



Georgia Department of Education

# School Improvement Action Plan



<b>School Year:</b>	<b>2024-2025</b>
<b>School Name:</b>	<b>Brumby Elementary</b>
<b>Principal Name:</b>	<b>Sandra Alford</b>
<b>Date Submitted:</b>	<b>June 17, 2024</b>
<b>Revision Dates:</b>	<b>June 26, 2024</b>

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Brumby Elementary
<i>Team Lead</i>	Sandra Alford
<i>Position</i>	Principal
<i>Email</i>	Sandra.Alford@cobbk12.org
<i>Phone</i>	770 916-7070
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	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:** Data and input given during Guiding Coalition Meetings in addition to the feedback from grade levels and various other staff groups through a comprehensive needs assessment given at the end of SY23-24 was used in the adjustment of the Title I Plan for FY24-25. Also, surveys on school safety and climate were generated and given to staff, students, and parents for input. Other opportunities for input were solicited via meetings, forms, and questionnaires during the Spring Input Meeting and School Developed Activities.

## 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

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):	
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Position/Role	Printed Name	Signature
Principal	Sandra Alford	
Assistant Principal	Michael Cappucci	
Assistant Principal	Wendy Rice	
Assistant Principal	Jason Traster	
Support and Services Admin	Altonese Wilson	
ESOL Lead	Sasha Fernandez	
EIP Lead	Tracy Boyles	
Instructional Specialist (ELA)	Tami Shields	
Instructional Specialist (Math)	Sharon Archibald	
Instructional Specialist (Integration)	Sandra Lake	
Kindergarten Team Lead	Carolyn Fleeman	
First Grade Team Lead	Allison Crouse	
Second Grade Team Lead	Cathleen Clark	

Third Grade Team Lead	Tiffnee Carpenter	
Fourth Grade Team Lead	Brittany Brown	
Fifth Grade Team Lead	Sheila Porter	
Special Education IRR Team Lead	Stacy Roth	
Special Education Program Team Lead	Courtney Aquilino	
Counselor Lead	Dorquetta Robinson	
Specials Lead	Amy Moss	
District Academic Coach	Laura Franco	
Media Specialist	Megan McNaughton	
Parent (Non CCSD Employee)	Kelli Keeler	
Parent (Non CCSD Employee)	Deia Seale	

## 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).

<b>Previous Year's Goal #1</b>	<p>Students in grades 2-5 report a sense of feeling safe, connected, and a part of the school will increase from 61% on the May 2023 student climate survey to 70% on the May 2024 student climate survey.</p> <p>Staff report that the school climate has an overall feeling of being safe, that staff and students are connected, and a positive community atmosphere exist will increase from 44% on the May 2023 staff climate survey to 60% on the May 2024 staff climate survey.</p>
<b>Was the goal met?      <input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</b>	
<p>What data supports the outcome of the goal?</p>	<p>Results from Classroom 180 Staff and Student Survey:</p> <p>“I have personal connections with teachers at Brumby” consistently decreased from 58% in May 2023 to 53% in December 2023 to 47% in May 2024</p> <p>“Teachers are organized and help keep students on track during the day” consistently decreased from 70% in May 2023 to 65% in December 2023 to 63% in May 2024</p> <p>“Teachers have high expectations but also know when a student is upset and needs something different” decreased from 64% in May 2023 to 62% in December 2023 to 60% in May 2024</p> <p>“Teachers’ verbal and nonverbal communication match and they are able to read students’ nonverbal communication” decreased from 55% in May 2023 to 52% in December 2023 to 49% in May 2024</p> <p>“Teachers make sure the school is safe for all students” decreased from 83% in May 2023 to 77% in December 2023 to 76% in May 2024</p> <p>“Teachers are able to remain calm in moments of crisis” decreased from 63% in May 2023 to 61% in December 2023 to 57% in May 2024</p> <p>“Teachers help when students don’t understand something before students get frustrated” decreased from 66% in May 2023 to 61% in December 2023 to 59% in May 2024</p> <p>“Teachers make continual efforts to stay positive” decreased from 76% in May 2023 to 68% in December 2023 to 65% in May 2024</p> <p>The lowest scoring question overall was “There is an overall sense of calm and balance in the school,” which scored at 26% in May 2023, 39% in December 2023, and 36% in May 2024.</p>

## Reflecting on Outcomes

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<ol style="list-style-type: none"> <li>1. The Student Engagement Committee has worked to develop school-wide common area expectations, but we have not implemented those expectations effectively.</li> <li>2. Implement school-wide common vocabulary/language and expectations in common areas with fidelity.</li> <li>3. Identify and implement effective Tier 2/3 interventions for identified students who have skills deficits for behavior.</li> <li>4. Develop a Positive School Culture Committee consisting of staff representation of all grades and administrators.</li> <li>5. Student Engagement Committee will collaborate with the district Positive School Culture Support Department to develop a plan to train staff to implement a positive behavior school-wide support system with fidelity.</li> </ol>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p><b>Previous Year's Goal #2</b></p>	<p>K-1<sup>st</sup> grade- By the end of 2023-2024 year we will increase the number of students in grades K-1 scoring in the benchmark and above range by 20 percentage points from the first administration in August to the final administration in May as determined by the reading composite score on the Acadience Reading Screener.</p> <p>2<sup>nd</sup> – 5<sup>th</sup> By the end of the 2023-2024 school year, we will increase the percentage of students scoring in the proficient and/or advanced range by 20 percentage points from the first administration in August to the final administration in May as determined by the district Reading Inventory assessment.</p>
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Was the goal met?

YES 2<sup>nd</sup> – 5<sup>th</sup>

NO K-1 not fully assessed using Acadience

All students- We moved from 25% at or above proficiency to 46% of students at or above proficiency on the Reading Inventory. This is a growth of 21 points so yes, we met our goal.

Goal #2- Reading Focus

Reading Inventory 2023-2024												Goal= 20% growth	
	Below Basic		Basic		Proficient		Advanced		Pro+Adv	Pro+Adv	Growth		
	Aug	May	Aug	May	Aug	May	Aug	May	Aug	May			
K	89%	82%	4%	8%	8%	10%	0%	0%	8%	10%	0.02		
1	53%	49%	26%	27%	21%	24%	0%	0%	21%	24%	0.03	RI Scale	
2	69%	40%	16%	17%	12%	26%	3%	18%	15%	44%	0.29	0-14	
3	44%	28%	25%	19%	26%	40%	5%	14%	31%	54%	0.23	15-19	
4	54%	33%	25%	29%	17%	26%	4%	12%	21%	38%	0.17	20+	
5	37%	26%	31%	21%	24%	29%	8%	25%	32%	54%	0.22		
ELL	76%	51%	15%	24%	8%	21%	1%	5%	9%	26%	0.17		
SWD	80%	56%	12%	26%	8%	16%	0%	2%	8%	18%	0.1		
ALL	50%	27%	25%	27%	20%	31%	5%	15%	25%	46%	0.21		

What data supports the outcome of the goal?

**K-2 Amira Grade level results:**

Amira data was not included in the Reading goal due to middle of year roll out; however, it is an important source to analyze as we set reading goals for next school year.

- K Students moved from 12% to 19% at the “on track” or “at/above” mastery level on the Amira assessment. 82% % (141 students) scored in the red level (needs to catch up) on the EOY Amira assessment.
- Grade 1 Students moved from 58% to 62% at the “on track” or “at/above” mastery level on the Amira assessment. 38% (82 students) scored in the red level (needs to catch up) on the EOY Amira assessment.
- Grade 2 Students moved from 73% to 74% at the “on track” or “at/above” mastery level on the Amira assessment. 27% (73 students) scored in the red level (needs to catch up) on the EOY Amira assessment.

Action Steps-Teachers will continue to follow the quarterly scope and sequence for Structured Literacy and implement Early Literacy components with fidelity. More in-depth training and prioritizing instructional practices on K-2 phonics skills is needed to ensure students develop a solid reading foundation.

Interventions-The teachers will use data to plan intervention blocks that address student weaknesses and accelerate student growth in phonics.

**Reflecting on Outcomes**



<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>Only one instructional coach was trained to administer the Acadience screener. This led to inconsistent assessment plan when balancing the instructional support teachers needed throughout the year. In addition, in November all K-2 classes administered AMIRA, a district universal screener. A decision was made to prioritize AMIRA results over administering the Acadience screener.</p>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p><b>Action Steps-</b> K-2 followed a quarterly scope and sequence for Structured Literacy. Structured Literacy training has helped grow teacher’s knowledge of and ability to instruct with research-based practices. 4<sup>th</sup> grade focused on vocabulary and ensuring students knew the concept-related words needed for all academic areas weekly.</p> <p><b>Interventions-</b> Read 180 and System 44 provided a more individualized instructional plan to address students’ weaknesses and support growth.</p> <p><b>Sustain-</b> Continue training teachers in Structured Literacy. Ensure there is a focus on phonics at K-2 and move into advanced phonics/vocabulary at 3-5.</p> <p>Action Steps-Teachers will continue to follow the quarterly scope and sequence for Structured Literacy and implement Early Literacy components with fidelity. More in-depth training and prioritizing instructional practices on K-2 phonics skills is needed to ensure students develop a solid reading foundation.</p> <p>Action Steps-The teachers will use data to plan intervention blocks that address student weaknesses and accelerate student growth in phonics.</p>

<p><b>Previous Year’s Goal #3</b></p>	<p>Students' scores in the proficient and/or advanced categories will increase by a minimum of 35 percentage points on the math inventory (MI).</p>
<p style="text-align: center;"><b>Was the goal met?</b>      <input checked="" type="checkbox"/> <b>YES</b>      <input type="checkbox"/> <b>NO</b></p>	
<p>What data supports the outcome of the goal?</p>	<p>Student scores in the proficient and/or advanced categories on the MI went from 9% in the fall to 44% in the Spring</p>

