



# School Improvement Action Plan



<b>School Year:</b>	<b>2024 - 2025</b>
<b>School Name:</b>	<b>Garrett Middle School</b>
<b>Principal Name:</b>	<b>Kristie Brown</b>
<b>Date Submitted:</b>	<b>June 17, 2024</b>
<b>Revision Date:</b>	<b>July 17, 2024</b>

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Garrett Middle School
<i>Team Lead</i>	Kristie Brown
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:Kristie.Brown@cobbk12.org">Kristie.Brown@cobbk12.org</a>
<i>Phone</i>	770-366-3691
<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:**  
The development of Garret Middle School’s SY2025 Title I School Improvement Plan included participation and input from school administrators, teachers, school support personnel, the PTA, Principal Advisory Council, parents, and community partners. These discussions and meetings were held to identify our most urgent needs and get feedback on current programs and initiatives. The CCC teams began with an analysis of the mid-year achievement data from SY2024 and looked at multiple sources. Data sources included the Title I Parent Survey, Building Leadership Team Meetings, CCC Meetings with teacher teams and the results from district and school assessments. School level teams then met to determine goals and identify the action steps that would support the goals and lead to the achievement of successful outcomes.

## IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

## COMMITTEE MEMBERS SIGNATURE PAGE

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


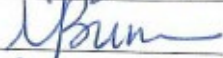










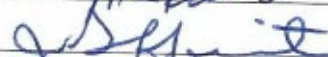


Meeting Date(s):	BUILDING LEADERSHIP TEAM MEETINGS: PRINCIPAL ADVISORY COUNCIL MEETINGS:
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Position/Role	Printed Name	Signature
<b>Title I Supervisor</b>	Dr. Dennissa Brown	
<b>Academic Coach (District)</b>	Ashley Powell	
<b>Instructional Support Specialist</b>	Angela Price	
<b>Parent (Non CCSD Employee)</b>	Nicole Williams, Parent & PTSA President	
<b>Business Partner</b>	Allison Carroll, Allstate Agent Wayne Blackstone, South Cobb Rotary Precious Davis Owens, Realtor	
<b>Counselor</b>	John Nwosu, Lauren Alexander, Denise Hood	
<b>Parent Facilitator</b>	Pamela Walker	
<b>Health Care Providers</b>	Nurse Anderson	
<b>Social Workers</b>	Bethany Miller	
<b>Faith-based Community Leaders</b>	Jason Lumpkin, Love Bridge Church	
<b>Technology Experts (TIS)</b>	Keith Brown	
<b>Media Specialists/Librarians</b>	Karii Zimmerman	
<b>Police/Public or School Safety Officers</b>	Marco Gerardo	
<b>Universities or Institutes of Higher Education</b>	Life University - Asia Ore Oglethorpe University - Coja Jones Morehouse University - Stefan Harden	

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Meeting Date(s): 3/20/24

Position/Role	Printed Name	Signature
Principal	Kristie Brown	
Gifted Coord.	M Burns	
Science Coordinator	James Shock	
Special Ed Lc coord	Douglas Gibson	
AVED	Derek Gier	
ELA Dept Chair	Monica Hobbs	
ESOL Co Lead	Joanne T. Bryant	
Social Worker	Bethany Miller	
Asst. Principal	Danielle Grump	
6 <sup>th</sup> grade Lead	Kymberly Gilbert	
8 <sup>th</sup> Math	Carletha Whorton	
8 <sup>th</sup> grade math	Margaret Perdue	
Teacher 7 <sup>th</sup>	Jackee Griffith	
Teacher 7 <sup>th</sup>	Sheyna Hairston	
ISS	Angela D Price	

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Meeting Date(s): 4/24/24

Position/Role	Printed Name	Signature
Principal	Kristie Brown	<i>[Signature]</i>
Parent Facilitator	Pam Walker	<i>[Signature]</i>
Community Partner	Tim Parham	Attended Virtually
Community Partner	Allison Carroll	Attended Virtually
Teacher of the Year	Gabrielle Ratliff	<i>[Signature]</i>
Parent /PTSA	Nicole Williams	Attended Virtually





TITLE I

# Garrett Middle School

## Title I Parent and Family Engagement Input Meeting

Thursday, April 25, 2024 (9AM to Noon & 1PM to 3PM)

Location: Parent Resource Room

Printed Name	Signature	Title/Role
PAM WALKER		Parent Facilitator
Rachelle F. Hippolito		Parent
Flor Pivaral		Parent
Alexis Villatoro		Parent
Payton Sanchez		Parent

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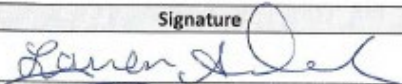
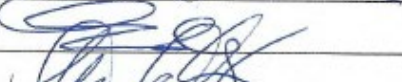

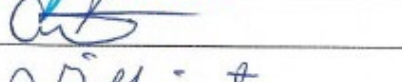

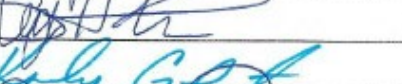

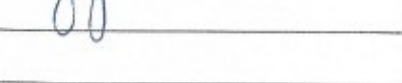
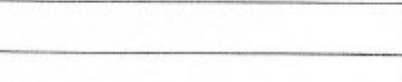

Meeting Date(s): 5/24/24

Position/Role	Printed Name	Signature
Principal	Kristie Brown	<i>[Signature]</i>
Science Coordinator	James Shook	<i>[Signature]</i>
Gifted Coord.	Michelle Burns	<i>[Signature]</i>
Sr Coord.	Jay Fred	<i>[Signature]</i>
Special Ed	Douglas Gibson	<i>[Signature]</i>
HUID	Denise Gid	<i>[Signature]</i>
SS Teacher	Latoya Evans	<i>[Signature]</i>
Media Specialist	Karin Zimmerman	<i>[Signature]</i>
ECH Dept Chair	Monica Hobbs	<i>[Signature]</i>
ESOL Co Lead	Joanne T. Bryant	<i>[Signature]</i>
Special Worker	Bethany Miller	<i>[Signature]</i>
JAP	Rocky Anderson	<i>[Signature]</i>
Assistant Principal	Danielle Crump	<i>[Signature]</i>
6 <sup>th</sup> grade lead	Kimberly Gilbert	<i>[Signature]</i>
8 <sup>th</sup> grade teacher	Carleliz Wharton	<i>[Signature]</i>
8 <sup>th</sup> grade math	Margaret Perdue	<i>[Signature]</i>



