



# School Improvement Action Plan



School Year:	2024-2025
School Name:	LaBelle Elementary
Principal Name:	Dr. Sara Ostrander
Date Submitted:	6/17/2024
Revision Dates:	8/9/2024, 8/16/2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	LaBelle Elementary
<i>Team Lead</i>	
<i>Position</i>	
<i>Email</i>	
<i>Phone</i>	
<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: Grade level CCCs reviewed current SIP Root Causes and Critical Needs in ELA and math along with current data, discussed challenges we need to continue to address and went into a deeper dive of the data, collectively talked about priority concerns and root causes from student level to teacher level. Staff reviewed summative data from Title 1 Professional Learning sessions to determine strength and weaknesses in parental involvement and engagement. Following these sessions, our LLT discussed our summative data overview of all grade levels, reviewed the summary of grade level CCC discussions in order to update and enhance our SIP root causes, critical needs analysis, and determined goals based on our end of year data. A plan was developed by the LLT, based on the collaborative discussions from grade level CCCs and LLT SIP sessions to help meet our new goals based on identified needs.

## 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



## Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

<b>Previous Year's Goal #1</b>	<p>By the end of the 2023-2024 school year:</p> <p>For Kindergarten students will be proficient on the AMIRA Assessment</p> <p>For first grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 4% (3 students) on the May 2023 administration to a minimum of 40% (29 students) on the May 2024 administration.</p> <p>For second grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 32% (19 students) on the May 2023 administration to a minimum of 49% (29 students) on the May 2024 administration.</p> <p>For third grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 31% (18 students) on the May 2023 administration to minimum of 48% (28 students) on the May 2024 administration.</p> <p>For fourth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 40% (22 students) on the May 2023 administration to a minimum of 58% (32 students) on the May 2024 administration.</p> <p>For fifth grade the percentage of students scoring proficient or advanced on the reading inventory will increase from 49% (28 students) on the May 2023 administration to a minimum of 67% (38 students) on the May 2024 administration.</p>
<b>Was the goal met?</b> <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>For Kindergarten, ARM scores from the Amira Assessment.</p> <p>For first-fifth, the Reading Inventory RI proficient and advanced</p> <p>1<sup>st</sup>: 33% (increased from 3 students to 23 students)</p> <p>2<sup>nd</sup>: 62% (increased from 19 students to 35 students)</p> <p>3<sup>rd</sup>: 42% (increase from 18 to 25 students)</p> <p>4<sup>th</sup>: 36 % (decrease from 22 students to 18 students)</p> <p>5<sup>th</sup>: 56% (increase from 28 students to 34 students)</p>
<b>Reflecting on Outcomes</b>	

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>First and third grade were each only 3 students away from meeting the goal and 5<sup>th</sup> grade was only 4 students away. First grade had the largest target to move 26 students into the proficiency band, and moved 23 students. Although K, 1, 3, and 5 did not ultimately meet the goal, they came close and students progressed across bands from current grade BOY baseline to EOY data. As a school we began to bring vocabulary to the forefront and plan to take more intention and explicit action steps in this regard to support our students and our goals.</p>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The goal was met for our 2<sup>nd</sup> grade students. The teacher who taught reading completely changed the way she taught reading based on her new knowledge of the science of reading. The teacher went to trainings throughout the year provided by the county to support students' ability to decode and access text had a direct correlation to their ability to comprehend.</p>