Goal #3- Math Focus												
Math Inventory 2023-2024 Goal= 35% growth												
	Below Basic		Basic		Proficient		Advanced		Pro+Adv	Pro+Adv	Growth	
	Aug	May	Aug	May	Aug	May	Aug	May	Aug	May		
K	85%	34%	12%	35%	1%	20%	2%	10%	3%	30%	0.27	MI Scale
1	76%	22%	14%	17%	10%	33%	1%	28%	11%	61%	0.5	0-.29
2	62%	31%	27%	32%	9%	21%	2%	16%	11%	37%	0.26	.30-.34
3	69%	36%	24%	21%	6%	34%	1%	19%	7%	53%	0.46	.35+
4	67%	34%	27%	24%	6%	23%	0%	19%	6%	42%	0.36	
5	67%	32%	17%	17%	12%	32%	4%	19%	16%	51%	0.35	
ELL	80%	36%	13%	28%	6%	23%	1%	13%	7%	36%	0.29	
SWD	82%	53%	13%	22%	4%	14%	2%	11%	6%	25%	0.19	
ALL	70%	32%	21%	24%	7%	27%	2%	17%	9%	44%	0.35	

## Reflecting on Outcomes

If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	
If the goal was <b>met or exceeded</b> , 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"> <li>• The creation and use of common assessments across all grade levels</li> <li>• An improved use of data by teachers to drive instruction</li> <li>• Grade level intervention blocks particularly 4<sup>th</sup> grade</li> <li>• Required and regular CCC meetings directly impacted classroom instruction in a positive way</li> <li>• Regular use of math intervention teachers with specific groups of students</li> </ul>

Data	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<p><b>Supporting Assessment Data:</b> 33 of 35 1<sup>st</sup> and 2<sup>nd</sup> grade students who participated in the Everybody Wins Lunch Bunch Reading Program made reading gains (grade equivalency) from the MOY to EOY on the Amira Assessment</p> <p>30 of 33 grades 3-5 students who participated in the Everybody Wins Lunch Bunch Reading Program made Lexile gains from the MOY to EOY on the RI</p> <p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Structured Literacy Training</li> <li>• Drill the Deck</li> <li>• Dictation</li> <li>• Phonemic Awareness (Heggerty)</li> <li>• Compiling resources (TEAMS &amp; Folders)</li> <li>• Anchor Charts</li> <li>• Scope and sequence for phonics and writing</li> <li>• Phonics common assessments</li> <li>• Small group instruction</li> <li>• Writing- building background knowledge</li> <li>• OG instruction</li> <li>• 4 trained/in training for LETRS</li> <li>• Data talks as a team</li> <li>• Phonics plans</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• StoryWorks</li> <li>• Read 180/System 44</li> <li>• Interdisciplinary connections within subjects</li> <li>• Word Work Wednesday</li> <li>• Anchor charts</li> <li>• Common assessments</li> <li>• Really focusing in on standards and vocabulary</li> <li>• Aligning instruction and vocabulary to the rigor of the interims</li> </ul>	<p><b>Supporting Assessment Data:</b></p> <p><u>RI</u> 54% of 3-5 grade students scored below basic or basic level on the EOY RI</p> <p><u>Amira</u></p> <ul style="list-style-type: none"> <li>• 82% of K students scored in the red level (catch up) on the EOY Amira Assessment</li> <li>• 38% of 1<sup>st</sup> grade students scored in the red level (catch up) on the EOY Amira Assessment</li> <li>• 27% of 2<sup>nd</sup> grade students scored in the red level (catch up) on the EOY Amira Assessment</li> </ul> <p><u>EOG</u></p> <ul style="list-style-type: none"> <li>• 73% of 3<sup>rd</sup> grade students scored in the beginning and developing levels on the 2024 ELA EOG</li> <li>• 84% of 4<sup>th</sup> grade students scored in the beginning and developing levels on the 2024 ELA EOG</li> <li>• 67% of 5<sup>th</sup> grade students scored in the beginning and developing levels on the 2024 ELA EOG</li> <li>• ELA trend data 2023 3<sup>rd</sup> Gr Comparison to 2024 4<sup>th</sup> Gr:</li> <li>• 85% of 3<sup>rd</sup> graders scored at the beginning and developing range</li> <li>• 84% of 4<sup>th</sup> graders scored at the beginning and developing range</li> </ul> <p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Units provided in Cobb Teaching and Learning System (CTLs) are confusing</li> <li>• Unbalanced alignment with rubric and report card</li> </ul>	<p>CTLs Report Card Rubric CCC meetings RTI writing samples dictation RI/Amira Running records/DRA Common/Interim Assessments Teacher Observations/class samples Phonics Inventory Weekly common assessments in CTLs for the RACE Strategy. Rubric scores Teacher Survey responses</p>

	<ul style="list-style-type: none"> <li>• Spiral reviewing of key concepts based on data</li> <li>• Novel Studies (i.e. book club) to extend our advanced readers</li> <li>• Consistent use of the RACE strategy has improved constructed response capabilities.</li> <li>• Organizational skills with formatting on notebook paper</li> <li>• Use of common checklists and rubrics (ESOL-small group support)</li> <li>• Small Group instruction (Third grade)</li> </ul>	<ul style="list-style-type: none"> <li>• Too many subtopics which causes things to lean subjectively (report card)</li> <li>• No EIP support</li> <li>• Large gaps in reading levels</li> <li>• Time constraints</li> <li>• Students having lack of fine motor skills for handwriting</li> <li>• Writing stamina</li> <li>• Behavior impacts ability to effectively meet with small groups</li> <li>• Reading curriculum</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• Building phonics knowledge</li> <li>• Curriculum to access easier</li> <li>• Student gaps/below grade level</li> <li>• Small group instruction (4<sup>th</sup> and 5<sup>th</sup>)</li> <li>• Large gap in levels present in the classroom</li> <li>• Writing deficits (mechanics, structure, details, etc.)</li> <li>• Lack of resources for reading and writing: <ul style="list-style-type: none"> <li>• Adaptive programs to address diverse needs of students (BR to Advanced in one class).</li> <li>• More structured research-based resources</li> </ul> </li> <li>• Establishing common rubrics and checklists for writing</li> </ul>	
<p style="text-align: center;"><b>Math</b></p>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Anchor charts</li> <li>• Math Workbook Vol. 2</li> <li>• Hands on manipulatives and games</li> <li>• Different Smartboard activities</li> <li>• Consistent academic language</li> <li>• Report card was aligned with expected progression</li> <li>• Small groups</li> <li>• Scope and sequence for units</li> <li>• Data talks as a team</li> <li>• Focus on specific vocabulary</li> </ul>	<p><b>Supporting Data</b></p> <ul style="list-style-type: none"> <li>• 56% of students in grades K-5 scored in the below basic and basic levels on the EOY MI</li> </ul> <p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Students lack number sense</li> <li>• More EIP support needed</li> <li>• Students lack fact fluency</li> <li>• Reading comprehension led to challenges with word problems</li> <li>• Behavior impacts ability to effectively meet with small groups</li> </ul>	<p>CTLS Report Card Rubric CCC meetings RTI Formative assessments MI Common/Interim assessments DreamBox Zearn MI Common assessments</p>

	<ul style="list-style-type: none"> <li>• EOY assessment (vertical alignment)</li> <li>• PL-unpacking the standards Number talks/sense</li> <li>• number talks</li> <li>• Good formative assessments</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• County Math lessons</li> <li>• Small group instruction</li> <li>• Building Fact Fluency program</li> <li>• Math Fact Friday</li> <li>• Anchor charts</li> <li>• Common Formative Assessments were consistently administered once each quarter</li> <li>• Math intervention groups</li> <li>• Differentiation (stations, small group instruction)</li> <li>• Dreambox use</li> <li>• Consistent MI growth.</li> <li>• Use of new manipulatives in the classroom.</li> <li>• Error analysis</li> <li>• Use of assessment data for remediation</li> <li>• Establishing remediation block</li> <li>• Opportunities to make corrections as a form of remediation.</li> <li>• Consistent use of county provided resources (Zearn)</li> </ul>	<p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• Lack of number sense</li> <li>• Perseverance</li> <li>• Interims are a challenge for students based on their learning deficits</li> <li>• The children are coming to us with no basic math fact knowledge</li> <li>• Confidence and self-esteem are holding the kids back</li> <li>• Pacing</li> <li>• Grade level appropriate resources (IXL).</li> <li>• Students lacking adequate prerequisite knowledge needed to understand grade-level content.</li> </ul>	<p>Interims</p> <p>Classroom observation</p> <p>Small group instruction</p> <ul style="list-style-type: none"> <li>• Common assessments for each unit given mid-way through the unit.</li> <li>• Teacher Survey responses</li> </ul>
<p style="text-align: center;"><b>Science</b></p>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Digital Let's Find Out</li> <li>• Diamond Dell Field Trip</li> <li>• Chattahoochee Nature Center field trip</li> <li>• STEAM – Specials</li> <li>• Projects, STEAM, integration</li> <li>• Scope and sequence for units</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• Arts Integration</li> </ul>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Could we have our own garden area for upstairs</li> <li>• Need paper copies of Let's Find Out</li> <li>• Student behavior impacts the ability to complete hands-on activities.</li> <li>• Time allotted for hands-on activities.</li> <li>• Lack of access to digital resources in CTLS</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• Time is a challenge</li> </ul>	<p>CTLS</p> <p>Report Card</p> <p>Rubric</p> <p>CCC meetings</p> <p>Interim Data</p> <p>Interim assessments</p> <p>Quizzes</p> <p>Project Based Learning (more STEAM) time</p> <p>Classroom observation</p>