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Meeting Date(s): 5/24/24		
Position/Role	Printed Name	Signature
School Counselor	Lauren Alexander	
PBIS	Jerrica Dowling	
Teacher	Stoney Lane	
<del>TEACHER</del> TEACHER	RAY TOURMEK	
Teacher - 8 <sup>th</sup>	Carletta Wharton	
Teacher - 7 <sup>th</sup>	Jackie Griff	
Teacher 8 <sup>th</sup> grade	Margaret Perdue	
Teacher - 7 <sup>th</sup> grade	Sheyna Hairston	
Teacher - 6 <sup>th</sup> grade	Kymberly Gilbert	
ISS	Angela D. Price	

**Comprehensive Needs Assessment Evaluation of Goal(s)**

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

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

**Previous Year's Goal #1** The number of students who will score at Advanced or Proficient on the RI will increase from 46% in SY 2022/2023 to 56% (with enrollment at 866) in SY 2023/2024.

**Was the goal met?**       YES       NO

What data supports the outcome of the goal?

RI	Raw Numbers							
	6th Grade		7th Grade		8th Grade		All	
Student Groups	F23	S24	F23	S24	F23	S24	F23	S24
Administration	64	57	73	67	56	52	193	176
Below Basic	82	73	100	97	81	79	263	249
Basic	49	54	57	70	75	68	181	192
Proficient	40	66	48	69	31	62	119	197
Advanced	235	250	278	303	243	261	756	814
Total								

RI	Percentage							
	6th Grade		7th Grade		8th Grade		All	
Student Groups	F23	S24	F23	S24	F23	S24	F23	S24
Administration	27%	23%	26%	22%	23%	20%	26%	22%
Below Basic	35%	29%	36%	32%	33%	30%	35%	31%
Basic	21%	22%	21%	23%	31%	26%	24%	24%
Proficient	17%	26%	17%	23%	13%	24%	16%	24%
Advanced	100%	100%	100%	100%	100%	100%	100%	100%
Total								

To reach our SIP goal of increasing the number of students who performed proficient or advanced from 46% in SY2023 to 56% in SY2024, we needed to have 456 students out of 814 students to perform proficient or advanced on the Spring 2024 RI. **Although we did not meet our goal of 56%, we did increase in proficient and advanced from 40% for Fall 2023 to 48% for Spring 2024. Additionally, 6<sup>th</sup>-grade had the largest decrease in Basic from 35% to 29% and 8<sup>th</sup> grade had the largest increase in Advanced from 13% to 24%, from Fall 2023 to Spring 2024, respectively.**

## Reflecting on Outcomes

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

- Effective PL's on reading and writing strategies
- Independent Reading school-wide – student choice
- Weekly goal setting written in agendas by students
- Analyzing data with fidelity – analysis, discussion, identifying next steps
- Implementation of strategies, buy-in of teachers and students
- Effective student incentives – awards for growth
- Consistent feedback provided in CCCs

If the goal was <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?	N/A
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<b>Previous Year's Goal #2</b>	The number of students who will score at Advanced or Proficient on the MI will increase from 27% in SY 2022/2023 to 37% (with enrollment at 866) in SY 2023/2024.
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**Was the goal met?     YES     NO**

What data supports the outcome of the goal?	MI	Raw Numbers							
	Student Groups	6th Grade		7th Grade		8th Grade		All	
	Administration	F23	S24	F23	S24	F23	S24	F23	S24
	Below Basic	150	116	185	133	142	90	477	339
	Basic	68	67	83	90	78	98	229	255
	Proficient	17	57	11	59	6	54	34	170
	Advanced	7	28	5	22	5	31	17	81
	Total	242	268	284	304	231	273	757	845
	MI	Percentage							
	Student Groups	6th Grade		7th Grade		8th Grade		All	
	Administration	F23	S24	F23	S24	F23	S24	F23	S24
	Below Basic	62%	43%	65%	44%	61%	33%	63%	40%
	Basic	28%	25%	29%	30%	34%	36%	30%	30%
	Proficient	7%	21%	4%	19%	3%	20%	4%	20%

Advanced	3%	10%	2%	7%	2%	11%	2%	10%
Total	100%	100%	100%	100%	100%	100%	100%	100%

To reach our SIP goal of increasing the number of who performed proficient or advance from 27% in SY2023 to 37% in SY2024 we needed to have 313 students out of 845 students perform proficient or advanced on the Spring 2024 MI. Although we did not meet our goal of 37%, we did increase the number of proficient and advanced from 6% to 30%. **Eighth grade had the largest decrease from Fall 2023 to Spring 2024 in Below Basic from 61% to 33%. Additionally, 8<sup>th</sup>-grade had the largest increase in proficient and advanced from 5% to 31%, from Fall 2023 to Spring 2024.**

## Reflecting on Outcomes

If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>• Implement purposeful questioning</li> <li>• Continuation of related PL for math teachers</li> <li>• Advisement lessons based on common assessment data</li> <li>• Continuation of recognition for students who improve on MI (Beacon 24-25 School Year) – school-wide awards, grade-level awards, individual class recognition</li> </ul>
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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?	N/A
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<b>Previous Year's Goal #3</b>	The number of students receiving 1 or no referrals will increase from 625 in SY 2022/2023 to 700 in SY 2023/2024 as measured by the PBIS Dashboard.					
<b>Was the goal met?</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>						
What data supports the outcome of the goal?	<b># Refs</b>	<b># Students EOY</b>	<b>%</b>	<b># Students SY24</b>	<b>%</b>	Data at the end of the 2023 – 2024 school year indicated that 80% of students received no more than 1 referral. <b>We had a total of 800 students who only</b>
	<b>0</b>	585	64%	642	64%	
	<b>1</b>	140	15%	158	16%	
	<b>&lt;=1</b>	725	79%	800	80%	
had one or no referrals, which is 100 more students than our goal of 700 students.						
<b>Reflecting on Outcomes</b>						
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	n/a					
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>• Consistent Implementation of the PBIS Expectations (Classroom &amp; Schoolwide)</li> <li>• No Referral Celebrations</li> <li>• Consistent Fresh Air Friday Events</li> <li>• Consistent Students of the Month – All Grade Levels</li> </ul>					