<p><b>Previous Year's Goal #2</b></p>	<p>For K-5 the percentage of students scoring proficient or advanced on the math inventory will increase from 57% (203 students) on the May 2023 administration to a minimum of 72% (253 students) on the May 2024 administration.</p>
<p style="text-align: center;"><b>Was the goal met?</b>      <input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Math Inventory Data reflect percentage of students proficient and advanced. Kindergarten: 32% (16 students) 1<sup>st</sup> Grade: 47% (33 students) 2<sup>nd</sup> Grade: 49% (28 students) 3<sup>rd</sup> Grade: 60% (36 students) 4<sup>th</sup> Grade: 44% (23 students) 5<sup>th</sup> Grade: 76% (26 students)</p>
<p style="text-align: center;"><b>Reflecting on Outcomes</b></p>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<p>Teachers doing a deeper dive to unpack and understand new math standards. We will focus on numeracy in specific intervention for fact strategies. A focus on vocabulary and close reading strategies will be implemented to support students' comprehension and conceptual understanding of what is being asked of them.</p>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

**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>	<p>Students have a willingness to learn. There are strengths with right there questioning and basic decoding skills in the primary grades. Overall, listening comprehension is a strength. Accuracy is increasing as students are getting better at monitoring their reading and self-correcting miscues.</p>	<p>Students strive with language, vocabulary, reading stamina, and metacognition strategies. Upper grade students who still have learning gaps with phonics skills have stronger listening comprehension but have difficulty with word recognition which impedes proficient reading comprehension at grade level. Students face challenges with retelling, open ended, and evaluative questioning, as well as thinking beyond the text. Responses tend to be vague and not detailed. Encoding is an overall weakness compared to decoding.</p>	<p>Milestones Reading Inventory Amira Common Formative Assessments Surveys</p>
<p align="center"><b>Math</b></p>	<p>Students are getting stronger with number sense and computation, but learning gaps still impede grade level mastery. Students do well with concrete math concepts such as geometry and basic facts.</p>	<p>Students struggle with comprehension and application of word problems, multistep problems, and assessment questioning, vocabulary, and stamina to think through and explain the mathematical process. Strategies in isolation are stronger, but student struggle in context with application.</p>	<p>Milestones Math Inventory Common Formative Assessments Surveys</p>
<p align="center"><b>Science</b></p>	<p>Aside from the dedicated time in teachers' schedules to teach science, our STEAM teacher has been working with grade level teachers to enhance what they are working on in the classroom. She provides hands-on learning experiences and a time to review older concepts. She started this "spiral review" practice specifically with 5<sup>th</sup> grade in late February.</p>	<p>Science was our weakest content area according to our CCRPI content mastery and improvement targets. We received the most red flags in this area (Hispanic and ESOL students did not meet their subgroup targets for science, but met their targets for both ELA and math). Content vocabulary and background knowledge continues to be a struggle for students in science. Although there is a dedicated sci/ss time daily, teachers have a difficult time finding enough time to teach science effectively. Finding ways to integrate sci/ss more effectively should be examined.</p>	<p>Interim Data LLT Discussions</p>
<p align="center"><b>Social Studies</b></p>	<p>This continues to be an area where teachers focus many of their arts integration strategies. Students often create visual art pieces, plays, songs, etc. during social studies. The specialist teachers also utilize the social studies standards (especially music and art) to tie what students are doing in class to their specials classes.</p>	<p>Although stronger than science, social studies vocabulary and background knowledge continues to be a struggle for students.</p>	<p>AI Demo Day Walk through forms, AI process boards, and quarterly maps</p>