	<ul style="list-style-type: none"> <li>Discovery ED</li> <li>Art Residency program for some teachers</li> <li>STEAM activity (Tiny Door)</li> <li>Integration into writing, arts and reading</li> <li>Guided notes</li> <li>Integrating content vocabulary into instruction</li> <li>Consistent use of county-provided resources to guide instruction (Textbooks)</li> <li>Use of phenomena to introduce topics and engage students</li> </ul>	<ul style="list-style-type: none"> <li>Lack of resources</li> <li>Student behavior impacts the ability to complete hands-on activities</li> </ul> <p><b>Supporting Data</b></p> <ul style="list-style-type: none"> <li>81% of 5<sup>th</sup> grade students scored at the beginning and developing level on the 2024 EOG assessment</li> </ul>	<p>Stations Interims Teacher Survey responses</p>
<p><b>Social Studies</b></p>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>Digital Let's Find Out</li> <li>Studies Weekly online</li> <li>Virtual Field Trips</li> <li>Scope and sequence for units</li> <li>Grade level timeline</li> <li>Students love American Heroes</li> <li>STEAM projects</li> <li>SS Weekly</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>SS Weekly Magazines (text is high Lexile)</li> <li>Brain Pop/online resources</li> <li>Integration into writing, arts and reading</li> <li>Guided notes</li> <li>Media</li> <li>Integrating content vocabulary into instruction</li> </ul>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>Resources</li> <li>Interim questions are obscure and too wordy and sometimes incorrect</li> </ul> <p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>Updated resources</li> <li>Lack of time</li> <li>Lack of resources</li> </ul>	<p>CTLs Report Card Rubric CCC meetings Interim Assessments Classroom observations Stations Interims Teacher Survey responses</p>
<p><b>Discipline / School Climate Data</b></p>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>Trauma informed training</li> <li>Safe space in classrooms</li> <li>Sensory room &amp; Bobcat Den</li> <li>Staff Calm down room</li> <li>Staff Morale events</li> <li>Calm Down in classrooms</li> <li>Trauma informed training</li> <li>Cool down box of tools</li> </ul>	<p><b>Supporting Data:</b></p> <ul style="list-style-type: none"> <li>Of the 825 office referrals, 249 resulted in OSS.</li> <li>Of the 825 office referrals, 558 were acts of physical aggression.</li> <li>38 students had 6 or more referrals totaling 432 referrals</li> <li>75 students had 2-5 referrals totaling 187 referrals</li> <li>206 students had 1 referral</li> </ul>	<p>Team meetings Committee meetings RTI Referrals/write ups-Clear Expectations Morale Observation Classroom and administrative referral data.</p>

	<p><b>Teacher Survey Data - Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• Chart for Behavior Expectations</li> <li>• As a grade level we feel consistent in behavior expectations</li> <li>• Arrival and dismissal processes</li> <li>• 4<sup>th</sup> grade uses classroom economies (dojo)</li> <li>• PTA has been really involved this year</li> <li>• Successful family engagement events like the Valentine dance</li> <li>• Partner behavior support</li> <li>• Admin doing the behavior talk with the entire 4<sup>th</sup> grade. Grade level talks should be a thing that happens more often</li> <li>• Consistent use of morning meetings daily.</li> <li>• Each team member has a calm down area.</li> <li>• Positive reinforcement strategies implemented in the classroom</li> <li>• Access to administration</li> <li>• Piloting restorative practices</li> </ul>	<p><b>Teacher Survey Data - Primary Grades</b></p> <ul style="list-style-type: none"> <li>• Low staff morale</li> <li>• Too many aggressive behavior issues</li> <li>• Behaviors affecting the ability to teach</li> <li>• Teachers and students are in survival mode</li> <li>• Lack of consistency with consequences and handling the situation</li> <li>• Lack of appropriate praise for kids doing the right thing</li> <li>• Inconsistent county support on going SWD needs</li> <li>• Students being exposed to other students with behavior issues; copycat behaviors, causing trauma in the classrooms</li> <li>• Lack of parent support with acknowledging behavior issues</li> </ul> <p><b>Intermediate Grades</b></p> <ul style="list-style-type: none"> <li>• Inconsistent implementation of schoolwide behavioral expectations</li> <li>• How do we treat trauma to change behaviors?</li> <li>• Inconsistent accountability</li> <li>• Lack of training for programs that the school wants us to implement</li> <li>• Students not adhering to school expectations (uniforms)</li> <li>• Non-compliant behaviors</li> <li>• No respect for self, others, property</li> <li>• Lack of school wide discipline programs and consequences</li> <li>• Need effective, non-teacher based, intervention for continuous intense disruptive behaviors that are not responding to classroom behavior management strategies</li> <li>• Lack of consistent parental support and accountability for student behavior</li> </ul>	<p>150 classroom discipline reports across the grade level. Teacher Survey responses</p>
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<p><b>Professional Learning</b> What's been provided? What is the impact?</p>	<ul style="list-style-type: none"> <li>• Structured Literacy training for new hires</li> <li>• LETRS training</li> <li>• Classroom 180</li> <li>• Ellevation</li> <li>• Family Engagement</li> <li>• CCC Lead meetings</li> <li>• In house/TEAMS</li> <li>• After school monthly meetings</li> <li>• The implantation of daily morning meetings and classroom regulation spaces positively impacted the learning environment</li> <li>• LETRS and REAP have impacted our Scope and Sequence and increased phonemic awareness in students</li> <li>• Circle time training</li> <li>• Books/resources for circle time discussions</li> <li>• Trauma Informed</li> <li>• Arts Now Training</li> <li>• Arts for All</li> <li>• Amira</li> <li>• Dyslexia Training</li> <li>• Brumby U</li> <li>• Three read protocol was used during math instruction</li> <li>• Trauma informed trainings helped to strengthen strategies in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Need a refresher of Structured Literacy</li> <li>• Staff meetings not as engaging or informative as they could have been</li> <li>• Loss of post planning time due to additional training (we like the training)</li> <li>• Lacking behavior training for all teachers (like what SPED teachers receive if they have a degree in SPED)</li> <li>• Follow through with trauma informed training</li> <li>• Practical in class things to use aside from the calm down corner</li> <li>• Clear procedures conveyed for the Bobcat Den</li> <li>• More direct training of Amira</li> <li>• More proactive training</li> <li>• Training lacks differentiation (not everyone needs the same trainings)</li> <li>• Sometimes we feel like we are just being talked at</li> <li>• Some of the PD material can be done in less time and on a video for us to watch when we have time, rather than taking big chunks of our time away</li> <li>• Not a lot of realistic actionable implementation strategies provided.</li> <li>• Unfocused communication</li> </ul>	<p>Observation Amira Data Finish projects from AI Teacher Reflection</p>
<p><b>Other</b></p>			



Data	Student Groups	Strengths	Concerns	Multiple Data Sources
<p style="text-align: center;"><b>ELA</b></p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p><b>English Learners:</b> Supporting Data</p> <p>ACCESS Comparison Scores K 2023 to 1<sup>st</sup> Gr 2024 students who scored in Levels 1 and 2 decreased from 83% to 44%</p> <p>ACCESS Comparison Scores 2<sup>nd</sup> Gr 2023 to 3<sup>rd</sup> Gr 2024 students who scored in Levels 1 and 2 decreased from 58% to 36%</p> <p>ACCESS Comparison Scores 3<sup>rd</sup> Gr 2023 to 4<sup>th</sup> Gr 2024 students who scored in Levels 1 and 2 decreased from 32% to 26%</p> <ul style="list-style-type: none"> <li>• Newcomers are pulled out for in-depth EL support</li> <li>• Some teachers utilize small group consistently for reading/writing</li> <li>• Some classroom instruction is differentiated based on lang. proficiency</li> <li>• PL Provided by ESOL team</li> </ul> <p><b>SPED:</b></p> <ul style="list-style-type: none"> <li>• 17% of SPED students scored at the proficient and advanced level on the Spring 2024</li> <li>• Sped – dyslexia training</li> </ul> <p><b>Homeless (Optional):</b> <u>Brumby HEP Tutor Data J. Schultz</u> 12 students</p>	<p><b>English Learners:</b> Supporting Data 2023 EOG</p> <ul style="list-style-type: none"> <li>• 51.61% of 3-5 grade ELs scored in Level 1 on the SY23 ELA EOG</li> <li>• 0% of 3-5<sup>th</sup> grade ELs scored in Level 4 on the SY23 ELA EOG</li> </ul> <p>RI</p> <ul style="list-style-type: none"> <li>• 74% of grade 3-5 EL students scored in the below basic and basic levels on the Spring RI</li> </ul> <p>ACCESS Comparison Scores</p> <ul style="list-style-type: none"> <li>• 1st Gr 2023 to 2nd Gr 2024 students who scored at Levels 1 and 2 increased from 53% to 59%.</li> <li>• 4th Gr 2023 to 5th Gr 2024 students who scored at Levels 1 and 2 increased from 26% to 34%</li> </ul> <ul style="list-style-type: none"> <li>• Although all staff had access to the Ellevation platform, it was not implemented with fidelity nor were there implementation expectations</li> <li>• Teachers not implementing Imagine</li> </ul>	<p>SY23 EOG data SY24 EOG data EOY RI Scores Interim Data HEP tutor data Amira</p>