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

Data	Strengths	Concerns	Multiple Data Sources
<p align="center"><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Independent Reading Time</li> <li>• IXL use during trial period – major benefit – instant feedback regarding comprehension, structure, vocabulary</li> <li>• Advisement Period Structure – Each day dedicated to a specific target:</li> <li>• Ellevation – Vocabulary strategy learned in PL – Data shows positive impact on student comprehension and vocabulary acquisition</li> <li>• Ongoing use of CommonLit</li> <li>• Rosetta Stone for ESOL students</li> <li>• 23.24 EOG Data – Data indicates a decrease in Level 1 and 2 performance and an increase in Levels 3 and 4 from the 2022-2023 SY to the 2023-2024 SY</li> </ul>	<ul style="list-style-type: none"> <li>• Language barrier, challenge with academic vocabulary, increasing Tier 2 vocabulary for ESOL students</li> <li>• Writing ability – citing evidence and elaboration</li> <li>• Retaining information – applying prior knowledge</li> </ul>	<p>RI, INTERIM, EOG, IOWA/COGAT, Common Formative and Summative data</p>

	<p style="text-align: center;"><b>6<sup>th</sup> Grade ELA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>23-24 (%)</th> <th>22-23 (%)</th> <th>21-22 (%)</th> <th>18-19 (%)</th> <th>17-18 (%)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>4.4</td> <td>4.0</td> <td>1.4</td> <td>2.6</td> <td>2.1</td> </tr> <tr> <td>Level 3</td> <td>31.5</td> <td>23.9</td> <td>20.7</td> <td>27.8</td> <td>20.6</td> </tr> <tr> <td>Level 2</td> <td>27.8</td> <td>33</td> <td>35</td> <td>29.5</td> <td>32</td> </tr> <tr> <td>Level 1</td> <td>36.3</td> <td>39.1</td> <td>42.9</td> <td>40.1</td> <td>45.1</td> </tr> <tr> <td><b>Levels 3 + 4</b></td> <td><b>35.9</b></td> <td><b>27.8</b></td> <td><b>22.1</b></td> <td><b>30.5</b></td> <td><b>22.8</b></td> </tr> </tbody> </table> <p style="text-align: center;"><b>7<sup>th</sup> Grade ELA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>23-24 (%)</th> <th>22-23 (%)</th> <th>21-22 (%)</th> <th>18-19 (%)</th> <th>17-18 (%)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>1.9</td> <td>2.3</td> <td>2.0</td> <td>1.7</td> <td>2.5</td> </tr> <tr> <td>Level 3</td> <td>20.8</td> <td>26.4</td> <td>19.4</td> <td>19.5</td> <td>15.9</td> </tr> <tr> <td>Level 2</td> <td>35.5</td> <td>37.5</td> <td>40.8</td> <td>41.1</td> <td>33.6</td> </tr> <tr> <td>Level 1</td> <td>41.8</td> <td>33.7</td> <td>37.8</td> <td>37.7</td> <td>48</td> </tr> <tr> <td><b>Levels 3 + 4</b></td> <td><b>22.7</b></td> <td><b>27.9</b></td> <td><b>21.4</b></td> <td><b>21.2</b></td> <td><b>18.4</b></td> </tr> </tbody> </table> <p style="text-align: center;"><b>8<sup>th</sup> Grade ELA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>23-24 (%)</th> <th>22-23 (%)</th> <th>21-22 (%)</th> <th>18-19 (%)</th> <th>17-18 (%)</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>5</td> <td>3.8</td> <td>1.9</td> <td>7.3</td> <td>3.7</td> </tr> <tr> <td>Level 3</td> <td>27</td> <td>24.3</td> <td>18.9</td> <td>29.1</td> <td>25.3</td> </tr> <tr> <td>Level 2</td> <td>37.4</td> <td>38.7</td> <td>42.3</td> <td>18.9</td> <td>38.2</td> </tr> <tr> <td>Level 1</td> <td>30.6</td> <td>33.2</td> <td>36.9</td> <td>24.3</td> <td>33.8</td> </tr> <tr> <td><b>Levels 3 + 4</b></td> <td><b>32</b></td> <td><b>28.1</b></td> <td><b>20.8</b></td> <td><b>36.4</b></td> <td><b>29.1</b></td> </tr> </tbody> </table>		23-24 (%)	22-23 (%)	21-22 (%)	18-19 (%)	17-18 (%)	Level 4	4.4	4.0	1.4	2.6	2.1	Level 3	31.5	23.9	20.7	27.8	20.6	Level 2	27.8	33	35	29.5	32	Level 1	36.3	39.1	42.9	40.1	45.1	<b>Levels 3 + 4</b>	<b>35.9</b>	<b>27.8</b>	<b>22.1</b>	<b>30.5</b>	<b>22.8</b>		23-24 (%)	22-23 (%)	21-22 (%)	18-19 (%)	17-18 (%)	Level 4	1.9	2.3	2.0	1.7	2.5	Level 3	20.8	26.4	19.4	19.5	15.9	Level 2	35.5	37.5	40.8	41.1	33.6	Level 1	41.8	33.7	37.8	37.7	48	<b>Levels 3 + 4</b>	<b>22.7</b>	<b>27.9</b>	<b>21.4</b>	<b>21.2</b>	<b>18.4</b>		23-24 (%)	22-23 (%)	21-22 (%)	18-19 (%)	17-18 (%)	Level 4	5	3.8	1.9	7.3	3.7	Level 3	27	24.3	18.9	29.1	25.3	Level 2	37.4	38.7	42.3	18.9	38.2	Level 1	30.6	33.2	36.9	24.3	33.8	<b>Levels 3 + 4</b>	<b>32</b>	<b>28.1</b>	<b>20.8</b>	<b>36.4</b>	<b>29.1</b>		
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<b>Levels 3 + 4</b>	<b>22.7</b>	<b>27.9</b>	<b>21.4</b>	<b>21.2</b>	<b>18.4</b>																																																																																																										
	23-24 (%)	22-23 (%)	21-22 (%)	18-19 (%)	17-18 (%)																																																																																																										
Level 4	5	3.8	1.9	7.3	3.7																																																																																																										
Level 3	27	24.3	18.9	29.1	25.3																																																																																																										
Level 2	37.4	38.7	42.3	18.9	38.2																																																																																																										
Level 1	30.6	33.2	36.9	24.3	33.8																																																																																																										
<b>Levels 3 + 4</b>	<b>32</b>	<b>28.1</b>	<b>20.8</b>	<b>36.4</b>	<b>29.1</b>																																																																																																										
<b>Math</b>	<ul style="list-style-type: none"> <li>• Increase in Proficient and Advanced in all grade levels on MI</li> <li>• Decrease in Below Basic in all grade levels on MI</li> <li>• Consistent use of Delta Math</li> <li>• Consistent use of 360 Boards</li> <li>• Tutoring Provided 3x week</li> <li>• Implementation of Ellevation strategies</li> <li>• 23.24 EOG Data – Available Fall 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Testing endurance/pacing</li> <li>• Ability to think critically</li> <li>• Comprehension of word problems</li> <li>• Retention of concepts previously learned</li> </ul>	MI, INTERIM, EOG, Common Formative & Summative Assessments																																																																																																												
<b>Science</b>	<ul style="list-style-type: none"> <li>• Increase in understanding basic concepts (Level 1 and 2 questioning)</li> <li>• Effective use of Ellevation strategies</li> <li>• Independent Reading during Advisement</li> <li>• 23.24 EOG Data - Increase in Level II and IIIs on EOG. Decrease in Level 1 and Level IV.</li> </ul>	<ul style="list-style-type: none"> <li>• Students struggle with reading and evaluating data and graphs</li> <li>• Ability to think critically</li> <li>• Vocabulary acquisition – particularly Tier 2 for ESOL</li> <li>• Making inferences</li> </ul>	Common formative and Summative data, EOG																																																																																																												

