



School Improvement Action Plan



School Year:	2024 - 2025
School Name:	Mableton Elementary
Principal Name:	Dr. Pamela Cain
Date Submitted:	June 12, 2024
Revision Date:	August 2, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Mableton Elementary
<i>Team Lead</i>	Dr. Pamela Cain
<i>Position</i>	Principal
<i>Email</i>	Pamela.Cain@cobbk12.org
<i>Phone</i>	770-819-2513
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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

School Response: Mableton staff members participated in identifying academic strengths and challenges based on multiple data sources to determine a comprehensive needs assessment. Through a collaborative discussion on the overarching academic challenges, root causes, and contributing factors, goals for the academic 2024-2025 year were determined. The Guiding Coalition met to finalize goals and determine key actions.

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):	
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Position/Role	Printed Name	Signature
Academic Coach	Ashley Brooks	
Target Teacher	Kristin Bosley	
TSA Teacher	Nichole McDowell	
RTI Coordinator	Joanna Conner	
EIP Teacher	Mustapha Cabbell	
Academic Coach	Michele Harris	
Academic Coach	Kelsea Townsend	
3 rd Grade Teacher	Stephanie Schwan	
4 th Grade Teacher	Olivia Giauque	
5 th Grade Teacher	Chloe Watts	
2 nd Grade Teacher	Amanda Ellenburg	
SPED Teacher	Joe Showers	
Secretary	Savannah Alvizua	
Kindergarten Paraprofessional/incoming secretary	Mary Cortez	
Kindergarten paraprofessional	Fatima Torres	
Kindergarten Teacher	Rosalyn Vinson	
Assistant Principal	Meghan Hinton	
Assistant Principal	Lori Arends	
Principal	Pamela Cain	

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 percentage of students in grades 3-5 achieving their projected Lexile growth goal as measured by the Reading Inventory will increase from 49% (213 students) in the Winter of 2023 to 60% in the Spring of 2024.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	According to the Spring 2023 Reading Inventory projected Lexile growth goal report, 63% (289) of Mableton 3 rd -5 th grade students met their expected Lexile growth goal.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> • Students/teachers set goals for each administration of the RI & celebrated growth. • 3-5 teachers implemented lessons from <i>Heggerty</i> and/or <i>UFLI Foundations</i> in small group instruction for students who were identified as having phonological awareness and decoding weaknesses.

Previous Year's Goal #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 44% (401 students) in the Spring of 2023 to 60% by the Spring of 2024.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Spring 2024 Math Inventory Summary Data shows that 44 % of students (403 students) in grades Kdg-5 th scored proficient or advanced. While this score is not showing growth from the previous Spring (2023), it does show growth from the Fall 2023 scores which showed 9% scoring in the proficient or advanced range in Kdg-5 th grade.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Teach math vocabulary explicitly • Use math manipulatives correctly and daily • Integrate math with reading and writing • Implement Building Fact Fluency Kits for daily building fluency and independent math stations
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #3	The percentage of students in grades 3-5 scoring in the remediate learning performance band (Level 1) on the Milestones EOG Writing assessment will decrease from 68% (306 students) in the Spring of 2023 to 54% in the Spring of 2024.		
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
What data supports the outcome of the goal?	4 th Grade Writing Scores/Milestones		
		ELA	
	Writing		
	Level 1	51%	72% (below target)
	Level 2	31%	18%(approaching)
Level 3	14%	10%(met target)	
Level 4	3%	N/A	
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Use baseline data to determine focus areas • Collaboratively plan and implement Benchmark Writing Workshop lessons • Plan strategy lessons for Writing to Text • Collaboratively design formative assessments and provide calibrated feedback 		
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?			

Previous Year's Goal #4	At least 65% of students in grades 1-5 will score in the developing performance band or higher on each science interim assessment administered from August 2023 to May 2024.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	49% of students in grades 1-5 scored in the developing performance band or higher on each science interim assessment administered from August 2023 to May 2024.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Teach explicit Science Vocabulary • Integrate Science into Reading and Writing • Provide resources and opportunities for students to participate in meaningful STEAM Experiences and investigations.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	<p>Based on the AMIRA ARM scores report, 23% of students in grades K-2 are proficient or advanced in reading on grade level.</p> <p>Primary: Identifying upper case letters; Short vowel words with digraphs</p> <p>Intermediate: Narrative Writing; Vocabulary Acquisition and use</p>	<p>Primary: producing consonant sounds; CVC Words</p> <p>Intermediate: Extended Writing task – Language usage and conventions; Reading and Literacy Text; Craft and structure/integration of knowledge and ideas</p>	<p>Amira Foundational Skills Assessment Reading Inventory (RI) Milestones</p>
Math	<p>Operations Geometry</p>	<p>Fact Fluency Appropriate use of manipulatives</p>	<p>Math Inventory (RI) Math Common Formative Assessments (CFA)</p>
Science	<p>Physical Science</p>	<p>Life Science</p>	<p>Science Interims Milestones</p>
Social Studies	<p>Historical Understanding</p>	<p>Geographical Concepts</p>	<p>Social Studies Interims</p>
Discipline / School Climate Data	<p>School-wide behavior expectations</p> <p>School-wide behavior incentives</p>	<p>Small number of students with high number of referrals (repeat offenders)</p>	<p>GradScope</p>
Professional Learning What's been provided? What is the impact?	<p>Elevation training by ESOL Team</p>		