		<ul style="list-style-type: none"> <li>• Average increase on RI: 119.5 Lexile points</li> </ul> <p><u>Brumby HEP Tutor Data C. Zarnik</u> 11 students</p> <ul style="list-style-type: none"> <li>• Average increase on RI: 102 Lexile points</li> </ul>	<p>Learning programs consistently</p> <ul style="list-style-type: none"> <li>• Inconsistent expectations for implementation of imagine learning</li> <li>• Inconsistent small group instruction in the upper grades 4-5</li> <li>• Lack of differentiation, scaffolds, materials, supports, and visuals in Reading for ESOL students in some classrooms</li> <li>• Minimal time for ESOL teachers to collaborate with general ed teachers</li> </ul> <p><b>HOMELESS:</b> 50% of 5<sup>th</sup> grade homeless students scored levels 2-4 on the ELA EOG 3<sup>rd</sup> and 4<sup>th</sup> grade did not have enough students testing to generate a score</p> <p><b>SPED:</b> 70.42% of 3-5<sup>th</sup> Grade SWDs scored in level 1 on the SY23 ELA EOG 2.82% of 3-5<sup>th</sup> Grade SWDs scored in level 3 on the SY23 ELA EOG</p> <ul style="list-style-type: none"> <li>• 17% of SPED students scored in the proficient or advanced level on the Spring RI</li> </ul>	
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<p style="text-align: center;"><b>Math</b></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><b>English Learners:</b> 9.67% of 3-5<sup>th</sup> grade ELs scored in level 3 and 4 on the SY23 Math EOG.</p> <p><b>SPED:</b> 7.04% of 3-5<sup>th</sup> grade SWDs scored in level 3 and 4 on the SY23 Math EOG.</p> <p><b>Homeless (Optional):</b> <u>Brumby HEP Tutor Data _J Schultz</u> 12 students</p> <ul style="list-style-type: none"> <li>• Average increase on MI: 117 quantile points</li> </ul> <p><u>Brumby HEP Tutor Data _C Zarnik</u> 11 students</p> <ul style="list-style-type: none"> <li>• Average increase on MI: 95.5 quantile points</li> </ul>	<p><b>English Learners:</b> 50% of 3-5<sup>th</sup> Grade ELs scored in level 1 on the SY23 Math EOG</p> <p>37% of EL students scored in the proficient or advanced level on the Spring MI</p> <ul style="list-style-type: none"> <li>• Fast pacing without frontloading vocabulary in math</li> <li>• Limited implementation of differentiation strategies</li> </ul> <p><b>SPED:</b> 70.42% of 3-5<sup>th</sup> grade SWDs scored in level 1 on the SY23 Math EOG</p> <p>23% of SWD scored in the proficient or advanced level on the Spring RI</p> <ul style="list-style-type: none"> <li>• When students are pulled out of the room for small group support, they are not consistently exposed to grade level standards</li> </ul>	<p>SY23 EOG data EOY MI scores Interim Data Observation</p>
<p style="text-align: center;"><b>Science</b></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><b>English Learners:</b> 23.81% of 5<sup>th</sup> grade ELs scored in level 3 on the SY23 Science EOG.</p> <ul style="list-style-type: none"> <li>• Project based learning in science in certain grade levels</li> </ul>	<p><b>English Learners:</b> 57.14% of 5<sup>th</sup> grade ELs scored in level 1 on the SY23 Science EOG.</p> <p>Interims Average % on Sci Interims</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> 64%</li> <li>• 2<sup>nd</sup> 59%</li> <li>• 3<sup>rd</sup> 56%</li> <li>• 4<sup>th</sup> 41%</li> <li>• 5<sup>th</sup> 46%</li> </ul>	<p>SY23 EOG data Interim Data Classroom assessments and observations Information from some collaborating teachers</p>

		<p><b>SPED:</b> 8% of 5<sup>th</sup> grade SWDs scored in level 3 on the SY23 Science EOG.</p>	<p><b>SPED:</b> 80% of 5<sup>th</sup> grade SWDs scored in level 1 on the SY23 Science EOG. Interims</p> <p>Average % on Sci Interims</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> 61%</li> <li>• 2<sup>nd</sup> 50%</li> <li>• 3<sup>rd</sup> 54%</li> <li>• 4<sup>th</sup> 59%</li> <li>• 5<sup>th</sup> 46%</li> </ul>	
<p><b>Social Studies</b></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><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>• Lack of time to teach the content as thoroughly as it should be</li> <li>• Wider gaps in learning due to insufficient support</li> </ul> <p>Interims</p> <p>Average % on SS Interims</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> 60%</li> <li>• 2<sup>nd</sup> 53%</li> <li>• 3<sup>rd</sup> 41%</li> <li>• 4<sup>th</sup> 54%</li> <li>• 5<sup>th</sup> 44%</li> </ul> <p><b>SPED:</b> Interims</p> <p>Average % on SS Interims</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> 61%</li> <li>• 2<sup>nd</sup> 56%</li> <li>• 3<sup>rd</sup> 42%</li> <li>• 4<sup>th</sup> 49%</li> <li>• 5<sup>th</sup> 46%</li> </ul>	<p>Interim data Common assessments and observations</p>

<p style="text-align: center;"><b>Discipline / School Climate Data</b></p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p><b>SPED:</b></p> <ul style="list-style-type: none"> <li>• Multisensory room is available for dysregulated students.</li> </ul> <p><b>Homeless (Optional):</b></p> <ul style="list-style-type: none"> <li>• 3 HEP students received OSS less than 10 days</li> </ul>	<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>• Some classroom teachers utilize support staff for behavior students</li> <li>• Interruptions during instruction and services of ESOL students</li> </ul> <p><b>SPED:</b></p> <ul style="list-style-type: none"> <li>• Lack of consistency (How things are handled)</li> <li>• No visuals for expectations</li> <li>• Low staff/student morale</li> <li>• Sensory room used inappropriately by some</li> <li>• Clear guidelines are needed for the sensory room</li> </ul> <ul style="list-style-type: none"> <li>• 38 students earned 6 or more administrative referrals (432).</li> <li>• Of the 38 students, 17 are SWD accounting for 45% percent of students with 6 or more discipline referrals</li> <li>• The 17 students earned 184 administrative referrals accounting for 43% of the administrative referrals of students with 6 or more referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline data by subgroup</li> <li>• School Climate survey data by subgroup</li> </ul>
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			<ul style="list-style-type: none"> <li>• Brumby has 173 SWD. 27 or 15.61% of the students received at least 1 day of OSS</li> </ul> <p><b>Misc.</b></p> <ul style="list-style-type: none"> <li>• Boys represent 82% of total discipline referrals</li> <li>• Black students represent 72% of total referrals (School population is 57% Black)</li> <li>• 403 black students had absences greater than 10 days (66% of all our black students)</li> </ul>	
<b>Professional Learning</b>	<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	<b>SPED:</b> More consistent language and expectations within IEP/Sped	<b>English Learners:</b> Teachers felt that EL quarterly trainings on ELlevation were not aligned to administrative expectations for instruction.	Teacher Survey Results PL schedule from FY24
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<b>Homeless:</b> 2 HEP tutors worked with approximately 22 HEP students attending ASP from 2:45-5:15 on Tuesday, Wednesday, and Thursdays during the months of April and May 2024. Next year, we would like to consider implementing this tutoring earlier in the school year if funds are available		

**Statement  
of Concern  
#1**

Physical behaviors have increased in number from last year to this year.

As of May 28<sup>th</sup>, we have had 558 R referrals (physical) which is 22.7 % increase in the number of physical disciplinary referrals when compared to FY23.

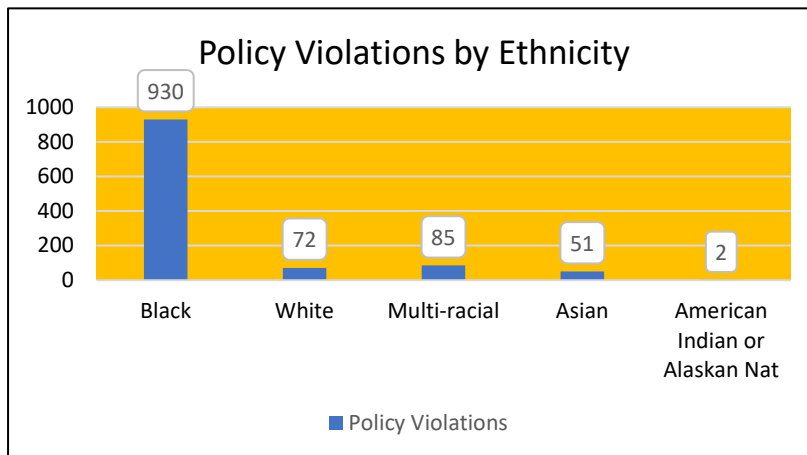
43% of total discipline referrals in FY24 included physical behaviors.

Boys represent 82% of the total discipline referrals.

Black students represent 72% of total referrals. School population is 57% Black.

75 staff members made at least one office referral in SY 23-24, 13 of which made 20 or more referrals. 3 staff members made 40 or more office referrals.

Discipline by Racial Demographic									School Dem. Total
	OSS		ISI		ISI Less Than Half		Time Out		
Multiracial	14	5.60%	11	14.50%	12	7.50%	11	8%	6.06%
White/Cauc.	16	6.40%	2	2.60%	9	5.70%	5	3.60%	8.58%
Asian	11	4.40%	1	1.30%	2	1.30%	4	2.90%	2.25%
Am. Indian	0	0%	0	0%	1	0.63%	0	0%	
Black	177	71%	52	68.40%	119	75%	106	76.30%	56.90%
Hispanic	31	12.40%	10	13.20%	16	10.10%	13	9.40%	25.56%
<b>Total</b>	249		76		159		139		



Demographic	Counts	Percentage of Total
Total Referrals	791	
SWD	228	29%
Male	652	82%
Female	139	18%
Am. Indian	1	0.10%
Asian	23	2.90%
Black	575	73%
Hispanic	92	12%
Multiracial	59	7.50%
White/Cau.	41	5%
ESOL	60	7.60%
Pre-K	3	0.38%
KK	128	16.20%
1st	140	17.70%
2nd	129	16.30%
3rd	74	9.40%
4th	124	15.70%
5th	194	25%



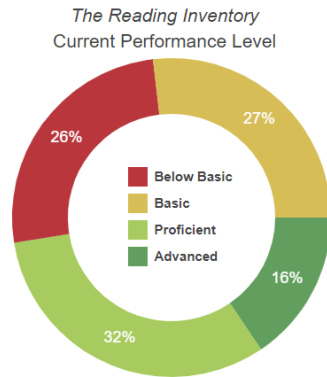
<p><b>Root Cause #1 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input checked="" type="checkbox"/> Professional Capacity</li> <li><input checked="" type="checkbox"/> Effective Leadership</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> <li><input checked="" type="checkbox"/> Family Engagement</li> </ul>	<p>A formal school-wide behavior system is lacking in structure which greatly impacts the learning environment and overall school climate.</p> <p>Inconsistent actions taken when addressing behaviors</p> <p>Inconsistent teacher supervision during transitions and recess</p>
<p><b>Root Cause #2 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input checked="" type="checkbox"/> Effective Leadership</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> <li><input checked="" type="checkbox"/> Family Engagement</li> </ul>	<p>Limited resources to teach self-regulation/self-management skills</p> <p>Inconsistent implementation of targeted self-regulation strategies during instruction</p> <p>Lack of on-going training on self-regulation strategies</p>