	<table border="1"> <thead> <tr> <th>8th Grade SCIENCE EOG</th> <th>2023-2024 (Percentage)</th> <th>2022-2023 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>LEVEL 4</td> <td>3.9</td> <td>8.5</td> </tr> <tr> <td>LEVEL 3</td> <td>23</td> <td>18.3</td> </tr> <tr> <td>LEVEL 2</td> <td>24.8</td> <td>24.1</td> </tr> <tr> <td>LEVEL 1</td> <td>48.2</td> <td>49.2</td> </tr> <tr> <td>LEVELS 3 and 4</td> <td>26.9</td> <td>26.8</td> </tr> </tbody> </table>	8th Grade SCIENCE EOG	2023-2024 (Percentage)	2022-2023 (Percentage)	LEVEL 4	3.9	8.5	LEVEL 3	23	18.3	LEVEL 2	24.8	24.1	LEVEL 1	48.2	49.2	LEVELS 3 and 4	26.9	26.8			
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<p align="center"><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• CCC focused on teaching all standards prior to the EOG</li> <li>• Structured Advisement</li> <li>• ELA that is focused on Literacy</li> <li>• Real world connections to text</li> <li>• Improved pacing ability</li> <li>• Improved vocabulary recognition</li> <li>• 23.24 EOG Data - Increased Level IIIs and IVs</li> </ul> <table border="1"> <thead> <tr> <th>8th Grade SS EOG</th> <th>2023-2024 (Percentage)</th> <th>2022-2023 (Percentage)</th> </tr> </thead> <tbody> <tr> <td>LEVEL 4</td> <td>1.8</td> <td>0.7</td> </tr> <tr> <td>LEVEL 3</td> <td>18.4</td> <td>12.6</td> </tr> <tr> <td>LEVEL 2</td> <td>37.2</td> <td>42.7</td> </tr> <tr> <td>LEVEL 1</td> <td>42.6</td> <td>44</td> </tr> <tr> <td>LEVELS 3 and 4</td> <td>20.2</td> <td>13.3</td> </tr> </tbody> </table>	8th Grade SS EOG	2023-2024 (Percentage)	2022-2023 (Percentage)	LEVEL 4	1.8	0.7	LEVEL 3	18.4	12.6	LEVEL 2	37.2	42.7	LEVEL 1	42.6	44	LEVELS 3 and 4	20.2	13.3	<ul style="list-style-type: none"> <li>• Additional consistent support for students performing at Level I and II.</li> <li>• Lack of motivation – in some students</li> <li>• Additional ESOL support needed – PLs supporting vocabulary acquisition and writing.</li> <li>• Interims – takes a lot of time to complete</li> </ul>	<p>Interims, Common formative and Summative data, EOG</p>	
8th Grade SS EOG	2023-2024 (Percentage)	2022-2023 (Percentage)																				
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<p align="center"><b>Discipline / School Climate Data</b></p>	<ul style="list-style-type: none"> <li>• Increased positive recognition schoolwide (e.g., no referral celebrations, perfect attendance celebrations, students of the month)</li> <li>• Weekly goal setting identified by student during virtual morning announcements</li> <li>• Classroom PBIS Stores</li> </ul>	<ul style="list-style-type: none"> <li>• Referrals for physical aggression towards another</li> </ul>	<p>Referral Data from PBIS Dashboard</p>																			