<p><b>Discipline / School Climate Data</b></p>	<p>After creating and implementing the discipline flow chart and conducting a behavior PL in January 2023, we saw a decrease in discipline incidents for the year. Discipline incidents decreased from 89 incidents during the 22-23 school year to 54 incidents during the 23-24 school year.</p>	<p>While we saw a decrease in overall discipline incidents, Disorderly Conduct (Level 1) incidents remained the largest category of incident type. 45 of the 54 total incidents were disorderly conduct. Many of those incidents were coded as R. Physical Offenses, "rough and boisterous."</p>	<p>CSIS Discipline Dashboard</p>
<p><b>Professional Learning</b> What's been provided? What is the impact?</p>	<p><b>Ellevation Learning Modules (ESOL) 2x (Fall and Winter)-</b> Impact: deepened teacher's knowledge of ESOL students and effective instructional practices; teachers analyzed their students' ACCESS data from the previous school year. <b>Teacher led math workshops in January-</b> Teachers had the opportunity to dig deeper into the new math standards and were provided effective strategies by their peers (two teachers presented- Dan K-2, Kirkland 3-5). <b>CTLs assessment training led by TTIS and ISS-</b> Teachers were trained on creating rigorous, standard aligned, common formative assessments <b>Two-day Literacy Institute-</b> Training provided by district about the science of reading <b>Ongoing differentiated literacy PL led by ISS-</b> academic coach worked with grade level teams on PL based on their current level of understanding (i.e. 5<sup>th</sup> grade received training on how to administer a phonics screener-this is something they were unfamiliar with as upper grade teachers)</p>	<p>PL this year is largely provided by the district and GA Learns Modules. Monitoring implementation and teachers' level of understanding will be an area of focus for the Admin. Team and ISS.</p>	<p>Ellevation Module certificates</p>
<p><b>Other</b></p>			

**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 type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Students have a willingness to learn. There are strengths with right there questioning and basic decoding skills in the primary grades. Overall, listening comprehension is a strength. Accuracy is increasing as students are getting better at monitoring their reading and self-correcting miscues.</p> <p>On ACCESS, 70.3% of our EL students had high (43%) or typical (27.3%) growth on ACCESS.</p>	<p>Students struggle with language and vocabulary, reading stamina, and metacognition strategies. Upper grade students who still have learning gaps with phonics skills have stronger listening comprehension but have difficulty with word recognition which impedes proficient reading comprehension. Students face challenges with retelling, open ended, and evaluative questioning, and thinking beyond the text. Responses tend to be vague and not detailed. Encoding is a weakness compared to decoding.</p> <p>On ACCESS, 41.5% of students scored in the 4.0 band or higher in reading proficiency whereas only 19.5% of students scored in the 4.0 or higher in writing proficiency. This area is significantly weaker than reading.</p>	<p>Milestones RI Common Formative Assessments Surveys ACCESS</p>
<b>Math</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Students are getting stronger with number sense and computation, but learning gaps still impede grade level mastery. Students do well with concrete math concepts such as geometry and basic facts.</p>	<p>Students struggle with comprehension and application of word problems, multistep problems, and assessment questioning, vocabulary, and stamina to think through and explain the mathematical process. Strategies in isolation are stronger, but student struggle in context with application.</p>	<p>Milestones RI Common Formative Assessments Surveys</p>

<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 type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<b>Professional Learning</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers completed differentiated modules in ELlevation based on classroom needs in first semester.		ELlevation module certificates
<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>	Students have limited reading proficiency.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited vocabulary development and acquisition, as well as experiential background knowledge, hinder students from moving to higher levels of comprehension in all areas of reading and writing. Classroom teachers need be more intentional on in planning and through instruction in this area. Teachers need support on how to intentionally frontload vocabulary and build background knowledge prior to learning. Vocabulary development needs to be purposeful and intentional.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need support on how to intentionally frontload and build vocabulary, background knowledge, and language structures prior to learning. Vocabulary development needs to be purposeful and intentional within all areas of ELA.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Intermediate teachers are challenged with students who still need support in primary phonemic awareness and phonics. Teachers need training and resources to support students with gaps in these areas.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Large ELL population where no English is spoken in the home.