<p><b>Root Cause #3 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input checked="" type="checkbox"/> Effective Leadership</p> <p><input checked="" type="checkbox"/> Supportive Learning Environment</p> <p><input type="checkbox"/> Family Engagement</p>	<p>Limited knowledge and lack of implementation of preventative behavior monitoring by the administrative team</p> <p>Limited time to provide administrative support for teachers serving students who exhibit repeated behaviors</p> <p>Limited time to support teachers who need assistance with classroom management skills and strategies</p>
<p><b>Contributing Factors (Outside of control)</b></p>	<p>Student Attendance</p> <p>Inconsistent parental support in the academic expectations for their students</p>
<p><b>Goal</b></p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students and teachers reporting a sense of belonging, independence, mastery, and generosity in the learning environment will increase by 20% points from August 2024 TISQ survey administration to the May 2025 TISQ survey administration.</p>

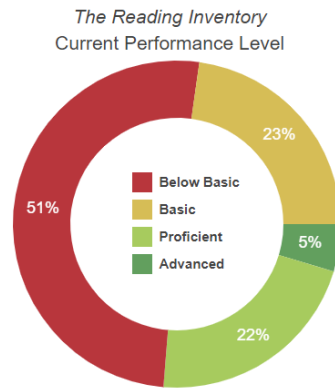
## Statement of Concern #2

Students do not read proficiently at grade level.

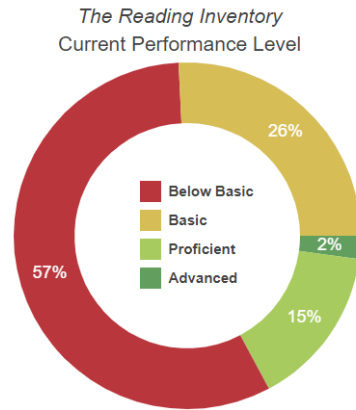
May 2024 RI Assessment shows that 48% of Brumby students are proficient or advanced.



May 2024 RI Assessment shows that 27% of Brumby EL students are proficient or advanced.



May 2024 RI Assessment shows that 17% of Brumby students with disabilities are proficient or advanced.



EOY 2024 Amira Assessment shows that 19% of K students scored “At/Above” or “On Track” toward Mastery Level

EOY 2024 Amira Assessment shows that 62% of 1<sup>st</sup> grade students scored “At/Above” or “On Track” toward Mastery Level

EOY 2024 Amira Assessment shows that 74% of 2<sup>nd</sup> grade students scored “At/Above” or “On Track” toward Mastery Level

**2024 EOG Scores as of May 29, 2024**

73% of 3<sup>rd</sup> grade students scored in the beginning and developing levels on the 2024 ELA EOG

67% of 5<sup>th</sup> grade students scored at the beginning and developing levels on the 2024 ELA EOG

82% of 4<sup>th</sup> grade students scored at the beginning and developing levels on the 2023 ELA EOG as compared to 67% of 5<sup>th</sup> grade students who scored at the beginning and developing levels on the 2024 ELA EOG.

**Root Cause #1 - (Within control)**

**Impacts which system(s):**

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

Tier 1 instructional practices do not meet the needs of the academically diverse student population.

Limited differentiation in Tier 1 reading instruction to meet the needs of the wide range of student instructional levels

<p><b>Root Cause #2 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Teachers not using data to drive instruction and differentiation</p> <p>Teachers' inconsistent use of common assessments and the CCC process to drive instruction and differentiation</p>
<p><b>Root Cause #3 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> <li><input checked="" type="checkbox"/> Family Engagement</li> </ul>	<p>Failure to intentionally plan to preview student vocabulary and establish background knowledge needed for students to connect to standards during the CCC process</p>
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<p>Language learners have a limited language proficiency which impacts their ability to listen, speak, read, and write in English proficiently</p> <p>Attendance - If students are not at school and on time, their access to instruction is compromised</p> <p>When students' basic needs are not met, they are not mentally or physically able to learn</p>

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>50% of kindergarten students will score in the on-track or at/above range on the AMIRA assessment by May 2025.</p> <p>1<sup>st</sup> grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 18% (31 students) in May 2024 to 35% (62 students) in May 2025.</p> <p>2<sup>nd</sup> grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 62% (108 students) in May 2024 to 75% (131 students) in May 2025.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient and distinguished on the ELA EOG will increase from 25% in May 2024 to 30% in May 2025.</p> <p>35% (61 students) of third-grade students will score proficient or distinguished on the ELA EOG in May 2025.</p> <p>4<sup>th</sup> grade students scoring proficient or distinguished on the ELA EOG will increase from 27% (39 students) in May 2024 to 35% (51 students) in May 2025.</p> <p>5<sup>th</sup> grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (28 students) in May 2024 to 35% (61 students) in May 2025.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students reading on grade level on the ELA EOG will increase from 53% in May 2024 to 60% in May 2025.</p>
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### Statement of Concern #3

42.89% of 3-5<sup>th</sup> grade students scored in level 1 on the SY23 Math EOG.

1st-grade students had an average score of 72.2% on SY24 Math Interim Assessments

2nd-grade students had an average score of 57.1% on SY24 Math Interim Assessments

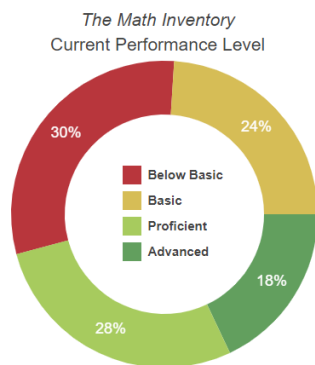
3rd grade students had an average score of 47.75% on SY24 Math Interim Assessments

4th-grade students had an average score of 57% on SY24 Math Interim Assessments

5th-grade students had an average score of 59.9% on SY24 Math Interim Assessments

Average school score on SY24 Math Interim Assessments = 58.79%

May 2024 MI Assessment shows that 46% of K-5 students are proficient or advanced



Kinder = 32% proficient & advanced

1<sup>st</sup> = 62% proficient & advanced

2<sup>nd</sup> = 39% proficient & advanced

3<sup>rd</sup> = 45% proficient & advanced

4<sup>th</sup> = 43% proficient & advanced

5<sup>th</sup> = 54% proficient & advanced

<p><b>Root Cause #1 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input checked="" type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Students need to be provided with various strategies for basic computation in addition, subtraction, multiplication, and division to solve problems fluently and efficiently</p>
<p><b>Root Cause #2 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Students lack numerical reasoning skills (see numerical reasoning standards for each grade level)</p> <p>Lack of manipulative use to develop numerical reasoning skills (number lines, counters, cubes, etc.)</p> <p>Teachers demonstrate limited proficiency in understanding how and when students should use manipulatives to develop foundational math skills</p>
<p><b>Root Cause #3 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Tier 1 instruction inconsistently meets the diverse needs of students in the class. For example, a typical 5<sup>th</sup> grade class has students reading on a beginning reading level all the way to above grade level. Planning instruction to meet the needs of all learners causes a daily challenge for all classroom teachers</p>
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Kindergarten grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>1<sup>st</sup> grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>2<sup>nd</sup> grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient or distinguished on the Math EOG will increase from 18% (90 students) in May 2023 to 35% (175 students) in May 2025.</p>



## Statement of Concern #4

Students with disabilities are consistently scoring well below their peers according to Milestones data.

In 2023, 70.42% of 3<sup>rd</sup>-5<sup>th</sup> grade SWDs scored in Level 1 on the ELA and Math EOG, and 80% of 5<sup>th</sup> grade SWDs scored in Level 1 in science

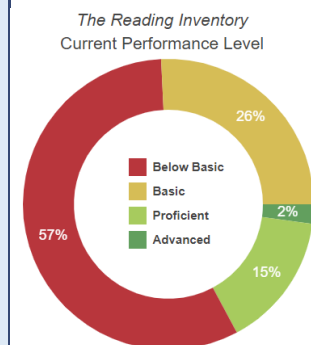
Also, 3<sup>rd</sup>-5<sup>th</sup> grade SWDs are not meeting improvement targets for growth in ELA, Math, or Science

55 students had 4 or more office referrals, 20 of which (36%) were students with disabilities

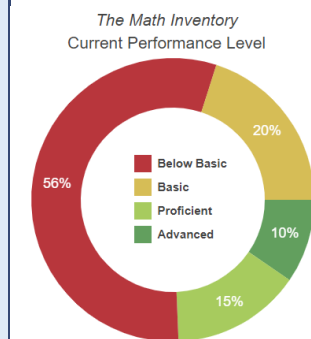
Brumby has 173 SWD. 27 or 15.61% of the students received at least 1 day of OSS

### Students With Disabilities

May 2024 RI Assessment shows that 17% of students with disabilities are proficient or advanced.



May 2024 MI Assessment shows that 25% of students with disabilities are proficient or advanced.



