communication. All documents shared with parents are translated in Spanish as the dominant second language. As required, documents are translated into other languages as needed as well.</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
Open House – An opportunity for parents to receive RI/MI parent reports and discuss the meaning of the scores. Parents will also have an opportunity to visit all classes and obtain content information from teachers.	<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	Beacon Parent Reports Teacher Generated Progress Reports	Title I	Thurs. Sept. 19 @ 6:30pm	Parent participation and survey results will be used to evaluate effectiveness. Parent Sign-In Agenda for Night – Flyer	AP Instructional Coach
Spring Curriculum Showcase – an opportunity for students to demonstrate and showcase their work from various classes so parents can see products or artifacts of completed work assignments/projects.	<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	Student Work Samples from projects and/or assignments	Title I	Tues. March 13 @ 6:30pm	Celebrate the success of students by showcasing their work products from various classes over the year.	Instructional Coach Teachers Parent Facilitator APs
	<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:

Based on current test data (Beacon and District Interims), we have determined professional development needs to focus on instructional strategies to ensure higher levels of achievement. For the 2024-2025 school year we know there will be a greater emphasis on closing the gap with our EL and SWD student groups so we will continue working with those offices to provide on-going support through the school year to enhance instructional effectiveness to promote higher achievement.

Using 20-day funds, teachers will be given the opportunity to work extended day opportunities serving students beyond the regular class day to provide remediation and/or acceleration based on identified needs.

School Focused Staff Development funds will also be used to afford teacher collaboration opportunities as well as attend professional learning training.

To further support all students in mastering performance standards and demonstrating proficiency in all subject contents, we will implement a variety web-based software programs such as Membean (a customizable, web-based program that helps students learn and retain words with differentiated, spaced, and retrieval practice) and IXL (a web-based program that supports Math & ELA instruction for all grades K-12 with problems from word problems to interactive graphing).

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 monitoring process will begin in the weekly CCCs by teams answering the four critical questions: 1. What do we want our students to know and be able to do? 2. How will we know when they have learned it? 3. What will we do when they haven’t learned it? 4. What will we do to extend the learning when they already know it? Data analysis of common assessments, Beacon, ACCESS, EOG data will help teachers identify those students in need of additional support i.e., remediation or acceleration. Beyond the CCCs data analysis process, benchmark assessment data and quarterly grade distribution analysis will also be used as monitoring tools. Along with administrative observations and feedback to monitor, subject coordinators will also be involved in walking classrooms to assist with monitoring the implementation and results of the plan.

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 following data points will be used to determine the effectiveness in increasing student achievement:

- The 3 administrations of the DRC Beacon August-December-May
- District Benchmark Assessment Data
- On-going common formative and summative assessments per unit
- Quarterly Grade Distribution Analysis

Impact of identified interventions to address academic deficits

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 data obtained from the 2nd administration of the Beacon assessment will drive necessary changes to support students.

Discussions during weekly CCCs centered around questions 3 & 4 will also determine if progress is being made and will dictate the necessary changes if improvements are not noted. On-going common assessment data per unit will also inform instructional changes to ensure higher achievement.

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: To prevent and address problem behavior, BGMS uses the PBIS framework to teach the expected behaviors for all main areas around school and reinforce those expected behaviors with PBIS points which can be redeemed in the school’s store for various items. The PBIS Tier 2 team will meet monthly to review data and identify additional interventions for students in need at Tier 2. All administrators and school counselors have also been trained in the use of restorative practices to address recurring behaviors.

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: Student achievement results and overall school goals will drive the professional development plan. As a school striving to obtain STEM certification, there will be an overall school focus on project-based learning and planning for PB learning to promote higher levels of student engagement and achievement. Our data also shows the need for support with SWD and EL student groups so a greater emphasis will be placed on professional learning to ensure higher levels of performance of these two student groups. The staff will also have opportunities to attend local, state, and national professional learning conferences and professional growth workshops. Additionally, a new teacher mentoring program will be implemented to support teachers new to the profession and/or district.

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:

Beginning November 2024 Betty Gray Middle School (BGMS) Showcase sessions will be held at 9:30am to give parents an opportunity to tour the school during the day and meet with the principal for an overview of BGMS as a Q&A session. A Rising 6th Grade Parents' Night will also be held on March 25 at 6:30pm. Additionally, all Elementary schools will visit BGMS for a tour and presentation in April/May as determined by each local elementary school. Parents will also have the opportunity to set up individual visits to learn about the school. Betty Gray MS will also focus on building a partnership with Pebblebrook High School to foster a strong vertical alignment between teachers, counselors, and administrators. This is done to ensure students, parents, and teachers have a solid understanding of the academics, social programs, criteria, and pre-requisites available and needed to matriculate to the next level. Activities created to facilitate effective transitions from middle school to high school will include a partnered 8th Grade Night, where students will visit and get a first-hand glimpse of academics, clubs, and organizations. Additionally, coordinators from various local magnet programs will speak with 8th grade students and inform them of the requirements needed for entrance and acceptance into their programs. School counselor will also assist students with obtaining the necessary documents, recommendations, and support with the application process.

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

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

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