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By May 2025, 50% of kindergarten students will reach on or above grade level bands as measured by the ARM score of Amira.</p> <p>By May 2025, first grade students will increase from 48% (24 students) on or above grade level bands as measured by the March 2024 ARM score of Amira to 68 % (34 students)</p> <p>By May 2025, second grade students will increase from 57% (39 students) on or above grade level bands as measured by the March 2024 ARM score on Amira to 70% (49 students)</p> <p>By May 2025, 3rd grade students will increase their level of achievement to proficient or advanced from 16% (10 students) to 33% (20 students) on the ELA Milestones.</p> <p>By May 2025 4th grade students will increase their level of achievement to proficient or advanced from 23 % (14 students) to 39% (24 students) on the ELA Milestones.</p> <p>By May 2025, 5th grade students will increase their level of achievement to proficient or advanced from 18% (10 students) to 29% (16 students) on the ELA Milestones.</p>
------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Statement of Concern #2</b>	Students have limited math proficiency.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited computation skills/fluency and use of strategies across grade levels. More specifically, overall, weakness in multiplication is interfering with applications of 4 <sup>th</sup> and 5 <sup>th</sup> grade math concepts: problem solving, volume, area, equivalent fractions, etc.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle to conceptualize word problems and equations due to gaps between concrete and abstract understanding.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Academic vocabulary and assessment questioning don't always match. Teachers and students need support using and applying vocabulary routinely, intentionally, and vertically.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Large ELL population where no English is spoken in the home.

<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By May 2025 1st grade students will increase their quantile level of achievement to proficient or advanced from 8% (4 students) to 40% (20 students) on the Beacon Assessment.</p> <p>By May 2025 2nd grade students will increase their quantile level of achievement to proficient or advanced from 28% (19 students) to 46% (31students) on the Beacon Assessment.</p> <p>By May 2025, 3rd grade students will increase their level of achievement to proficient or advanced from 16% (10 students) to 33% (20 students) on the Math Milestones.</p> <p>By May 2025, 4th grade students will increase their level of achievement to proficient or advanced from 39% (23 students) to 51% (31 students) on the Math Milestones.</p> <p>By May 2025, 5th grade students will increase their level of achievement to proficient or advanced from 18% (10 students) to 36% (20 students) on the Math Milestones.</p>
---------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	<p>By May 2025, 50% of kindergarten students will reach on or above grade level bands as measured by the ARM score of Amira.</p> <p>By May 2025, first grade students will increase from 48% (24 students) on or above grade level bands as measured by the March 2024 ARM score of Amira to 68 % (34 students)</p> <p>By May 2025, second grade students will increase from 57% (39 students) on or above grade level bands as measured by the March 2024 ARM score on Amira to 70% (49 students)</p> <p>By May 2025, 3rd grade students will increase their level of achievement to proficient or distinguished from 16% (10 students) to 33% (20 students) on the ELA Milestones.</p> <p>By May 2025 4th grade students will increase their level of achievement to proficient or distinguished from 23 % (14 students) to 39% (24 students) on the ELA Milestones.</p> <p>By May 2025, 5th grade students will increase their level of achievement to proficient or distinguished from 18% (10 students) to 29% (16 students) on the ELA Milestones.</p>
<b>Goal #2</b>	<p>By May 2025 1st grade students will increase their quantile level of achievement to proficient or advanced (level of achievement to Near Target or Prepared) from 8% (4 students) to 40% (20 students) on the Beacon Assessment.</p> <p>By May 2025 2nd grade students will increase their quantile level of achievement to proficient or advanced (level of achievement to Near Target or Prepared) from 28% (19 students) to 46% (31students) on the Beacon Assessment.</p> <p>By May 2025, 3rd grade students will increase their level of achievement to proficient or advanced from 16% (10 students) to 33% (20 students) on the Math Milestones.</p> <p>By May 2025, 4th grade students will increase their level of achievement to proficient or advanced from 39% (23 students) to 51% (31 students) on the Math Milestones.</p> <p>By May 2025, 5th grade students will increase their level of achievement to proficient or advanced from 18% (10 students) to 36% (20 students) on the Math 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 the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator (1.5)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will work with parents to support students' academic success in ELA and math. Additionally, the parent facilitator will ensure that the parent resource room has books, games, activities, etc. that parents can check-out and use at home. Parent facilitators also work with admin and school social worker to offer classes to families that enhance their abilities to support their children at home. By having a bilingual parent facilitator, we are also able to always have a line of communication between the teacher, parents, and admin
4 <sup>th</sup> Grade Teacher (0.5) Split funded with a local allotment.	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input 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)
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p style="text-align: center;"><b>GOAL #1</b></p>	<p>By May 2025, 50% of kindergarten students will reach on or above grade level bands as measured by the ARM score of Amira.</p> <p>By May 2025, first grade students will increase from 48% (24 students) on or above grade level bands as measured by the March 2024 ARM score of Amira to 68 % (34 students)</p> <p>By May 2025, second grade students will increase from 57% (39 students) on or above grade level bands as measured by the March 2024 ARM score on Amira to 70% (49 students)</p> <p>By May 2025, 3rd grade students will increase their level of achievement to proficient or advanced from 16% (10 students) to 33% (20 students) on the ELA Milestones.</p> <p>By May 2025 4th grade students will increase their level of achievement to proficient or advanced from 23 % (14 students) to 39% (24 students) on the ELA Milestones.</p> <p>By May 2025, 5th grade students will increase their level of achievement to proficient or advanced from 18% (10 students) to 29% (16 students) on the ELA Milestones.</p>					
<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p>K-5 teachers will utilize the CTLS 120-minute block lesson plan template to plan for all components of the ELA block daily as evidenced by completed lesson plans and lesson plan rubrics.</p>				<p><b>Implementation Performance Target:</b> 100% of K-5 teachers will utilize the CTLS 120-minute block lesson plan template to plan for all components of the ELA block daily as evidenced by completed lesson plans and lesson plan rubrics.</p> <p><b>Implementation Plan:</b> -Teachers will attend district level PL (i.e. Two Day Literacy Institute and Learning Engagement Institute, LEI during pre-planning).  -Components of the Literacy Block such as phonics, vocabulary, comprehension will also be</p>	<p><b>Evaluation Performance Target:</b> 75% of students will score in the “near target or prepared” category on the Beacon Reading Assessment by May 2025.</p> <p><b>Evaluation plan:</b> Students will be assessed using the Beacon assessment 3x a year (Fall, Winter, and Spring).</p> <p><b>Evidence:</b> Beacon Reading Assessment Data</p>	