<p><b>Root Cause #1 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coherent Instruction</li> <li><input type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>When SWD students are pulled out of class to receive IEP small group accommodations, they are receiving limited on grade level instruction</p>
<p><b>Root Cause #2 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input checked="" type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>Shared-teaching teams need professional learning on effectively implementing shared-teaching models. Need clearly articulated expectations for instruction</p>
<p><b>Root Cause #3 - (Within control)</b></p> <p><b>Impacts which system(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coherent Instruction</li> <li><input checked="" type="checkbox"/> Professional Capacity</li> <li><input type="checkbox"/> Effective Leadership</li> <li><input type="checkbox"/> Supportive Learning Environment</li> <li><input type="checkbox"/> Family Engagement</li> </ul>	<p>CCC data analysis and instructional planning has not specifically addressed the performance of SWD students on grade-level standards</p>
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<p>Students' lack of foundational skills in Reading and Math</p>
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 24% on the Spring 2024 Assessment to 40% on the Spring 2025 Assessment.</p> <p>The percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 26% on the Spring 2024 Assessment to 41% on the Spring 2025 Assessment.</p>

**School Improvement Goals**  
*Include goals on the parent compacts and policy*

<b>Goal #1</b>	The percentage of students and teachers reporting a sense of belonging, independence, mastery, and generosity in the learning environment will increase by 20% points from August 2024 TISQ survey administration to the May 2025 TISQ survey administration.
<b>Goal #2</b>	<p>50% of kindergarten students will score in the on-track or at/above range on the AMIRA assessment by May 2025.</p> <p>1<sup>st</sup> grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 18% (31 students) in May 2024 to 35% (62 students) in May 2025.</p> <p>2<sup>nd</sup> grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 62% (108 students) in May 2024 to 75% (131 students) in May 2025.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient and distinguished on the ELA EOG will increase from 25% in May 2024 to 30% in May 2025.</p> <p>35% (61 students) of third-grade students will score proficient or distinguished on the ELA EOG in May 2025.</p> <p>4<sup>th</sup> grade students scoring proficient or distinguished on the ELA EOG will increase from 27% (39 students) in May 2024 to 35% (51 students) in May 2025.</p> <p>5<sup>th</sup> grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (28 students) in May 2024 to 35% (61 students) in May 2025.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students reading on grade level on the ELA EOG will increase from 53% in May 2024 to 60% in May 2025.</p>
<b>Goal #3</b>	<p>Kindergarten grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>1<sup>st</sup> grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>2<sup>nd</sup> grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient or distinguished on the Math EOG will increase from 18% (90 students) in May 2023 to 35% (175 students) in May 2025.</p>

<b>Goal #4</b>	<p>The percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 24% on the Spring 2024 Assessment to 40% on the Spring 2025 Assessment.</p> <p>The percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 26% on the Spring 2024 Assessment to 41% on the Spring 2025 Assessment.</p>
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## 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?
4 <sup>th</sup> Grade Teacher (0.5) - CSR	<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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduces class sizes so evidenced based strategies can be implemented more frequently and with longer duration (Examples: conferencing, smaller groups, increased individualized instruction)
Parent Facilitator	<input checked="" 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Improves the collaboration between parents, school personnel, and community members; increases parent involvement in the educational process of their child; helps close the achievement gap between students in Title I and non-Title I schools; improves the communication among school personnel and non-English speaking parents; assists with the facilitation of School Improvement Plan goals.
3 <sup>rd</sup> Grade Teacher - CSR	<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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduces class sizes so evidenced based strategies can be implemented more frequently and with longer duration (Examples: conferencing, smaller groups, increased individualized instruction)
2 <sup>nd</sup> Grade Teacher - CSR	<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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduces class sizes so evidenced based strategies can be implemented more frequently and with longer duration (Examples: conferencing, smaller groups, increased individualized instruction)
5 <sup>th</sup> Grade Teacher - CSR	<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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduces class sizes so evidenced based strategies can be implemented more frequently and with longer duration (Examples: conferencing, smaller groups, increased individualized instruction)

<p style="text-align: center;"><b>GOAL #1</b></p>	<p>The percentage of students and teachers reporting a sense of belonging, independence, mastery, and generosity in the learning environment will increase by 20% points from August 2024 TISQ survey administration to the May 2025 TISQ survey administration.</p>					
<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p><b>Referral Process</b> The administration team will implement a process for completing office referrals for classroom behaviors as evidenced by referral documentation.</p> <p>The administration team will implement a systemic discipline referral process for classroom (classroom only?) behaviors as evidenced by referral documentation.</p>	<p>CCSD Code of Conduct</p> <p>Brumby’s Best Certified Trauma and Resilience Coaches and Support Team</p> <p>Discipline Flow Chart</p> <p>Administrative discipline Referral System using Microsoft Forms</p>	<p>CCSD</p> <p>Instructional Funds</p>	<p>July 2024</p>	<p><b>Implementation Performance Target:</b> Administration team will create and communicate a process for completing office referrals for classroom behaviors by August 1, 2024 as evidenced by artifacts provided to teachers.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>1. Staff will be trained on the discipline flow-chart at monthly staff meetings.</li> <li>2. Administration will create a documentation form (MS Form) for classroom referrals including classroom interventions implemented before referral.</li> <li>3. Committee will review and revise disciplinary practices to ensure they are trauma sensitive.</li> </ol> <p><b>Artifacts:</b> Flow chart document</p>	<p><b>Evaluation Performance Target:</b> The number of administrative referrals will decrease from 825 in May 2024 to 540 in May 2025 (35% reduction).</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will complete the classroom referral form and follow the discipline flow-chart before submitting an administrative referral.</li> <li>2. Teacher-level administrative referral numbers will be shared with grade-level teams each month during CCC meetings.</li> <li>3. Administrators will lead collaboration about classroom management strategies during CCC meetings.</li> </ol> <p><b>Evidence:</b> Administrative referral data</p>	<p>Principal, Assistant Principals</p>

				Copy of classroom referral form		
<p><b>Trauma-Informed Lessons</b> K-5 Teachers will implement one weekly lesson during circle time focused on trauma and resilience practices as evidenced by classroom observations.</p>	<p>Brumby's Best Positive Support Team</p> <p>Brumby's Best created Trauma and Resilience Lesson Plans for Weekly Morning Meetings</p> <p>Georgia Health Survey</p> <p>Walk through form</p>	<p>CCSD Instructional Funds</p> <p>Title I</p>	<p>8/1/2024</p> <p>Full implementation by 12/2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will implement one weekly lesson from the trauma and resilient certification on Monday by December 2024 as evidenced by classroom observations.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>Professional learning focused on the 10 steps for creating a trauma-informed, resilient school for all K-5 teachers will be provided after school once a month.</li> <li>Teachers will receive lesson plans from Trauma and Resilience certified teachers and counselors (Brumby's Best). Teachers will implement the lesson during morning meeting/circle time on Mondays (or the first school day of the week).</li> <li>Administration and academic coaches will walk classrooms during circle time to collect data on implementation.</li> </ol>	<p><b>Evaluation Performance Target:</b> The number of 3-5<sup>th</sup> grade students responding "Always" or "Often" to question 5 of the Georgia Student Health Survey ("I feel safe at school") will increase from 280 students (68%) in March 2024 to 309 students (75%) in March 2025.</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>Students will respond to the Georgia Student Health Survey in March 2025.</li> </ol> <p><b>Evidence:</b> Georgia Student Health Survey data for Question #5</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Brumby's Best Coaches and Committee</p> <p>Classroom Teachers</p>

				<b>Artifacts:</b> Walk through Form data  Weekly lesson plans  PL sign-in sheets & reflection forms		
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<p style="text-align: center;"><b>GOAL #2</b></p>	<p>50% of kindergarten students will score in the on-track or at/above range on the AMIRA assessment by May 2025.</p> <p>1<sup>st</sup> grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 18% (31 students) in May 2024 to 35% (62 students) in May 2025.</p> <p>2<sup>nd</sup> grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 62% (108 students) in May 2024 to 75% (131 students) in May 2025.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient and distinguished on the ELA EOG will increase from 25% in May 2024 to 30% in May 2025.</p> <ul style="list-style-type: none"> <li>• 35% (61 students) of 3<sup>rd</sup> grade students will score at the proficient or distinguished level on the ELA EOG.</li> <li>• 4<sup>th</sup> grade students scoring proficient or distinguished on the ELA EOG will increase from 27% (39 students) in May 2024 to 35% (51 students) in May 2025.</li> <li>• 5<sup>th</sup> grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (28 students) in May 2024 to 35% (61 students) in May 2025.</li> </ul>					
<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p><b>Planning for Direct/Explicit Instruction</b> K-5 teachers will utilize district-provided literacy lessons to plan for instruction the daily 120-minute uninterrupted literacy block.</p>	<p>Cobb Teaching and Learning System (CTLS) ELA lessons/resources</p> <p>District provided 120-minute uninterrupted literacy block resources</p> <p>CTLS ELA Checklists</p>	<p>CCSD Title I</p>	<p>8/1/2024</p>	<p><b>Implementation Performance Target:</b> 100% of K-5 teachers will implement district-provided whole-group, explicit literacy lessons during reading, writing, and phonics segments of the 120-minute uninterrupted literacy block daily by December 2024 as measured by classroom observations.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will access district resources (CTLS lesson plans) weekly to plan for phonics, reading comprehension, and writing connected to text segments of the</li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of students in each grade level will demonstrate a minimum of 10% points of growth from pre-assessment to post-assessment throughout the common assessment cycle.</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>1. Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</li> <li>2. The cycle will begin with a common comprehensive pre-test.</li> </ol>	<p>Classroom Teachers</p> <p>Instructional coaches</p> <p>Principal and Assistant Principals</p>