<b>Professional Learning</b> What's been provided? What is the impact?	<ul style="list-style-type: none"> <li>• ELA, Math, Science and Social Studies Coaches visiting and supporting classroom teachers</li> <li>• PLs on literacy strategies - Ellevation</li> <li>• Positive impact based on RI and MI results</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing PLs needed for Social Studies to support growth indicated in data</li> </ul>	
<b>Other</b>			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<input checked="" 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	<ul style="list-style-type: none"> <li>• SWDs decreased in Below Basic from Fall '23 to Spring '24 - 59% to 49% and Proficient &amp; Advanced increased from 13% in Fall '23 to 21% in Spring '24.</li> <li>• ELs decreased students in Below Basic from 37% to 33% from Fall'23 to Spring '24 and proficient and advanced went from 32% to 37%.</li> </ul>	<ul style="list-style-type: none"> <li>• Unpacking assessment questions, i.e., determining exactly what is being asked of the student</li> <li>• Analyzing texts</li> <li>• Academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• RI</li> <li>• EOG</li> <li>• Springboard Embedded Assessments</li> </ul>
<b>Math</b>	<input checked="" 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	<ul style="list-style-type: none"> <li>• SWDs decreased in Below Basic from Fall '23 to Spring '24 - 88% to 64%. Proficient went from 0% to 5% and Advanced from 0% to 6%.</li> </ul>	SWD students are not growing at the same rate as their peers	<ul style="list-style-type: none"> <li>• MI</li> <li>• Interim Assessments</li> </ul>

		<ul style="list-style-type: none"> <li>• ELs in Below Basic went from 65% to 45% from Fall'23 to Spring '24 and proficient and advance went from 6% to 29%.</li> </ul>		
<b>Science</b>	<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			
<b>Social Studies</b>	<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			
<b>Discipline / School Climate Data</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Increased positive recognition schoolwide (e.g., no referral celebrations, perfect attendance celebrations)</li> <li>• Weekly goal setting identified by student during virtual morning announcements</li> </ul>	Referrals for physical aggression and insubordination	PBIS Dashboard – Referral Data
<b>Professional Learning</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• ELA - Literacy and Reading Strategies</li> <li>• Science PL</li> <li>• Social Studies PLs – Unpacking Standards and Learning Targets</li> <li>• Math PL</li> </ul>	Increase co-teaching and reading strategies PL offerings	ELA, Math, Science and Social Studies Coaches
<b>Other</b>	<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			



<b>Statement of Concern #1</b>	As of Spring 2024, 36.3% of Grade 6 students performed at Level 1/Below Basic on ELA EOG; 41.8% of Grade 7 students performed at Level 1/Below Basic, and 30.06% of Grade 8 students performed at Level 1/Below Basic on ELA EOG.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with comprehension of academic vocabulary.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with analyzing texts, comparing texts, and making conclusions.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with foundational skills, e.g., phonetics, understanding prefixes, roots, suffixes and using that knowledge to assist with word meaning.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Limited exposure to reading in the home environment. Students engaged on social media platforms outside of school.
<b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By May 2025, students will increase their level of achievement to proficient or advanced from 29.8% to 40% on the ELA EOG.

<b>Statement of Concern #2</b>	40% of grades 6-8 students scored below basic on the third administration of the Math Inventory
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need to develop confidence when solving problems and consistently have accountable math conversations.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need more exposure to anchor charts tied to specific strategies, to use as a tool to solve Math problems.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students have difficulty solving multi-step problems, applying strategies to solve problems and recalling math facts and applying the integer rules.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Attendance Transiency
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By May 2025, students will increase their level of achievement to proficient or advanced from 25.4% to 35% on the Math EOG. <b>Goal is based on 22-23 data. Once we have all of this year's data, we will update.</b>

<b>Statement of Concern #3</b>	As of Spring 2024, 48.2% of Grade 8 students performed at Level 1/Below Basic on the Science EOG.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with comprehension of academic vocabulary.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with comprehension of applicable formulas, working independently to complete required labs.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with comprehension of academic vocabulary.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Attendance Transiency
<b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	To improve Science proficiency on the EOG, by increasing the percentage of students performing at or above Level 3 in Science from 27% to 50% within the next three academic years. By the end of SY2027 the percentage of students at Level 1 will show a decrease to 27%. <ul style="list-style-type: none"> <li>• Year 1 (2024-2025) – By May 2025, achieve a 7% increase in the number of students performing at or above Level 3 (from 27% to 34%) and reduce the percentage of students at Level 1 by 6% on the EOG Assessment.</li> <li>• Year 2 (2025-2026) – By May 2026, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 7% on the EOG Assessment.</li> <li>• Year 3 (2026-2027) – By May 2027, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 8% on the EOG Assessment.</li> </ul>

<b>Statement of Concern #4</b>	Behavior – Increase the number of students receiving 1 or less referrals.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students receiving a high number of referrals for physical aggression and insubordination.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with building positive relationships with one another and the ability to deal with rejection if a peer decides to be friends with others.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students have difficulty managing emotions and dealing with conflict without resorting to physical aggression.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<p>Negative interactions on social media.  Students’ ability to control emotions and not immediately respond to situations negatively.</p>
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The number of students receiving 1 or no referrals will increase from 725 in SY 2023/2024 to 775 in SY 2024/2025 as measured by the PBIS Dashboard.</p>

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

<b>Goal #1</b>	By May 2025, students will increase their level of achievement to proficient or advanced from 29.8% to 40% on the ELA EOG.
<b>Goal #2</b>	By May 2025, students will increase their level of achievement to proficient or advanced from 25.4% to 35% on the Math EOG. Goal is based on 22-23 data. Once we have all of this year's data, we will update.
<b>Goal #3</b>	<p>To improve Science proficiency on the EOG, by increasing the percentage of students performing at or above Level 3 in Science from 27% to 50% within the next three academic years. By the end of SY2027 the percentage of students at Level 1 will show a decrease to 27%.</p> <ul style="list-style-type: none"> <li>• Year 1 (2024-2025) – By May 2025, achieve a 7% increase in the number of students performing at or above Level 3 (from 27% to 34%) and reduce the percentage of students at Level 1 by 6% on the EOG Assessment.</li> <li>• Year 2 (2025-2026) – By May 2026, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 7% on the EOG Assessment.</li> <li>• Year 3 (2026-2027) – By May 2027, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 8% on the EOG Assessment.</li> <li>•</li> </ul>
<b>Goal #4</b>	The number of students receiving 1 or no referrals will increase from 725 in SY 2023/2024 to 775 in SY 2024/2025 as measured by the PBIS Dashboard.



