



School Improvement Action Plan



School Year:	2024-2025
School Name:	Fair Oaks Elementary
Principal Name:	Cathie Seibert
Date Submitted:	6/17/2024
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Fair Oaks Elementary
<i>Team Lead</i>	Cathie Seibert
<i>Position</i>	Principal
<i>Email</i>	Cathie.seibert@cobbk12.org
<i>Phone</i>	#678-594-8080
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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

School Response: The development of our SY2025 Title I School Improvement Plan included participation and input from school administrators, teachers, paraprofessionals, business leaders, and families. The guiding coalition team began by reviewing the data and previous goals from the SY2024 school year. Data was pulled from the following sources to determine our strengths and weaknesses: RI Data, MI Data, EOG, Report card and common assessment, Discipline data, Counseling/Social Worker Data. The team discussed our priorities for the 2024-2025 school year to best support our student's instruction. The Title 1 parent survey was also reviewed with staff to provide parent input based on strengths and weaknesses. The comprehensive needs assessment CNA was reviewed with the Guiding Coalition for feedback. Revisions were applied and submitted for approval. The Guiding Coalition monitors the implementation of our plan throughout the school year. The announcement for the meeting was posted in our parent newsletter and shared out for three weeks consecutively prior to the meeting.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consists of people responsible for working jointly 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	Cathie Seibert	
Assistant Principal	Dr. Lynn Odom	
Assistant Principal	Jennifer Shiers	
Instructional Specialist	Ashley Dihigo	
Instructional Specialist	Rebecca Plummer	
Instructional Specialist	Nicole Wold	
Instructional Specialist	Kelli Wood	
Instructional Specialist	Karen Fryer	
Instructional Specialist	Ebony Lee	
Title 1 Coordinator	Elizabeth Gonzalez	
Parent Facilitator	Cynthia Cruz-Llamas	
Parent Facilitator	Dinna Ortiz	
Parent		

Comprehensive Needs Assessment Evaluation of Goal(s)