				<p>reviewed in the GA Learns Modules. Modules will be completed throughout the year based on district deadlines with 100% of staff having completed the modules by May.</p> <p>-Lesson plan components and the lesson plan template is housed in LaBelle’s “Best Team”.</p> <p>-Teachers who teach ELA must include all components of the literacy block within their lesson plan (vocabulary, phonics, comprehension, etc.)</p> <p>-Lesson components will be checked by admin. at least 1 x per semester for flex plan employees and 3 times a semester for full plan employees.</p> <p><b>Artifacts:</b> Completed Lesson Plans Lesson Plan Rubrics completed by Admin/ISS</p>		
<p>K-5 teachers will use the Comprehension planning checklist to plan weekly whole-group instruction during the reading comprehension block as indicated by grade-level lesson plans.</p> <p> Comprehension Planning Checklist.pdf</p> <p> Blank Uninterrupted K-2 Literacy Block Lesson Plan Template.pdf</p>	<p>In-house LETRS trained teachers, ELlevation</p>		<p>August 1, 2024</p> <p><b>Implementation Performance Target:</b> 100% of K-5 teachers will use the Comprehension planning checklist to plan for weekly whole-group instruction during the reading comprehension block as indicated by grade-level lesson plans.</p> <p><b>Implementation Plan:</b> Teachers will receive school level professional learning during CCCs on the Comprehension Planning Checklist. The PL will be led by our ISS and differentiated to meet the needs of the grade level team.</p>	<p><b>Evaluation Performance Target:</b> 75% of K-2 students will score in the “Near Target or Prepared” category for Interpreting Texts on the Beacon Assessment by May 2025.</p> <p>75% of 3-5 students will score in the “Near Target or Prepared” Category for Reading on the Beacon Assessment by May 2025.</p> <p><b>Evaluation plan:</b></p>	<p>Instructional Support Specialist, grade level CCCs</p>	