	<p>Grade Level Scope and Sequence</p> <p>Data Cycle Recording Sheet</p> <p>Informal Walkthrough Template</p>			<p>120-minute uninterrupted literacy block</p> <ol style="list-style-type: none"> <li>2. Teachers will submit weekly lesson plans in Teams by 5 pm on Friday that include all segments of the 120-minute literacy block and evidence of CTLS lessons.</li> <li>3. Administration will check for lesson plan submission weekly. Administrators will email teachers who have not submitted lesson plans on the following Monday morning.</li> <li>4. Administrators and Academic Coaches will complete informal walkthroughs on a bi-weekly basis using an ELA checklist (components of ELA segments and alignment to lesson plans).</li> </ol> <p><b>Artifacts:</b> Lesson plans</p> <p>Observation checklists/walk through forms</p>	<ol style="list-style-type: none"> <li>2. The cycle will conclude with the same pre-test assessment given as a posttest to gauge student learning and growth.</li> <li>3. During each 45-day cycle, two 10-question common assessments will be administered to monitor student progress on weekly priority standards. Cycle 1 covers weeks 1-3; Cycle 2 covers weeks 4-6</li> <li>4. Student data will be tracked in CTLS assess.</li> </ol> <p><b>Evidence:</b> Common assessment data</p>	
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<p><b>Data-Driven Small Group Instruction</b> K-5 teachers will use student reading data to plan for differentiated small-group instruction based on students' needs.</p>	<p>Amira District Support</p> <p>Data Cycle Recording Sheet</p> <p>CTLS Assess</p> <p>Small Group Reflection checklist</p> <p>Classroom walk-through form</p> <p><a href="#">Small Group Reflection Checklist</a></p>	<p>Title I</p> <p>Instructional Funds</p>		<p><b>Implementation Performance Target:</b> 100% of teachers will use student reading data and the teacher reflection checklist to plan for differentiated small-group instruction based on student reading needs by December 2024 as measured by lesson plans and classroom observations.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>1. K-3 teachers will receive professional learning on AMIRA data analysis procedures and how to plan differentiation based on AMIRA results</li> <li>2. K-5 teachers will receive professional learning on how to interpret BEACON assessment data to plan small groups.</li> <li>3. Academic coach will provide professional learning on the teacher reflection checklist, as needed.</li> <li>4. During weekly CCC's, Teachers will use AMIRA, BEACON, and common assessment data to create flexible differentiated small groups based on student needs.</li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of students in each grade level will demonstrate a minimum of 10% points of growth from pre-assessment to post-assessment throughout the common assessment cycle.</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>1. Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</li> <li>2. The cycle will begin with a common comprehensive pre-test.</li> <li>3. The cycle will conclude with the same pre-test assessment given as a posttest to gauge student learning and growth. During each 45-day cycle, two 10-question common assessments will be administered to monitor student progress on weekly priority standards. Cycle 1 covers weeks 1-3 and Cycle 2 covers weeks 4-6</li> <li>4. Student data will be tracked in CTLS assess.</li> </ol> <p><b>Evidence:</b> Common assessment data</p>	<p>Classroom Teachers</p> <p>Instructional Coaches</p> <p>Principal and Assistant Principals</p>
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				<p>5. Teachers will use the small group reflection checklist to plan small group instruction.</p> <p>6. Teachers will meet with at least two small groups per day, prioritizing one group for lower-performing students.</p> <p><b>Artifacts:</b>          ELA small group reflection          Checklist data from observations</p>		
<p><b>Literacy Centers</b>          K-5 teachers will implement daily literacy centers aligned to the 5 pillars of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency).</p>	<p>Early Literacy Scheduling Guide</p> <p>PL-literacy centers (coaches)</p> <p>Classroom Observation Forms</p> <p>Data Cycle Recording Sheet</p>	<p>CCSD          Title I</p>	<p>8/1/2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will implement daily literacy centers aligned to the 5 pillars of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) by December 2024 as evidenced by lesson plans and classroom observations.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>Teachers will receive professional learning in literacy centers based on the 5 pillars of reading, as needed.</li> <li>Students will rotate through centers, unless receiving small group instruction with teacher.</li> <li>Teachers will change center activities every 3 weeks to align with priority standards within</li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of students in each grade level will demonstrate a minimum of 10% points of growth from pre-assessment to post-assessment throughout the common assessment cycle.</p> <p><b>Evaluation plan:</b>          Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</p> <p>The cycle will begin with a common comprehensive pre-test.</p> <p>The cycle will conclude with the same pre-test assessment given as a posttest to gauge student learning and growth. During each 45-day cycle, two 10-question common assessments will be administered to monitor student progress on weekly priority standards.</p>	<p>Classroom Teachers</p> <p>Instructional Coaches</p> <p>Monitored by Principal and Assistant Principals</p>

				<p>the common assessment cycle.</p> <p><b>Artifacts:</b>          Literacy center lesson plans          Classroom observation data</p>	<p>Cycle 1 covers weeks 1-3 and Cycle 2 covers weeks 4-6. Student data will be tracked in CTLS assess.</p> <p><b>Evidence:</b>          Common assessment data</p>	
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<p align="center"><b>GOAL #3</b></p>	<p>Kindergarten grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>1<sup>st</sup> grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>2<sup>nd</sup> grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students scoring proficient or distinguished on the Math EOG will increase from 18% (90 students) in May 2023 to 35% (175 students) in May 2025.</p>					
<p align="center"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center"><b>Resources</b></p>	<p align="center"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p align="center"><b>Start Date</b></p>	<p align="center"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p align="center"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p align="center"><b>People Responsible</b></p>
<p><b>Planning for Direct/Explicit Instruction</b> K-5 teachers will utilize district-provided math lessons weekly to plan instruction for the 75-minute math block.</p>	<p>CCSD Lessons</p> <p>Data Cycle Recording Sheet</p> <p><a href="#">math reflection checklist.</a></p>	<p>CCSD</p> <p>Title I</p> <p>Instructional Funds</p>	<p>8/1/2024 with full implementation by 12/2024</p>	<p><b>Implementation Performance Target:</b> 100% of K-5 teachers will utilize district-provided math lessons weekly to plan for instruction during the 75-minute math block by December 2024 as evidenced by lesson plans and classroom observations.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>Teachers will access CTLS lesson plans weekly to plan for math instruction.</li> <li>Teachers will submit weekly lesson plans in Teams by 5 pm on Friday that include all segments of the math workshop model.</li> <li>Administration will check for lesson plan submission weekly.</li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of students in each grade level will demonstrate a minimum of 10% points of growth from pre-assessment to post-assessment throughout the common assessment cycle.</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</li> <li>The cycle will begin with a common comprehensive pre-test.</li> <li>The cycle will conclude with the same pre-test assessment given as a posttest to gauge student learning and growth. During each</li> </ol>	<p>Teachers</p> <p>Instructional Coaches</p> <p>Principal and Assistant Principals</p>

				<p>4. Administrators will email teachers who have not submitted lesson plans on the following Monday morning.</p> <p>5. Administrators and Academic Coaches will complete informal walkthroughs on a bi-weekly basis using the math reflection checklist.</p> <p><b>Artifacts:</b> Lesson plans  Observation checklists</p>	<p>45-day cycle, two 10-question common assessments will be administered to monitor student progress on weekly priority standards. Cycle 1 covers weeks 1-3 and Cycle 2 covers weeks 4-6.</p> <p>4. Student data will be tracked in CTLS assess.</p> <p><b>Evidence:</b> Common assessment data</p>	
<p><b>Data-Driven Small Group Instruction</b> K-5 teachers will use student math data to plan for differentiated small-group instruction based on student math needs.</p>	<p>CCSD support for interpreting Beacon Assessment Data</p> <p>Instructional Coaches</p> <p>Math Reflection Checklist</p> <p>Data Cycle Recording Sheet</p>	<p>CCSD Title I Instructional Funds</p>	<p>8/1/2024 with full implementation by 12/2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will use student math data and the teacher reflection checklist to plan for differentiated small-group instruction based on student math needs by December 2024 as measured by lesson plans and classroom observations.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>K-5 teachers will receive professional learning on how to interpret BEACON assessment data to plan small groups.</li> <li>Academic coach will provide professional learning on the teacher</li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of students in each grade level will demonstrate a minimum of 10% points of growth from pre-assessment to post-assessment throughout the common assessment cycle.</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</li> <li>The cycle will begin with a common comprehensive pre-test.</li> <li>The cycle will conclude with the same pre-test</li> </ol>	<p>Teachers</p> <p>Instructional Coaches</p> <p>Principal and Assistant Principals</p>

				<p>reflection checklist, as needed.</p> <p>3. Teachers will use BEACON and common assessment data to create flexible differentiated small groups based on student needs.</p> <p>4. Teachers will use the <a href="#">math reflection checklist</a> to plan small group instruction.</p> <p>5. Teachers will meet with at least two small groups per day, prioritizing one group for prerequisite skills.</p> <p>6. Admin and instructional coaches will be observing and providing feedback</p> <p><b>Artifacts:</b>  Math small group lesson plans  Math small group reflection  Checklist data from observations</p>	<p>assessment given as a posttest to gauge student learning and growth. During each 45-day cycle, two 10-question common assessments will be administered to monitor student progress on weekly priority standards.</p> <p>4. Cycle 1 covers weeks 1-3 and Cycle 2 covers weeks 4-6.</p> <p>5. Student data will be tracked in CTLS assess.</p> <p><b>Evidence:</b>  Common assessment data</p>	
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<p style="text-align: center;"><b>GOAL #4</b></p>	<p>The percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 24% on the Spring 2024 Assessment to 40% on the Spring 2025 Assessment.</p> <p>The percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 26% on the Spring 2024 Assessment to 41% on the Spring 2025 Assessment.</p>					
<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p>The administrative team will develop and implement a process to monitor the reading and math instruction for students with disabilities as evidenced by instructional walk data and administrative team minutes.</p>	<p>CTLS</p> <p>Walkthrough form (incl. SWD strategies)</p>		<p>8/1/2024</p>	<p><b>Implementation Performance Target:</b> The administrative team will implement processes within the first 9 weeks to ensure consistent monitoring the academic achievement of Students with Disabilities in reading and math.</p> <p><u>The process includes the following actions:</u> Implementation Plan: (pre-planning) <b>July</b></p> <ol style="list-style-type: none"> <li>Admin team will ensure a schedule is developed to provide shared teaching pairs time to collaborate and develop reading and math lessons that include Instructional strategies to support SWDs and address the rigor of the grade-level standard. <i>(Consideration is given to teachers supporting multiple grades and content areas.)</i></li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of students with disabilities in grades 1<sup>st</sup> -5<sup>th</sup> will demonstrate a minimum of 20% points of growth from pre-assessment to post-assessment throughout in both ELA and Math on the 9-week common assessment cycle.</p> <p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</li> <li>The cycle will begin with a common comprehensive pre-test.</li> <li>The cycle will conclude with the same assessment being given as a posttest to gauge student learning and growth. During each 45-day cycle two, 10-question common assessments to monitor</li> </ol>	<p>Principal and Assistant Principals</p> <p>IRR and Classroom Teachers</p> <p>SIG-Funded Paraprofessionals</p> <p>SSA</p>