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

Collaborate with your team to complete the questions below about the school's progress toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	<p>The number of 3rd -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 97 (27%) at the end of SY23 to 132 (40%) by the end of SY24.</p> <p>The number of 1st and 2nd grade students scoring on or above grade level on the Jan Richardson Reading Assessment will increase from 82 (33%) at the end of SY23 to 125 (50%) by the end of SY24.</p> <p>30% of kindergarten students will be reading on or above grade level according to the Jan Richardson Reading Assessment by the end of SY24.</p>																																																																																																																																														
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<p>What data supports the outcome of the goal?</p>	<p>RI for only students that have been at Fair Oaks in SY 23 and SY 24</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">EOY</th> <th rowspan="2">#</th> <th colspan="4">SY 22/23 (282)</th> <th colspan="4">SY 23/24 (282)</th> <th rowspan="2">Growth</th> </tr> <tr> <th>Adv</th> <th>Pro</th> <th>Basic</th> <th>Below</th> <th>Adv</th> <th>Pro</th> <th>Basic</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>4th Grade</td> <td>85</td> <td>0</td> <td>11</td> <td>20</td> <td>54</td> <td>5th Grade</td> <td>85</td> <td>5</td> <td>27</td> <td>26</td> <td>27</td> <td>+25%</td> </tr> <tr> <td>3rd Grade</td> <td>100</td> <td>2</td> <td>6</td> <td>17</td> <td>75</td> <td>4th Grade</td> <td>100</td> <td>5</td> <td>24</td> <td>27</td> <td>44</td> <td>+20%</td> </tr> <tr> <td>2nd Grade</td> <td>97</td> <td>1</td> <td>16</td> <td>17</td> <td>63</td> <td>3rd Grade</td> <td>97</td> <td>9</td> <td>24</td> <td>25</td> <td>39</td> <td>+16%</td> </tr> <tr> <td></td> <td></td> <td>3=1%</td> <td>33=11%</td> <td>54=19%</td> <td>192=68%</td> <td></td> <td></td> <td>19=7%</td> <td>75=27%</td> <td>78=27%</td> <td>110=39%</td> <td>+20%</td> </tr> </tbody> </table> <p>According to the Reading Inventory data for students in the full-year cohort, the number of Grades 3-5 students scoring proficient or advanced has increased by 20%. 34% (94) of students in grades 3-5 scored proficient or advanced.</p> <p>Reading Inventory Grades 3-5 (ALL students)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">EOY</th> <th rowspan="2">#</th> <th colspan="4">SY 22/23 (338)</th> <th colspan="4">SY 23/24 (322)</th> <th rowspan="2">Growth</th> </tr> <tr> <th>Adv</th> <th>Pro</th> <th>Basic</th> <th>Below</th> <th>Adv</th> <th>Pro</th> <th>Basic</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>4th Grade</td> <td>102</td> <td>1=1%</td> <td>23=23%</td> <td>23=23%</td> <td>55=54%</td> <td>5th Grade</td> <td>99</td> <td>7=10%</td> <td>30=30%</td> <td>28=28%</td> <td>34=32%</td> <td>+16%</td> </tr> <tr> <td>3rd Grade</td> <td>122</td> <td>6=5%</td> <td>26=21%</td> <td>38=31%</td> <td>52=43%</td> <td>4th Grade</td> <td>107</td> <td>5=4%</td> <td>24=23%</td> <td>31=29%</td> <td>47=44%</td> <td>+1%</td> </tr> <tr> <td>2nd Grade</td> <td>114</td> <td>10=9%</td> <td>20=18%</td> <td>17=15%</td> <td>67=59%</td> <td>3rd Grade</td> <td>116</td> <td>10=9%</td> <td>28=24%</td> <td>30=26%</td> <td>48=41%</td> <td>+6%</td> </tr> <tr> <td></td> <td></td> <td>17=5%</td> <td>69=20%</td> <td>78=23%</td> <td>174=51%</td> <td></td> <td></td> <td>22=7%</td> <td>82=25%</td> <td>89=28%</td> <td>129=40%</td> <td>+7% (18 students)</td> </tr> </tbody> </table> <p>The number of students scoring proficient or advanced in grades 3-5 has increased by 7% (18 students) on the Reading Inventory. 32% (102) of students are scoring proficient or advanced as of the end of SY2024 as opposed to 25% of 2nd-4th grade students who were proficient or advanced SY23.</p>	EOY	#	SY 22/23 (282)				SY 23/24 (282)				Growth	Adv	Pro	Basic	Below	Adv	Pro	Basic	Below	4 th Grade	85	0	11	20	54	5 th Grade	85	5	27	26	27	+25%	3 rd Grade	100	2	6	17	75	4 th Grade	100	5	24	27	44	+20%	2 nd Grade	97	1	16	17	63	3 rd Grade	97	9	24	25	39	+16%			3=1%	33=11%	54=19%	192=68%			19=7%	75=27%	78=27%	110=39%	+20%	EOY	#	SY 22/23 (338)				SY 23/24 (322)				Growth	Adv	Pro	Basic	Below	Adv	Pro	Basic	Below	4 th Grade	102	1=1%	23=23%	23=23%	55=54%	5 th Grade	99	7=10%	30=30%	28=28%	34=32%	+16%	3 rd Grade	122	6=5%	26=21%	38=31%	52=43%	4 th Grade	107	5=4%	24=23%	31=29%	47=44%	+1%	2 nd Grade	114	10=9%	20=18%	17=15%	67=59%	3 rd Grade	116	10=9%	28=24%	30=26%	48=41%	+6%			17=5%	69=20%	78=23%	174=51%			22=7%	82=25%	89=28%	129=40%	+7% (18 students)
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1st and 2nd Grade JRA Data

1st and 2nd Grade Cohorts

EOY	#	SY 22/23 (262)				EOY	SY 23/24 (254)					Growth
		Above	On	Approach	Below			Above	On	Approach	Below	
1 st Grade	136	38	11	16	71	2 nd Grade	122	23	41	6	52	+15%
Kinder	126	8	26	21	71	1 st Grade	132	31	19	10	72	+16%
		83=32%						114=45%				+13%

The number of students scoring on or above level on the JRA assessment has grown 13% (31 students) between SY 23 and SY 24. There are currently 45% (114 students) of 1st and 2nd grade students that are on or above reading level.

Kindergarten JRA Data

Kindergarten JRA

EOY	#	SY 22/23				SY 23/24					Growth
		Above	On	Approach	Below		Above	On	Approach	Below	
Kindergarten	126	8=6%	26=21%	20=16%	72=57%	114	12=11%	10=9%	13=11%	79=69%	
		34=27%					22=20%				-7%

According to the current JRA results, 20% (22 students) are on or above reading level.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

We made a 32% growth rate for the RI for students; however, the goal was set at 40%.