## 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?
6 <sup>th</sup> Grade Math (Class Size Reduction)	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will reduce class size in grade 6 to provide additional support for students who are striving in math. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic and social growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.
7 <sup>th</sup> Grade ELA (Class Size Reduction)	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will reduce class size in grade 7 to provide additional support for students who are striving in ELA. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic and social growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.
8 <sup>th</sup> Grade Science (Class Size Reduction)	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will reduce class size in grade 8 to provide additional support for students who are striving in Science. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic and social growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.
8 <sup>th</sup> Grade ELA (Class Size Reduction)	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will reduce class size in grade 8 to provide additional support for students who are striving in ELA. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic and social growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will collaborate with the leadership team to plan opportunities for parents to learn about the standards assessments, resources, and other methods to support their student.

<b>GOAL #1 ELA</b>	By May 2025, students will increase their level of achievement to proficient or advanced from 29.8% to 40% on the ELA EOG.					
<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>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<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>	<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>	<b>People Responsible</b>
<p>Teachers in Grades 6-8 will implement instructional techniques/strategies, with activities to improve language acquisition and standards-aligned content learning from the ELlevation online software. Strategies include:</p> <ul style="list-style-type: none"> <li>• Activating background knowledge through demonstrations &amp; experiences</li> <li>• Explicit teaching of high-utility terms and academic language with Word Study</li> </ul>	ELlevation software	<p>Title I</p> <p>District Funds</p>	August 2024	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> <li>• 100% of teachers will implement the agreed upon ELlevation strategies and techniques</li> </ul> <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> <li>1. Create a timeline for Action Step implementation to include assessments related to the strategies</li> <li>2. Provide PD on ELlevation; CCC teams determine focus strategies to be taught in each 9-week cycle</li> <li>3. Create Observation/Walkthrough document related to the focus strategies</li> <li>4. Use walkthrough schedule to monitor for consistent implementation</li> <li>5. Teachers administer Formative Assessments to include student application of the strategies</li> <li>6. CCC teams complete and submit reflections on the strategy implementation</li> <li>7. Teachers administer the standards-aligned summative assessment</li> </ol> <p><u>Artifacts</u></p> <ul style="list-style-type: none"> <li>• Action Step Timeline</li> <li>• Walkthrough Schedule</li> <li>• Observation/Walkthrough document related to the focus strategies: (Background knowledge with demonstrations &amp; experiences; explicit teaching of high-utility terms)</li> </ul>	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> <li>• 80% of students will score 70% or higher on standards mastery aligned to the summative assessment</li> </ul> <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> <li>• Administrators and leadership team analyze data from learning walks and Summative Assessments. Compare progress report data to end of Quarter data to determine growth in ELA/Reading performance.</li> </ul> <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> <li>• Data from Observation/Walkthrough document related to the focus strategies</li> <li>• Data from Formative and Summative assessments</li> </ul>	<p>Admins</p> <p>Leadership Team</p> <p>Instructional Coach</p> <p>All content teachers</p>

				<p>and academic language through Word Study)</p> <ul style="list-style-type: none"> <li>• Formative &amp; Summative Assessments</li> <li>• ELLevation Reflections</li> </ul>		
<p>Teachers will participate in professional learning on high-impact instructional strategies designed to support the ELA Instructional Framework and content standards and apply these strategies in daily instruction.</p>	<p>CCSD ELA Instructional Framework</p>	<p>1003a SIG Title I</p>	<p>June 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> <li>• 100% of teachers will implement instructional strategies from PL sessions conducted in each Quarter.</li> </ul> <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> <li>1. Use baseline data to develop a PL Training Plan with timelines <ul style="list-style-type: none"> <li>A. Design surveys to gather baseline data on PL needs</li> <li>B. Conduct Walkthroughs to gather baseline data on teachers' implementation of high-impact instructional strategies</li> </ul> </li> <li>2. Provide PL on high-impact instructional strategies aligned to the standards</li> <li>3. Conduct walkthroughs to monitor implementation of strategies</li> <li>4. Collect data to create Plan of Support for teachers</li> </ol> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> <li>• PL Training Plan</li> <li>• PL Agendas</li> <li>• PL Surveys</li> <li>• Walkthrough forms re: High-Impact Strategies from PL</li> </ul>	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> <li>• 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments</li> </ul> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> <li>• Administrators and leadership team analyze data from learning walks aligned to the Professional Learning, and Summative Assessments.</li> </ul> <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> <li>• PL Surveys</li> <li>• Walkthrough forms re: High-Impact Strategies from PL</li> <li>• Leadership Team Data Analysis Workbook</li> </ul>	<p>Admins</p> <p>Leadership Team</p> <p>Academic Coaches</p>