				<p>During collaboration days, teachers will map out texts to be used. They will collaboratively use the comprehension planner to guide their teaching to support students.</p> <p>Teachers will include the following on the comprehension planner: developing background knowledge, vocabulary, and language support.</p> <p>Admin &amp; ISS will check comprehension planners each formative cycle.</p> <p><b>Artifacts:</b> Completed Comprehension Planners</p>	<p>Beacon data will be tracked and analyzed by class and grade level 3 times per year (fall, winter, spring).</p> <p>Teachers will report data on data collective spreadsheets within grade level CCC Teams Channel.</p> <p><b>Evidence:</b> Interpreting Texts scores on K-2 Beacon Assessment</p> <p>Reading scores on 3-5 Beacon Assessment</p>	
<p>K-5 teachers will utilize the LETRS vocabulary lesson plan and/or ELlevation vocabulary strategies daily during the vocabulary segment of the ELA block as indicated by lesson plans and walkthrough data.</p>	<p>In-house LETRS trained Facilitator, ELlevation</p>			<p><b>Implementation Performance Target:</b> 100% of K-5 teachers will utilize the LETRS vocabulary lesson plan and/or ELlevation vocabulary strategies daily during the vocabulary segment of the ELA block as indicated by lesson plans and walkthrough data.</p> <p><b>Implementation Plan:</b> Teachers will receive school level professional learning during CCCs on the LETRS vocabulary lesson plan. The PL will be led by our ISS and differentiated to meet the needs of the grade level team.</p> <p>During collaboration days, teachers will map out text and vocabulary to be used on a curriculum map.</p>	<p><b>Evaluation Performance Target:</b> 75% of K-2 students will score in the Near Target or Prepared category for Language on the Beacon Assessment by May 2025.</p> <p>75% of 3-5 students will score in the Near Target or Prepared category for Vocabulary Acquisition and Use on the Beacon Assessment by May 2025.</p> <p><b>Evaluation plan:</b> -Students will take the Beacon Assessment three times per year (August, December, March).  -Teachers will report Beacon scores on collective data spreadsheets within grade level CCC Teams Channel.</p>	<p>Instructional Support Specialist, grade level CCCs</p>

			<p>-Teachers will use LETRS and ELlevation as resources for vocabulary learning strategies and indicate the strategy being used on daily lesson plans.</p> <p>For TKES flex plan employees, lesson plans will be checked once each formative cycle (2x per year). For teachers on the TKES Full plan employees, lesson plans will be check 3 times each cycle (6x per year).</p> <p>At minimum, all classrooms will be walked quarterly.</p> <p><b>Artifacts:</b> Lesson plans Walkthrough data</p>	<p><b>Evidence:</b> Language and vocabulary domain scores of the Beacon Assessment</p>	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	--