The actionable strategies that will be used are:

20-day tutors and Title 1 tutors using UFLI intervention groups for Grades 3-5

Implementing technology: I Ready for Tier 1 and Tier 2 Reading

Tier 2 - Teacher on Special Assignment (3rd - 5th grades)

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Previous Year's Goal #2 The percentage of students K-5 scoring proficient or advanced on the Math Inventory will increase from 45% at the end of SY23 to 60% at the end of SY24.

Was the goal met? YES NO

What data supports the outcome of the goal?

MI for only students that have been at Fair Oaks in SY 23 and SY 24

EOY	#	SY 22/23 (492)					#	SY 23/24 (492)				Growth
		Adv	Pro	Basic	Below			Adv	Pro	Basic	Below	
4 th Grade	85	23	22	27	13	5 th Grade	85	21	34	15	15	+12%
3 rd Grade	100	9	40	16	35	4 th Grade	100	41	23	21	15	+15%
2 nd Grade	97	21	25	29	22	3 rd Grade	97	17	40	16	24	+12%
1 st Grade	106	28	24	34	20	2 nd Grade	106	30	38	28	10	+15%
Kinder	104	4	20	32	48	1 st Grade	104	16	30	26	32	+21%
		85=17%	131=27%	138=28%	138=28%			125=25%	165=34%	106=22%	96=19%	+15%

According to the Math Inventory data for only students that have been at Fair Oaks, the number of students in Grades 1-5 scoring proficient or advanced has increased by 15%. 59% (290) of students in grades 1-5 scored proficient or advanced.

EOY	#	SY 22/23 (606)					#	SY 23/24 (705)				Growth
		Adv	Pro	Basic	Below			Adv	Pro	Basic	Below	
4 th Grade	102	28=27%	27=26%	29=28%	18=18%	5 th Grade	98	23=23%	35=35%	19=19%	21=21%	+5%
3 rd Grade	122	11=9%	50=41%	19=16%	42=34%	4 th Grade	113	43=38%	24=21%	23=20%	23=20%	+9%
2 nd Grade	120	28=23%	30=25%	36=30%	26=22%	3 rd Grade	120	20=17%	48=40%	19=16%	33=28%	+9%
1 st Grade	137	33=24%	32=23%	43=31%	29=21%	2 nd Grade	124	32=26%	43=35%	35=28%	14=11%	+14%
Kinder	125	6=5%	20=16%	39=31%	60=48%	1 st Grade	133	19=14%	37=28%	32=24%	45=34%	+21%
						Kinder	117	7=6%	12=10%	41=35%	57=49%	
		106=17%	159=26%	166=27%	175=29%			144=20%	199=28%	169=24%	193=27%	+5% (78 students)

The number of students scoring proficient or advanced in grades K-5 increased by 5% (78 students) on the Math Inventory. 48% (343) of students are scoring proficient or advanced as of the end of SY2024.

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The goal was not met in Grades K-5. The following are actionable strategies that are in place and will be continued to sustain progress:</p> <p>Teachers on Special Assignment (3rd and 5th grades) Implementing Technology: Dream Box in small groups; Progress Learning</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<h3>Previous Year's Goal #3</h3>	<p>The percentage of 3rd-5th grade students scoring in Level 2 (Monitor Learning) or Level 3 (Accelerate Learning) on the Extended Writing Task – Language Usage and Conventions domain on the ELA EOG will increase from 24% at the end of SY23 to 40% at the end of SY24.</p> <p>30% of kindergarten- 2nd Grade students will increase the writing conventions score of quarterly writing assessment as measured by the grade level writing rubric.</p>																																								
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>																																									
<p>What data supports the outcome of the goal?</p>	<p>2023 EOG Data: Extended Writing Task – Language Usage and Conventions</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Level 0*</th> <th>Level 1 – Remediate Learning</th> <th>Level 2 – Monitor Learning</th> <th>Level 3 – Accelerate Learning</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>23% = 23</td> <td>63% = 63</td> <td>14% = 14</td> <td>0% = 0</td> </tr> <tr> <td>4th</td> <td>20% = 25</td> <td>49% = 60</td> <td>25% = 31</td> <td>7% = 9</td> </tr> <tr> <td>5th</td> <td>4% = 5</td> <td>39% = 51</td> <td>41% = 54</td> <td>16% = 21</td> </tr> </tbody> </table> <p>SY 24 Preliminary data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>#</th> <th>Met target</th> <th>Approaching target</th> <th>Below target</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>99</td> <td>16 = 16%</td> <td>19 = 19%</td> <td>64 = 65%</td> </tr> <tr> <td>4th</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td>92</td> <td>24 =26%</td> <td>17 = 18%</td> <td>51 =55%</td> </tr> </tbody> </table>		Level 0*	Level 1 – Remediate Learning	Level 2 – Monitor Learning	Level 3 – Accelerate Learning	3rd	23% = 23	63% = 63	14% = 14	0% = 0	4th	20% = 25	49% = 60	25% = 31	7% = 9	5th	4% = 5	39% = 51	41% = 54	16% = 21		#	Met target	Approaching target	Below target	3rd	99	16 = 16%	19 = 19%	64 = 65%	4th					5th	92	24 =26%	17 = 18%	51 =55%
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Writing Conventions