				<p>2. <i>Implement a Schoolwide lesson plan template that includes a space for detailed SWD strategies. (Identify strategies that provide SWDs access to grade-level content based on their learning deficits.)</i></p> <p>3. Develop a PL schedule to support shared teaching, IRR teachers and general education teachers with instructional strategies for Students with Disabilities</p> <p><b>August</b></p> <p>1. Create a walk-through form that includes look-fors focused on SWD instructional strategies</p> <p>2. Develop a walk-through schedule for 1<sup>st</sup> semester that includes every grade-level in reading and math</p> <p>3. Implement expectations and monitoring cycle for grade-level CCCs that includes analyzing student group performance on common summative assessments with a focus on Students with Disabilities.</p>	<p>student progress on weekly priority standards will be given at the 15-day (weeks 1-3) and 30-day (weeks 4-6) marks.</p> <p>4. Student data will be tracked in CTLS assess.</p> <p><b>Evidence:</b> Common assessment data</p>	
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				<p><b>September</b></p> <ol style="list-style-type: none"> <li>1. Ensure that General Ed. and Special Ed. teachers create lesson plans to administer during small group instruction in ELA and math based on data analysis from CCCs.</li> <li>2. Lesson plans will be based on student needs as identified by AMIRA, BEACON, and common pre-assessments.</li> </ol> <p>Artifacts: Schedule for shared teaching collaboration</p> <p>PL schedule for shared teaching teams</p> <p>CCC minutes including summary data analysis for SWD students</p> <p>Lesson plans with SWD strategies</p> <p>Instructional walk data by grade level</p>		
<p><b>Collaborative Planning</b> Shared teaching pairs will plan collaboratively every week to support students with disabilities in meeting grade-level standards.</p>	<p>District provided PL on Shared teaching best practices</p> <p>Data Cycle Recording Sheet</p>	<p>Title I CCSD Instructional Funds</p>	<p>8/1/2024</p>	<p><b>Implementation Performance Target:</b> 100% of shared teaching pairs will plan collaboratively each week to support students with disabilities in meeting grade-level standards.</p> <p><b>Implementation Plan:</b></p> <ol style="list-style-type: none"> <li>1. Shared teaching pairs will receive monthly professional learning</li> </ol>	<p><b>Evaluation Performance Target:</b> 80% of 3<sup>rd</sup>-5<sup>th</sup> grade students with disabilities receiving paraprofessional support in each grade level will demonstrate a minimum of 20% points of growth from pre-assessment to post-assessment throughout the common assessment cycle.</p>	<p>Principal and Assistant Principals</p> <p>IRR and Classroom Teachers</p> <p>SSA and/or CCSD Special Education Department</p>

	<p>Observation Checklist</p> <p>Lesson plan template that includes SWD student group</p>			<p>from the Special Education department focused on targeted support, small group instruction, shared teaching best practices, and progress monitoring of student IEP goals.</p> <ol style="list-style-type: none"> <li>2. Shared teaching pairs will plan small group instruction for students with disabilities based on student IEP goals and data from common assessments.</li> <li>3. IRR teacher lesson plans will document specific strategies to support students with disabilities.</li> </ol> <p><b>Artifacts:</b> General Ed./Special Ed. IRR teacher lesson plans Observation Checklist</p>	<p><b>Evaluation plan:</b></p> <ol style="list-style-type: none"> <li>1. Teams will use a 45-day data cycle to cover 1 weekly priority standard per quarter.</li> <li>2. The cycle will begin with a common comprehensive pre-test.</li> <li>3. The cycle will conclude with the same assessment being given as a posttest to gauge student learning and growth. During each 45-day cycle two, 10-question common assessments to monitor student progress on weekly priority standards will be given at the 15-day (weeks 1-3) and 30-day (weeks 4-6) marks.</li> <li>4. Student data will be tracked in CTLS assess.</li> </ol> <p><b>Evidence:</b> Common assessment data</p>	
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**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<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	<p>Title III Consultant will provide grade-level professional learning to assist teachers with utilizing the ELlevation platform and strategies when planning instruction to meet EL students’ needs.</p> <p>During CCC meetings, teachers will discuss and document in meeting minutes how ELlevation strategies will be implemented.</p>	Title III Consultant	Title III Instructional Funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>District-provided tutors will support students receiving HEP services in Reading and Math. Students will be identified based on universal screener results. Tutors will provide support afterschool for the HEP students who attend Brumby’s Afterschool Program.</p>	HEP Tutors	Homeless Education Program Funds
<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	<p>See pages 49-53 for specific action steps addressing the needs of students with disabilities.</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			
<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			
<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			

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><b>1. Required</b> <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>	Open House: August 30, 2024  Feedback Forum: August 29, 2024		<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><b>2. Required</b> <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 15-18, 2024, during conference week.		<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><b>3. Required</b> <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>	April 24, 2025		<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><b>4. Required</b> <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: PL#1 9/20/24   PL#2 12/6/24   PL#3 2/14/25   PL#4 4/25/25</u></p>	9/17/2024		<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
	11/12/2024		
	1/2/2025		
	3/25/2025		
<p><b>5. Required</b> <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. <b><u>Briefly describe the transition activities here:</u></b>  <b>Rising Kindergarten Orientation-May 2, 2025</b>            Parents and students will visit the school for a Rising Kindergarten Orientation and tour of classrooms and relevant areas of the building. Current K students will greet guests and sing a welcome song.</p>	5/2/2025		<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><b>6. Required:</b> 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><b><u>List documents translated for parents:</u></b>            Compacts            Parent Policy            Surveys</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
Family Literacy 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 type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy resources and strategies  Activity materials	Title I		Families will participate in a variety of games and activities that promote literacy. Event invitation, sign-in sheets, evaluation forms, and pictures of the event will serve as evidence.	Parent Facilitator  Committee Members
Family Math/STEAM 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 type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	STEAM activity materials	Title I		Families will enjoy a night where they get to see how STEAM and Arts integration will help their child prepare for the real-world incorporating Arts, science, and math curriculum.	Parent Facilitator  Committee members
Quarterly Family Workshops by Grade-Level (ELA, Math, and Guidance)	<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 checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math, ELA, and Parent Support make and take materials	Title I		Families will participate in a variety of workshops that support our SIP goals.	Parent Facilitator  Counselors  Committee Members

**GaDOE required six "Shalls". 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”)

<b>School Improvement Plan Required Questions</b>
<b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>
<p>1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. <b>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)</b></p>
<p>2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. <b>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)</b></p>
<p>3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. <b>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)</b></p>
<p>4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. <b>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)</b></p>
<p>5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. <b>SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></b></p>
<p><b>SCHOOL RESPONSE:</b>            Title I will support district initiatives such as, Early Literacy Block, LETRS professional development for selected staff, and School-wide positive Behavior Support.</p>



Brumby will utilize Twenty-Day Money and Title I funds for tutoring support of our students struggling to meet grade level standards. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers.

**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:** Brumby Elementary will consistently monitor implementation of schoolwide programs through walkthroughs, common summative and formative assessments, discipline data, climate data, Beacon and Amira assessment data, and Interims. ~~and sign in sheets/forms.~~

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:** Brumby Elementary will assess the effectiveness of the school wide program by analyzing student performance data from common and formative assessments, Imagine Learning, ELlevation, Amira, Beacon, and Milestones. Brumby will review the implementation progress of each action step monthly and the impact data for each action step quarterly if applicable.

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:** Brumby Elementary will regularly monitor student growth and performance through quarterly desegregation of data from a variety of sources, such as discipline data, diagnostic, formative, and summative assessments, and revise the schoolwide plan if needed.

**Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)**

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

**SCHOOL RESPONSE:** Brumby will provide PL for staff on Trauma and Resilience Practices and Strategies. Brumby will also take deliberate steps to build a more positive school culture to prevent misbehavior and target student supports to help them address underlying causes of misbehavior—including trauma, physiological factors, curricular problems, environment, etc. Brumby will prioritize preventing misbehaviors through increased student supports and when needed to address misbehaviors through respectful and restorative practices. Brumby will implement a behavior support committee to develop school-wide expectations, interventions, and supports.

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:** Brumby Elementary School utilizes CCSD training for K-2 teachers on Structured Literacy, and LETRS, and will provide professional learning on shared teaching Best Practices, CCSD support for interpreting Beacon and Amira Assessment Data, and professional learning in literacy centers based on the 5 pillars of reading.

Paraprofessional representation is included in the school Guiding Coalition meetings and decision-making processes. Paras will participate in CCSD professional development to support reading instruction in the classroom.

Instructional coaches in collaboration with various in-house teacher leaders and TTIS will provide ongoing professional development in areas that meet the demands on the changing educational environment both at Brumby, in Cobb, in Georgia, and nationally. These PL sessions will include but are not limited to,

All Things CTLS, Trauma Informed Practices and Strategies, 180 Classroom, and Positive Behavior Supports. Additional sessions may be planned throughout the year as staff members indicate a need or as administration determines.

Instructional Coaches provide professional learning and support for new teachers and teachers in need of additional support (Brumby University).

**15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:**

**Transition to Middle School Parent Meeting**

The fifth-grade counselor will work collaboratively with East Cobb Middle school to create a presentation for parents that include important information and expectations to ensure students have a smooth transition from elementary to middle school.

**Incoming Kindergarten Orientation**

Parents and rising kindergarten students will visit the school for a tour of classrooms and pertinent areas of the building. There will be a photo booth and special welcome gifts for our students, and a presentation that includes a welcome opening by the principal, information on joining PTA, and a typical day in the life of a kindergartner. The orientation will conclude with songs from our current kindergarten students. Parents will be provided with an overview that consists of classroom expectations, kindergarten learning targets, and how they can support their students' learning from home.

**Kinder Camp**

Kindergarten students will learn general school rules, procedures, and processes, and participate in interaction activities throughout the week. During camp, teachers will evaluate student knowledge of basic academic skills to assist with classroom placement.

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

**SCHOOL RESPONSE:** N/A

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

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