<p style="text-align: center;"><b>GOAL #2</b></p>	<p>By May 2025, 40% of 1st grade students will score in the near target or prepared category on the Beacon Math Assessment.</p> <p>By May 2025, 46% of 2nd grade students will score in the near target or prepared category on the Beacon Math Assessment.</p> <p>By May 2025, 3rd grade students will increase their level of achievement to proficient or advanced from 16% (10 students) to 33% (20 students) on the Math Milestones.</p> <p>By May 2025, 4th grade students will increase their level of achievement to proficient or advanced from 39% (23 students) to 51% (31 students) on the Math Milestones.</p> <p>By May 2025, 5th grade students will increase their level of achievement to proficient or advanced from 18% (10 students) to 36% (20 students) on the Math Milestones.</p>					
	<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>
<p>K-5<sup>th</sup> grade teachers will implement numerical reasoning strategies as part of daily math instruction as evidenced by lesson plans and classroom observations.</p>				<p><b>Implementation Performance Target:</b> 100% of K-5 teachers will implement numerical reasoning strategies as part of daily math instruction as evidenced by lesson plans and classroom observations.</p> <p><b>Implementation Plan:</b> -Professional Learning Plan: Teachers will receive a “refresher” professional learning on Number Talks and accessing Number Talk resources through CTLs. The PL will be led by our ISS and follow-up support will be differentiated to meet the needs of the grade level team or individual teacher as needed.</p> <p>-Lesson plan expectations:</p>	<p><b>Evaluation Performance Target:</b> 25% of K-5 students will score in the near target or prepared category in Numerical Reasoning on the Beacon Assessment by May 2025.</p> <p><b>Evaluation Plan:</b> Students will take the Beacon Assessment three times per year (August, December, March).</p> <p><b>Evidence:</b> Beacon Assessment Scores for Numerical Reasoning</p>	

				<p>Teachers will document number talks in their lesson plans by listing the strategy and/or slide #/number string they are working on.</p> <p><b>Artifacts:</b> Lesson plans Classroom Observation data</p>		
<p>K-5<sup>th</sup> grade teachers will implement quarterly word problem exemplars as evidenced by student work samples and scored rubrics.</p>				<p><b>Implementation Performance Target:</b> 100% of teachers will implement quarterly word problem exemplars as evidenced by student work samples and scored rubrics.</p> <p><b>Implementation Plan:</b> ISS will review the word problem exemplar format, purpose, and rubric.</p> <p>Grade level CCC's will determine the parameters of the assessment, date, time, conditions, etc. They will then administer the assessment and collaboratively score the word problems. After all problems have been scored, teachers will discuss common errors, themes, etc. And next steps for students.</p> <p>-Teachers will upload the rubrics and word problems to CTLS so that students can familiarize themselves to taking tests online. Data will also be analyzed using CTLS. The expectation is that word problems will be moved to CTLS by the Q2 administration.</p>	<p><b>Evaluation Performance Target:</b> 50% of students will increase 1 point on at least 2 two areas of the math problem-solving rubric.</p> <p><b>Evaluation plan:</b> -Students will complete one problem-solving assessment per quarter in CTLS Assess.  -Teachers will engage in quarterly data analysis using problem solving rubric created in CTLS.</p> <p><b>Evidence:</b> Quarterly problem-solving rubric scores</p>	

				<b>Artifacts:</b> Student exemplar work samples CCC notes with data discussion minutes		
--	--	--	--	-------------------------------------------------------------------------------------------------	--	--



**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Vocabulary support in ELA and Math through ELlevation and LETRS strategies.	ELlevation LETRS	
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p><b>-Intervention Block:</b> IRR teachers are pulling small groups of students during intervention block to work on specialized instruction and below grade level skills. Most of the skills groups focus on phonics and word work. The groups often combine more than one grade level at a time. This is not part of students required minutes and allows students to receive an additional block of specialized instruction.</p> <p><b>-120-minute block:</b> This year, IRR teachers are serving special ed. students in all grades for almost their entire 120-minute literacy block. This allows the teacher to work with students uninterrupted and have more flexibility when students receive their specialized instruction.</p>		
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			



**Family Engagement Plan to Support School Improvement (*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> <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>	August 22, 2024 at 6:00 PM (Prior to open house)		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline 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>	Oct. 14-18, 2024 (Parents complete during conference Week)		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 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>	March 26, 2025 (During Morning with the Ars and AI Demo Day)		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>                      Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/20/24   PL#2 12/6/24   PL#3 2/14/25   PL#4 4/25/25</p>	August 19, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	October 29, 2024		
	January 14, 2025		
	March 11, 2025		
<p><b>5. Required</b> <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <b><u>Briefly describe the transition activities here:</u></b></p>	-Kindergarten Camp -Middle School Visits	-Kinder. Camp July 15-18, 2024 -Middle School Visit Date- TBD by Middle School (usually spring)	<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>                      -Open house PPTs                      -School Event Flyers                      -Parent Compacts                      -surveys                      -Family Engagement Night agendas, programs, passports, etc.                      -Signs on family engagement night</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