	#	Average BOY	Average EOY
2 nd	123	2.2	2.5
1 st	120	2.5	
Kindergarten	113	1.1	2.8

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

The actionable strategies that will be used are:
 Students will continue to use the 5-star sentences chart to organize their sentences.
 K-2 students will write dictated sentences daily.
 3-5 students will use a 5-star sentence chart to check their sentences.

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Previous Year's Goal #4

Maintain less than 50 students with excessive absences for the 2023/2024 school year.

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

What data supports the outcome of the goal?

There are 26 K-5 students with 10 or more absences, which is a decrease from the previous school year.
 CSIS attendance data
 Discipline Report

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The following actionable strategies will be continued to address the number of students with excessive absences next year:</p> <ul style="list-style-type: none"> Attendance initiatives – Count Me in Program Attendance ceremonies Phone calls to high absentee student homes Parent meetings and workshops for attendance concerns Meeting with parents regarding attendance concerns Closing the gap through the counseling department (interventions with students and parents) PBIS

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>16% growth in Reading Inventory scores from beginning of SY24 to the end of the year in grades 3-5.</p> <p>55 1st and 2nd Grade students are on or above reading level according to the RI this year as compared to 43 students on or above level in SY 23.</p>	<p>55% of 1st and 2nd graders are reading below level. This impacts Grades 3-5.</p> <p>According to the current JRA results, 20% (22 students) are on or above reading level.</p>	<p>Jan Richardson Reading Assessments</p> <p>Interim Assessments</p> <p>ELF Assessments (Grades K-2)</p> <p>CCC notes</p>

	The number of students scoring on or above level on the JRA assessment has grown 13% (31 students) between SY 23 and SY 24. There are currently 45% (114 students) of 1 st and 2 nd grade students that are on or above reading level.		Reading Inventory
Math	40% growth in Math Inventory scores from the beginning of the year to the end of the year in Grades K-5. 341 (49%) of students in K-5 are advanced or proficient in the Math Inventory.	Based on math interims: Two step math problems and consistent problem-solving techniques	Math Inventory Interim assessments CCC notes Georgia Milestones
Science	Integration of STEM activities through quarterly STEM days.	Science vocabulary	Science Milestones Science Interims
Social Studies	Integration of social studies into ELA	Graphs and timelines	Social Studies Interims
Discipline / School Climate Data	Teachers using the PBIS language (SOAR) expectations	Consistent use of minor infractions using the PBIS system	PBIS data
Professional Learning What's been provided? What is the impact?	Professional learning on ELLEVATION strategies	K-5 training for assessments (In progress Spring 2024)	
Other			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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	EL: K-2 students have improved decoding and encoding skills through ELF lessons SPED: Grades 2-5 SPED students have made improvements in retelling with basic details	EL: Speaking scores on Access are low. SPED: Students need assistance with speaking in complete sentences.	ACCESS Classroom assessments Interims
Math	<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	EL: SPED: Using base 10 for place value, addition and subtraction	EL: Understanding and solving word problems SPED: Students need further assistance with fact fluency and word problems.	Interims Classroom Assessments
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	EL: Integrated lessons have improved vocabulary SPED:	EL: SPED:	Interims
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	EL: Integrated lessons have improved vocabulary SPED:	EL: SPED:	Interims
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	EL: Attendance initiatives have helped keep absences lower SPED: Attendance initiatives have helped keep absences lower	EL: SPED:	Attendance reports
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	EL: Training on how to use ESOL strategies from Ellevation have helped improve understanding of lessons	EL: Teachers need training on how to teach students how to speak in complete sentences	

		SPED: Training on how to use ESOL strategies from Ellevation have helped improve understanding of lessons	SPED: Teachers need training on how to teach students how to speak in complete sentences	
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	EL: SPED:	EL: SPED:	