<p>Teachers in all classes (Grades 6-8) will consistently implement the daily Literacy Focus during the intervention class (Gator Academy)</p>	<p>Classroom libraries  Beanstack</p>	<p>Title I &amp; Local District funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u></p> <ul style="list-style-type: none"> <li>100% of teachers will implement the daily Literacy Focus during the intervention block</li> </ul> <p><u>Implementation Plan:</u></p> <ol style="list-style-type: none"> <li>Provide PL on vocabulary/ morphology and using the Conferring Technique with students</li> <li>Create Observation/Walkthrough document related to the focus strategies</li> <li>Use walkthrough schedule to monitor for consistent implementation</li> <li>Teachers administer Formative Assessments to include student application of the strategies</li> </ol> <p><u>Artifacts</u></p> <ul style="list-style-type: none"> <li>Lesson Plans/Unit Plans</li> <li>Observation/Walkthrough document related to the daily Literacy Focus strategy</li> <li>Formative Assessments</li> </ul>	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> <li>80% of students will score 70% or higher on standards mastery aligned to the ELA summative assessment</li> </ul> <p><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> <li>Administrators and leadership team analyze data from learning walks and Summative Assessments. Compare progress report data to end of Quarter data to determine growth in ELA/Reading performance.</li> </ul> <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> <li>Data from Observation/Walkthrough document related to the focus strategies</li> <li>Data from Formative and Summative assessments</li> </ul>	<p>ELA Department Chair  SS Department Chair  Science Department Chair</p>
<p>Implementation of AVID Strategies – WICOR – in AVID class and content classes of AVID Site Team members. Strategies include:</p> <ul style="list-style-type: none"> <li>Focused Note Taking</li> <li>Interactive Notebooks</li> <li>Cornell Notes</li> </ul>	<p>AVID Curriculum</p>	<p>AVID and local District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> Increase the number of students effectively using AVID strategies and AVID students access AC Courses</p> <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> <li>Walkthroughs conducted by AVID Site Team Coordinator and AVID District Coordinator</li> </ul> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> <li>AVID Binder</li> <li>Completed 2 column notes (Cornell)</li> <li>Completed TRF forms</li> <li>Increase in enrollment of rigorous courses</li> <li>Increase in students GPA</li> </ul>	<p>Evaluation Performance Target: Consistent growth in students' GPA in content courses.</p> <p><u>Evaluation Plan:</u> Weekly analysis of student academic growth in content courses.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>Increase in student enrollment of rigorous courses</li> <li>Increase in students GPA</li> <li>Increase in students enrolled in rigorous courses</li> </ul>	<p>Derick Grider – AVID Lead Teacher  Danielle Crump – AVID Site Team Coordinator  AVID Site Team Members</p>

<b>GOAL #2</b> <b>Math</b>	By May 2025, students will increase their level of achievement to proficient or advanced from 25.4% to 35% on the Math EOG. <b>Goal is based on 22-23 data. Once we have all of this year's data, we will update.</b>					
<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>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored?</b> <b>What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact?</b> <b>What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
Teachers will participate in professional learning on three (3) high-impact instructional strategies designed to support the Math Instructional Framework and content standards and apply these strategies in daily instruction. These include: <ul style="list-style-type: none"> <li>• Learning Targets, Success Criteria</li> <li>• Descriptive Feedback</li> <li>• Using Manipulatives and Representations</li> </ul>	CCSD Math Instructional Framework  Math Manipulative Kits	District Funds  Title I	August 2024	<u>Implementation Performance Target:</u> <ul style="list-style-type: none"> <li>• 100% of teachers will implement the high-impact instructional strategies, from PL sessions conducted in each Quarter.</li> </ul> <u>Implementation Plan:</u> <ol style="list-style-type: none"> <li>1. Conduct Walkthroughs to gather baseline data on teachers' implementation of high-impact instructional strategies for Math</li> <li>2. Use baseline data to develop a PL Training Plan with timelines</li> <li>3. Provide PL series on high-impact instructional strategies aligned to the Math standards</li> <li>4. Conduct walkthroughs to monitor teachers' implementation of strategies during instruction</li> <li>5. CCC teams complete and submit reflections on the strategy implementation</li> <li>6. CCC teams create common assessments aligned to the high-impact strategies and the standards.</li> </ol>	<u>Evaluation Performance Target:</u> <ul style="list-style-type: none"> <li>• 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments</li> </ul> <u>Evaluation Plan:</u> <ul style="list-style-type: none"> <li>• Administrators and leadership team analyze data from learning walks aligned to the Professional Learning, and Summative Assessments.</li> </ul> <u>Evidence:</u> (Summary Statements from below) <ul style="list-style-type: none"> <li>• PL Surveys</li> <li>• Walkthrough forms re: High-Impact Math Strategies from PL</li> </ul>	Admins  Leadership Team  Academic Coaches  Instructional Coach  All Math teachers



				<p>7. Teachers administer the standards-aligned common summative assessment</p> <p><u>Artifacts:</u></p> <ul style="list-style-type: none"><li>• PL Training Plan</li><li>• Observation/Walkthrough document related to the focus strategies</li><li>• Pictures of Student Work with descriptive feedback</li><li>• Walkthrough forms re: High-Impact Strategies from PL</li></ul>		
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<p><b>GOAL #3</b> <b>Science</b></p>	<p>To improve Science proficiency on the EOG, by increasing the percentage of students performing at or above Level 3 in Science from 27% to 50% within the next three academic years. By the end of SY2027 the percentage of students at Level 1 will show a decrease to 27%.</p> <ul style="list-style-type: none"> <li>Year 1 (2024-2025) – By May 2025, achieve a 7% increase in the number of students performing at or above Level 3 (from 27% to 34%) and reduce the percentage of students at Level 1 by 6% on the EOG Assessment.</li> <li>Year 2 (2025-2026) – By May 2026, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 7% on the EOG Assessment.</li> <li>Year 3 (2026-2027) – By May 2027, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 8% on the EOG Assessment.</li> </ul>					
<p><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><b>Resources</b></p>	<p><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p><b>Start Date</b></p>	<p><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><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><b>People Responsible</b></p>
<p>Implement the Teaching &amp; Learning Frameworks for Science in grade 6-8 with emphasis on Questioning Strategies, along with student-centered and inquiry-based approaches.</p>	<p>CTLS (Assess – Common Assessment Data)  CTLS Classroom</p>	<p>District</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of science teachers will implement the Teacher &amp; Learning Frameworks and selected focus strategies.</p> <p><u>Implementation Plan:</u> Academic coach will meet with CCC’s in July/August to analyze 23/24 EOG data. CCC teams select teaching strategy focus aligned to the assessments and standards. Admin/Academic Coach conduct walkthroughs to monitor implementation</p> <p><u>Artifacts:</u> CCC documents, CTLS Classroom, Pictures of Student Work with descriptive feedback</p>	<p><u>Evaluation Performance Target:</u> 80% of students will score 70% or higher on standards mastery aligned to Unit Summative Assessments/Interims</p> <p><u>Evaluation Plan:</u> Evaluations conducted during Instructional Walks and CCC discussions from student work</p> <p><u>Evidence:</u> Summary data from Students will demonstrate greater proficiency on Science interims and 24/25 EOG.</p>	<p>All Science Teachers</p>
<p>Integrate science with ELA concepts and facilitate collaborative planning sessions for Science curriculum teachers to share best practices and resources for differentiated and small group instruction.</p>	<p>CTLS</p>	<p>District</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 100% of science teachers will participate in collaborative planning sessions.</p> <p><u>Implementation Plan:</u> Teachers will collaborate and teach lessons that integrate Science with ELA concepts &amp; skills (such as inference, recognizing</p>	<p><u>Evaluation Performance Target:</u> 80% of students will score 70% or higher on standards mastery aligned to Unit Summative Assessments/Interims</p> <p><u>Evaluation Plan:</u> Evaluations conducted during Instructional Walks</p>	<p>All Science Teachers  Science Lead</p>