	-Sign in table info., directions, times	
--	-----------------------------------------	--

School Developed Family Engagement Activities (Required for “Shalls” 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 I Annual Meeting and Parent Open House	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Compacts Printed Presentations and Flyers for parents	Title I	August 22, 2024	Sign in sheets Grade level presentations Parent Compacts School Policy	Sara Ostrander & Melissa Barnhart
STEAM Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Science and Math Standards STEM and AI materials (determined by grade level teams)	Title I	January 9, 2025	Sign in sheets Grade level presentations STEAM Night “Passport” Take home math games and activities	Marcia Moore & Admin.
Literacy Night and Black History Month Performance	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	“Costume” materials, batteries for microphones, music soundtracks, paper, dice, books, etc.	Title I	February 6, 2025	Sign in sheets Grade level presentations Black History Month Performance Programs Take home literacy games and activities	Elsa Cheng & 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")

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

**SCHOOL RESPONSE:**

LaBelle Elementary 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. LaBelle will utilize 20 Day Funds for tutoring support of our students struggling to meet state standards. The local county will provide support for the school’s implementation of Arts Integration to continue our support of authentic instruction and student engagement. Community Partners (Cobb EMC, St. Ann’s Church, North Metro Martial Arts, etc.) will provide volunteers and support for our family engagement events, Career Day for students, and other student events. 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:** Grade levels meet in weekly CCC (PLC) meetings to discuss various forms of data to help drive planning, instruction, groupings, and differentiation. The type of data discussed is dependent upon that is current. It includes but is not limited to: GKIDS, Milestones, Beacon Assessments, Next Gen Reading assessments, writing samples, and ongoing formative assessments.

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, coaches, and grade level CCCs regularly analyze our SIP goals while comparing them to ongoing formative assessments to determine if we are on the right track during the year. At the end of the year we look at parent surveys and school-wide growth and compare that growth to our goals to determine if our programs have been effective.

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

**SCHOOL RESPONSE:** The schoolwide plan is a living document and will be reviewed and adjusted as necessary during the school year. Usage reports will be monitored to ensure purchased programs are being used with fidelity.

**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:** LaBelle Elementary believes that the first course of action for discipline issues is prevention. Our focus is on providing engaging instruction so that students will be too busy to misbehave and so engaged in their learning that they will have limited opportunities to misbehave. Weekly classroom meetings equip students with the skills needed to have more positive social relationships. Students are encouraged to report bullying to a trusted staff member and to be active bystanders. Finally, if an office referral is made, the administration team is dedicated to determining the cause, helping the student get refocused, and returning the student to the classroom.

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:** At LaBelle, we ensure that each week time is set aside for classroom teachers and support teachers to collaboratively plan. This allows them to ensure that they can plan for differentiated instruction, intervention block, as well as plan out weekly lesson plans. By doing so, they can have ongoing discussions about data, student needs, and how to individualize instruction. The Academic Coach/ instructional interventionists work with the teachers to ensure that they have the necessary resources, materials, and professional learning that may be needed during this process.

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:** We invite and encourage local preschools and daycares from the community to spend time in the kindergarten classroom setting so that the children may become familiar with the setting, as well as most routines and procedures. We also offer a Summer Camp for new kindergarten students.

Our fifth-grade students spend a half day at their feeder middle school, becoming familiar with the setting as well as routines and procedures. The local middle school also holds a meeting at LaBelle to provide information to parents and fifth grade students about the middle school. With the support of professional school counselors, lessons are presented to the fifth-grade class on various procedures that the middle school uses.

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*