Statement of Concern #1	Consistent language for solving two-step problems
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need consistent language for unpacking story problems
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need explicit instruction for the elements of a number story
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need training on how to create consistent comprehensive assessments aligned to the standards for mathematics
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students in 1st and 2nd grade scoring on or above grade level on the MI will increase from 74 (20%) in Spring 2024 to 108 (30%) in Spring 2025 as measured by the 2024-2025 Beacon Assessment.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 29.5% in Spring 2024 to 40% in Spring 2025 as measured by the 2024-2025 Georgia Math Milestones.</p>

Statement of Concern #2	Students are not reading at or above grade level.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students have difficulty with content vocabulary.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers are not trained in the methodology of teaching vocabulary.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Emergent bilingual students have difficulty using expressive language within academic content
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The number of students K-2 scoring on or above grade level will increase from 61 (17%) in Spring 2024 to 125 (35%) students in Spring 2025 as measured by the 2024-2025 Amira Screener.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 17% in Spring 2024 to 30% in Spring 2025 as measured by the 2024-2025 Georgia ELA milestones.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>The percentage of students in 1st and 2nd grade scoring on or above grade level on the Beacon Assessment will increase from 74 (20%) in Spring 2024 to 108 (30%) in Spring 2025 as measured by the 2024-2025 Beacon Assessment.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 29.5% in Spring 2024 to 40% in Spring 2025 as measured by the 2024-2025 Georgia Math Milestones.</p> <p>Grade Level Goals:</p> <ul style="list-style-type: none">• Incoming Kindergarten: Math Kindergarten: The percent of students scoring proficient will increase from 0.0 to 35% as measured by the BEACON Assessment• (Kindergarten Cohort) Math 1st grade: The percent of students scoring proficient will increase from 7% (Midyear MI) to 35% as measured by the BEACON Assessment• Math 2nd grade cohort: The percent of students scoring proficient (prepared) will increase from 18% (Midyear MI) to 40% as measured by the BEACON Assessment By May 2025 40% of 2nd grade students will score in the prepared category as measured by the BEACON assessment.• Math 3rd grade: The percent of students scoring level 3 or Level 4 will increase from 28.5% to 35% as measured by the 2024-2025 Milestone Scores• Math 4th grade: The percent of students scoring level 3 and Level 4 will increase from 35.2% to 50% as measured by the 2024-2025 Milestone Scores
Goal #2	<p>The number of students k-2 scoring above grade level will increase from 61 (17%) in Spring 2024 to 125 (35%) students in Spring 2025 as measured by the 2024-2025 Amira Screener.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 17% in Spring 2024 to 30% in Spring 2025 as measured by the 2024-2025 Georgia ELA milestones.</p>

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 this position's primary actions support the implementation of the School Improvement Plan?
Teacher 1 st grade	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input 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 checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" 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	Increase parent/school communication Parent university Early learning supports and coordination
Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Support emergent bilingual students in mathematics 3 rd – 4 th grade. EIP screening for academic readiness

<p style="text-align: center;">GOAL #1</p>	<p>The percentage of students in 1st and 2nd grade scoring on or above grade level on the MI will increase from 74 (20%) in Spring 2024 to 108 (30%) in Spring 2025 as measured by the 2024-2025 Beacon Assessment.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 29.5% in Spring 2024 to 40% in Spring 2025 as measured by the 2024-2025 Georgia Math Milestones.</p> <p>Grade Level Goals:</p> <ul style="list-style-type: none"> • Incoming Kindergarten: Math Kindergarten: The percent of students scoring proficient will increase from 0.0 to 35% as measured by the BEACON Assessment • (Kindergarten Cohort) Math 1st grade: The percent of students scoring proficient will increase from 7% (Midyear MI) to 35% as measured by the BEACON Assessment • Math 2nd grade cohort: The percent of students scoring proficient will increase from 18% (Midyear MI) to 40% as measured by the BEACON Assessment • Math 3rd grade: The percent of students scoring level 3 or Level 4 will increase from 28.5% to 35% as measured by the 2024-2025 Milestone Scores • Math 4th grade: The percent of students scoring level 3 and Level 4 will increase from 35.2% to 50% as measured by the 2024-2025 Milestone Scores 					
<p style="text-align: center;">Action Step(s)</p> <p style="text-align: center;"><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;">Resources</p>	<p style="text-align: center;">Funding Source(s)</p> <p style="text-align: center;"><i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</p> <p style="text-align: center;"><i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</p> <p style="text-align: center;"><i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Common Formative and Summative Assessments:</p> <p>Each Quarter, K-5 teachers will construct common assessments aligned to the DOK of the standard(s) as measured by the common assessment rubric.</p>	<p>Assessment & Learning Team for professional development</p>	<p>CCSD funds for training</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of grade-level teams will construct at least one common formative and one common summative assessment per math unit.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> -Professional learning from the assessment department on May 13 for instructional support specialists on best practices for assessment creation. -Assessment items will include the language of the standard. -Module 1 August: Teachers will deconstruct standards, identify 	<p>Evaluation Performance Target:</p> <p>The number of common assessment items needing revision will decrease from Fall 2024 to Spring 2025 as measured by the common assessment audit form.</p> <p>Evaluation plan:</p> <p>May or August 2024 – Baseline rubric of common assessment</p> <p>November or December 2024 – Midyear rubric of common assessment</p>	<p>Admin</p> <p>Instructional Specialists</p>