			<p>relationships, explain and evaluate, vocabulary development for scientific terms and relevant academic vocabulary). Academic coach and science administrator will attend weekly CCC meetings.</p> <p><u>Artifacts:</u> CTLS Class lessons/resources, tasks/activities, Pictures of Student Work with descriptive feedback</p>	<p>and CCC discussions from student work</p> <p><u>Evidence:</u> Summary data from CCC common assessments and Interim assessment data</p>	
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<b>GOAL #4 Climate</b>	The number of students receiving 1 or no referrals will increase from 725 in SY 2023/2024 to 775 in SY 2024/2025 as measured by the PBIS Dashboard.					
<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>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<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>	<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>	<b>People Responsible</b>
Implementation of new Mentee/Mentor program to improve culture and climate by reducing discipline behaviors and increasing academic achievement.	Teacher created mentor/mentee program where students are paired with a teacher they do not have as an instructor	Local	August 2024	<p><u>Implementation Performance Target:</u> 100% of identified students will be assigned a Check-in/Check-out Mentor.</p> <p><u>Implementation Plan:</u> Weekly, structured check-in/check-out process for students and mentors</p> <p><u>Artifacts:</u> Check-in/Check-out checklist maintained by specific teachers enrolled in program</p>	<p><u>Evaluation Performance Target:</u> Identified students will receive less office referrals for targeted behaviors.</p> <p><u>Evaluation Plan:</u> Impact of positive relationship between mentor and mentee, decrease in referrals and negative incidences overall.</p> <p><u>Evidence:</u> Discipline data (PBIS and CCSD Discipline Portal)</p>	Garrett teachers/staff
Digital Drama Schoolwide Lesson for Students with follow up session for parents on August 13 <sup>th</sup> (2 sessions – face-to-face and virtual options)	Snacks for Parents	District	August 12, 2024	<p><u>Implementation Performance Target:</u> 100% of present students will participate in the Digital Drama lesson.</p> <p><u>Implementation Plan:</u> Middle School Counseling Consultant planned the lesson and parent session.</p> <p><u>Artifacts:</u> Lesson Plan, PowerPoint, Sign-In Sheets</p>	<p><u>Evaluation Performance Target:</u> Decrease in the number of harassment referrals related to social media.</p> <p><u>Evaluation Plan:</u> Review discipline data monthly in PBIS meeting and share with staff</p> <p><u>Evidence:</u> Reduce referrals for technology violations or harassment/cyber bullying</p>	

**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 checked="" 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>In collaboration with the school social worker, the school will continue its attendance incentive to recognize students for perfect attendance.</p> <p>Truancy Intervention Panels (TIP) will be held early in the school year to address attendance concerns. The TIP will use Restorative Practices.</p>	Certificates  Incentives	Local
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>The school counselors will continue to select students for small group counseling support based on referral data.</p>	Counseling Curriculum  Incentives	District  Local Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>All staff will continue to participate in Reading Strategies PLs and co-teaching training.</p>	Reading Strategies	CCSD Coaches
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>The AVID elective teacher will recruit students to apply for the class. Students will visit local colleges and universities, learn organizational and note-taking skills, and participate in weekly tutorial sessions.</p>	AVID Curriculum	AVID Elective Teacher & AVID Site Team

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

Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> Annual Title I Meeting – Deadline September 30, 2024                      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>	September 19, 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> Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024                      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 11, 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><b>3. Required</b> Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025                      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> FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)                      Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/20/24   PL#2 12/6/24   PL#3 2/14/25   PL#4 4/25/25</p>			<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><b>5. Required</b> Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) 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>                       Rising 9th grade students will hear from the counselors and administrators from the feeder high schools in February and March. They will complete registration and have the opportunity to visit the feeder high school.                       Rising 6th grade students will participate in sessions with the administrators and counselor during the months of March and April. A parent night will be held in April, and parents will have another opportunity to tour the school in June.</p>	February & March 2025 – Rising 9th Grade Articulation with High Schools  March/April 2025 – Articulation with Rising 6th Grade Feeder Schools 4/3/25 (Rising 6th Parent Meeting)		<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>                      GMS Family Engagement Policy                      GMS Parent Compact                      All documents sent through CTLS Parent (weekly newsletter from principal, flyers, etc.) will be translated in the home language.</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

**School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)**

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

**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:**

Garrett Middle School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Garrett will utilize Twenty Day funds for tutoring support of our students who are not meeting state standards or demonstrating proficiency on the Beacon Assessment. The Positive School Culture department will provide support for the school’s implementation of the Positive Behavioral Intervention and Support program (PBIS), Restorative Practices, and professional learning provided by the positive school culture coaches and staff. Our community partners (Carroll Agency Allstate, Walton Communities, Love Bridge Church, South Cobb Rotary Club, Target, and other local organizations) will provide support for PBIS rewards, volunteers, and mentors. Local food pantries and the City of Austell provide support for families in need of food, housing, or other physical needs. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.



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

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

*SWP Checklist 4*

**Evaluation of the Schoolwide Plan - 34 CFR § 200.26**

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

**SCHOOL RESPONSE:**

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

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

**SCHOOL RESPONSE:**

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

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

**SCHOOL RESPONSE:**

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

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

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

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

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

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

**SCHOOL RESPONSE:**

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

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

**SCHOOL RESPONSE:**

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

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teacher’s district-wide and in the individual schools need to know and be able to do for their

students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

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

**15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 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:**

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

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

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

**SCHOOL RESPONSE:**

n/a

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

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