				<p>learning targets, and utilize best practices for constructing assessment items.</p> <p><u>Module 2</u> October: CCCs will analyze data, determine next steps for instruction, and reteach/reassess as needed.</p> <p><u>Module 3</u> November: CCCs will analyze the quality of assessment items through the data analysis process to edit/revise assessment items on common assessments as needed.</p> <p>-CCCs will analyze the quality of assessment items using a common assessment rubric.</p> <p>Artifacts:</p> <p>-Copies of common formative assessments</p> <p>-CCC minutes</p>	<p>April or May 2025 – End of year rubric of common assessment</p> <p>Evidence: Common assessment audit form from BOY, MOY, and EOY</p>	
<p>Quarterly Strategic Thinking Question: K-5 teachers will implement quarterly math exemplar problems as evidenced by student work samples and collaboratively scored rubrics.</p>	<p>Rubrics created with Math specialist</p>	<p>CCSD</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of teachers will implement quarterly strategic thinking questions during math.</p> <p>Implementation Plan:</p> <p>-Training on problem-solving strategies from Danielle Lanigan.</p> <p>- Teachers will use consistent procedures when solving a story problem as evidenced by weekly lesson plans and student work products.</p> <p>-Include language of standard in each strategic thinking question and explicitly teach vocabulary during daily lessons.</p> <p>-Teachers will send home monthly family real-world problem-solving activity to</p>	<p>Evaluation Performance Target: The average student score will increase from Fall 2024 to Spring 2025 as measured by the problem-solving rubric.</p> <p>Evaluation plan:</p> <p>-Teachers will meet quarterly to collaboratively score student strategic thinking questions according to the mathematical problem-solving rubric.</p> <p>-Each grade level will average their scores and record in CCC minutes.</p> <p>Evidence:</p> <p>-Scored problem-solving rubrics</p> <p>-Average problem-solving scores in CCC minutes</p>	<p>Admin Instructional Specialists</p>

				<p>engage families in mathematical reasoning at home. -K-5 teachers will provide students with problem-solving practice at least once per week.</p> <p>Artifacts: -Student work samples -Family activity samples</p>		
<p>Math Tutoring: Tutors will work with K-3 students 3 times per week in a small group setting focused on math vocabulary and numerical reasoning skills.</p>	Tutors	<p>20-day funds</p> <p>Title 1</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of tutors will work with K-3 students 3 times per week in a small group setting focused on math vocabulary and numerical reasoning skills.</p> <p>Implementation Plan: Teachers will review data and choose the most striving students for tutoring using class data and Beacon Assessment scores.</p> <p>Tutors will use class performance on grade-level standards to determine small groups. Once students have mastered the priority standard, they will return to general education instruction.</p> <p>Pull out/push in model will be determined by grade level administrator.</p> <p>Artifacts: Tutor Rosters/Schedules</p>	<p>Evaluation Performance Target: 80% of students receiving tutoring will meet their individual Math RTI goal as evidenced by RTI data.</p> <p>Evaluation Plan: Students will be assessed according to their RTI intervention plan.</p> <p>RTI data will be tracked in FoRTify.</p> <p>Evidence: RTI data from FoRTify</p>	<p>Admin</p> <p>Instructional Specialists</p>

<p align="center">GOAL #2</p>	<p>The number of students k-2 scoring above grade level will increase from 61 (17%) in Spring 2024 to 125 (35%) students in Spring 2025 as measured by the 2024-2025 Amira Screener.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 17% in Spring 2024 to 30% in Spring 2025 as measured by the 2024-2025 Georgia ELA milestones.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>ESOL Speaking Monitoring: K-5 teachers will implement strategies to improve students' English-speaking skills daily.</p>	<p>Rubric created by ESOL leads</p>	<p>CCSD</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of teachers will implement daily strategies to improve students' English-speaking skills as evidenced by lesson plans and observations.</p> <p>Implementation Plan: Teachers will use ELlevation speaking strategies to support ELL speaking skills as evidenced by lesson plans.</p> <p>Teachers will require students to respond to questions in complete sentences.</p> <p>August students complete their first speaking rubric.</p> <p><u>Teachers review</u> the bookmarks and speaking posters weekly.</p> <p>Parent meeting in August to review the bookmarks and posters.</p>	<p>Evaluation Performance Target: 50% of EL students will grow a minimum of one band in speaking according to their ACCESS scores.</p> <p>Evaluation plan: Students will formally evaluate their English-speaking skills using bookmark rubric in August, October, and December to prepare for ACCESS testing in January.</p> <p>Evidence: Student speaking ACCESS scores</p>	<p>Admin</p> <p>Instructional Specialists</p> <p>ESOL teachers</p>

				<p>K-5 students will evaluate their formal English-speaking abilities every other month based on the Fair Oaks student speaking rubric.</p> <p>December: Midyear monitoring for students to track their progress</p> <p>January: Begin ACCESS testing</p> <p>Artifacts:</p> <ul style="list-style-type: none"> -Lesson Plans with ELlevation strategies -Classroom observation data -Student self-evaluation of speaking on rubrics 		
<p>Vocabulary Acquisition: K-5 teachers will implement explicit vocabulary instruction for 3-5 words weekly as evidenced by student vocabulary journals.</p>	ESOL dept	CCSD	August 2024	<p>Implementation Performance Target: 100% of K-5 teachers will implement explicit vocabulary instruction for 3-5 words weekly as evidenced by student vocabulary journals.</p> <p>Implementation Plan: August – Teachers will introduce student vocabulary journals to K-5 students. Introduce using <i>The Word Collector</i> text schoolwide.</p> <p>Teachers will use ELlevation vocabulary strategies in weekly lessons.</p> <p>K-3 teachers will use the ELF lessons for explicit vocabulary instruction.</p> <p>Teachers and students will use magnets to display new</p>	<p>Evaluation Performance Target: 30% of students will increase their baseline vocabulary score as measured by Imagine Learning and iReady Progress Reports.</p> <p>Evaluation plan: -Teachers will pull progress reports after each assessment administration (3x per year).</p> <p>Evidence: Imagine Learning and iReady progress reports</p>	<p>Admin</p> <p>Instructional Specialists</p> <p>ESOL teachers</p>

				<p>vocabulary words around classroom doors.</p> <p>Monthly monitoring of student journals.</p> <p>Artifacts: -Student vocabulary journals -Lesson plans showing ELlevation or explicit vocabulary strategies</p>		
<p>Tutoring: Tutors will work with K-5 students three times per week in a small group setting focused on reading foundational skills.</p>	Tutors	<p>20-day funds</p> <p>Title 1</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of tutors will work with K-5 students three times per week in a small group setting focused on reading foundational skills.</p> <p>Implementation Plan: Teachers will review data and choose the most striving students for tutoring using class data and Beacon Scores.</p> <p>Tutors will give phonics pre-assessment from CTLS to determine student needs and create small groups.</p> <p>Tutors will meet with striving students 3x a week in small groups.</p> <p>Pull out/push in model will be determined by grade-level administrator and RTI coordinator.</p>	<p>Evaluation Performance Target: 50% of students receiving tutoring will increase their ELA scale score by 20 points or more on the Beacon assessment.</p> <p>Evaluation Plan: Students will take the ELA Beacon Assessment three times per year.</p> <p>Evidence: Beacon scores for K-5 students receiving tutoring (data sheet for tutoring students only)</p>	<p>Admin</p> <p>Instructional Specialists</p> <p>ESOL teachers</p>

				<p>Tutors will use UFLI lessons for consistency.</p> <p>Artifacts: Tutor Rosters/Schedules</p>		
<p>Each Quarter, K-5 teachers will construct common assessments aligned to the DOK of the standard(s) as measured by the common assessment rubric.</p>	<p>Assessment & Learning Team for professional development</p>	<p>CCSD funds for training</p>	<p>August 2024</p>	<p>Implementation Performance Target: All teachers trained in the three assessment modules</p> <p>Implementation Plan:</p> <p>May 2024 - teacher leaders trained with the assessment office with the three modules for assessment:</p> <ul style="list-style-type: none"> -Professional learning from the assessment department on May 13 for instructional support specialists on best practices for assessment creation. -Assessment items will include the language of the standard. <p><u>Module 1</u> August: Teachers will deconstruct standards, identify learning targets, and utilize best practices for constructing assessment items.</p> <p><u>Module 2</u> October: CCCs will analyze data, determine next steps for instruction, and reteach/reassess as needed.</p> <p><u>Module 3</u> November: CCCs will analyze the quality of assessment items through the data analysis process to edit/revise assessment items on common assessments as needed.</p>	<p>Evaluation Performance Target: The number of common assessment items needing revision will decrease from Fall 2024 to Spring 2025 as measured by the common assessment audit form.</p> <p>Evaluation plan: May or August 2024 – Baseline rubric of common assessment</p> <p>November or December 2024 – Midyear rubric of common assessment</p> <p>April or May 2025 – End of year rubric of common assessment</p> <p>Evidence: Common assessment audit forms from BOY, MOY, and EOY</p>	

				<p>-CCC's will analyze the quality of assessment items using a common assessment rubric.</p> <p>Artifacts:</p> <p>-Copies of common formative assessments</p> <p>-CCC minutes</p>	
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Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	English Learners will work on speaking skills using complete sentences and assessed by the WIDA speaking rubric.	Poster sized rubrics	Title 1 Funds
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers of English Learners will use Ellevation strategies to support multi step problem solving.	Pictures and how to solve chart	CCSD
<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	SPED teachers will work on writing stamina and sentence structure.	5 star sentence chart	Title 1
<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	SPED teachers will use pictures and manipulatives to help students solve multi step problems.	Pictures Base 10 blocks How to solve chart	Title 1

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/12/2024 8:00 am & 6:00 pm		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	Conference week 10/15/2024- 10/18/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 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>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>			<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
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: 6th Grade Transition tour at Pearson MS: Parents and students will tour the building and meet with staff Kindergarten Transition tour at Fair Oaks ES: Parents and students will tour the building and meet staff</p>	Waiting for EOG testing schedule		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p>List documents translated for parents: New Parent Orientation, Family Engagement Materials, School Policy, ESOL and Assessment information, Literacy nights games and activities.</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
Title 1 New Parent Orientation- new families to the school will have an orientation as to expectations and polices for attending.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			Q1: 10/3/24 Q2: 12/12/24 Q3: 2/27/25	Parents will sign up as they attend. Pictures will be taken. Parents will receive packets for their families to help their child.	Parent facilitators admin
Title 1 ESOL Night – parents of multilingual learners will attend a meeting to learn about ESOL services, ACCESS, and to receive materials to assist their child in reading, writing, listening, and speaking.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			8/15/24 5:30-7:00	Parents will sign up as they attend. Pictures will be taken. Parents will receive packets for their families to help their child. Parents will receive previous years ACCESS scores	Parent facilitators admin ESOL Teachers
Title 1 Literacy Nights – parents will attend literacy nights to learn more about their child’s progress and how to help at home.	<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			Night 1: 10/10/24 5:30-7:30 Night 2: 2/13/24 5:30-7:30	Parents will sign up as they attend. Pictures will be taken. Parents will receive packets for their families to help their child. Parents will receive their child’s scores and create ELA and Math goals with their child.	Teachers Admin

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.

5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

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

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

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

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

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

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

SCHOOL RESPONSE:

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

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE:

Fair Oaks Elementary will regularly monitor implementation of schoolwide programs through walkthroughs, observations, attendance data, Beacon and milestones data, photos, and sign in sheets.

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

SCHOOL RESPONSE:

Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, ready, Beacon, AMIRA, and milestones. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, ready, Beacon, AMIRA, and milestones. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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

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

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

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

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

SCHOOL RESPONSE:

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

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

SCHOOL RESPONSE:

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

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

SCHOOL RESPONSE: Fair Oaks Elementary will have an incoming kindergarten transition meeting and visit with parents in May. Fair Oaks will coordinate with Pearson Middle School for a transition walk from Fair Oaks with students and an incoming parent night in April.

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

SCHOOL RESPONSE:

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

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