Other			
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Amira Data
Spring 2024

Kindergarten

Status	# of Students	% of Total	Up	Down
Green	17	11%	9	0
Yellow	17	11%	16	4
Red	121	78%	0	8
-	152	100%	25	12

First Grade

status	# of Students	% of Total	Up	  
Green	30	17%	12	0
Yellow	54	31%	25	6
Red	91	52%	0	33
-	140	100%	37	39

Second Grade

status	# of Students	% of Total	Up	Down
Green	54	27%	12	0
Yellow	87	44%	14	18
Red	57	29%	0	13
-	154	100%	26	31

Kindergarten

Foundational Skills Mid-Year Check

Number of Students	Identifies 26 Upper Case Letters	Identifies 26 Lower Case Letters	Produces 21 Consonant Sounds	Produces 5 Short Vowel Sounds
Birch	11	10	11	14
Bourne	16	9	8	15
Dix	14	11	15	19
Dubose	12	5	8	6
Holland	16	11	8	9
Nicolette	13	12	10	9
Vinson	13	11	13	12
Total	95	69	73	84
Percentage of Grade Level	95/131= 72%	69/131= 52%	73/131= 55%	84/131= 64%

Kindergarten

Foundational Skills Final May Check

Number of Students	Identifies 26 Upper Case Letters	Identifies 26 Lower Case Letters	Produces 23 Consonant Sounds	Produces 5 Short Vowel Sounds
Birch	16	18	18	16
Bourne	17	18	12	13
Dix	21	18	18	19
Dubose	16	14	15	12
Holland	19	17	14	19
Nicolette	17	17	13	14
Vinson	20	17	18	19
Total	126	119	108	112
Percentage of Grade Level	126/156= 80%	119/156= 76%	108/156= 69%	112/156= 71%

First Grade

Foundational Skills Mid-Year Check with 80-100% Proficiency

Number of Students	CVC words	CCVC words	Short Vowel Words with Digraphs	CVCe (Intro Q3)
Barrera/Lyman	30	25	29	4
Dodd	18	13	16	10
Hitechew/Walker	15	12	13	7
Lyon	17	12	13	6
Orr	14	8	12	4
Vice	18	14	15	6
Total	112	84	98	37
Percentage of Grade Level	112/138= 81%	84/138= 61%	98/138= 71%	37/138= 27%

First Grade

Foundational Skills Final May Check with 80%-100% Proficiency

Number of Students	CVC words	CCVC words	Short Vowel Words with Digraphs	CVCe (Intro Q3)
Barrera/Lyman	25	26	28	21
Dodd	20	18	19	15
Hitechew/Walker	19	14	17	16
Lyon	19	18	18	17
Orr	16	14	14	13
Vice	19	17	17	16
Total	118	107	113	98
Percentage of Grade Level	118/141= 84%	107/141= 76%	113/141= 80%	98/141= 70%

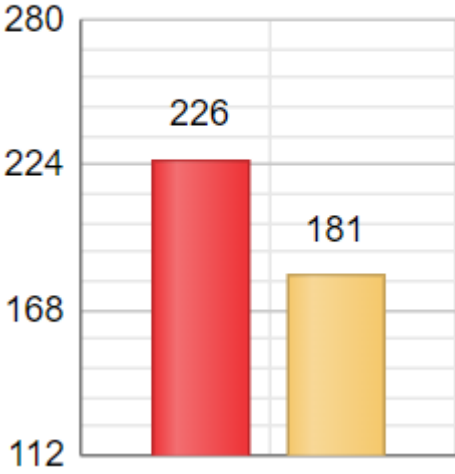
Still Mastering Alphabet- 12/141 (8.5%)

1st -5th Science Interim Scores: Developing or Higher

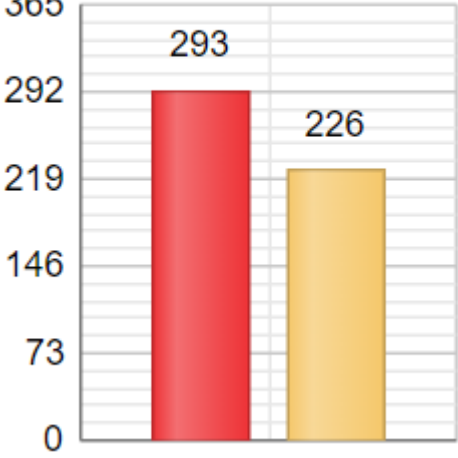
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Average
1st	27%	44%	21%	11%	44%	45%			32%
2nd	48%	67%	55%	37%	51%	66%			54%
3rd	46%	42%	51%	75%	63%	58%	66%		57%
4th	46%	57%	55%	56%	37%	40%	39%	73%	50%
5th	49%	50%	60%	52%	46%	63%			53%
Average: 49.2%									

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Letter recognition, ask and answer questions (5W's)	Phonological awareness, fluency, comprehension skills	K-2 AMIRA Early Literacy Framework Assessments Reading Interims
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Measurement, geometry, matching numbers and quantity, comparing numbers	Number operations and academic vocabulary	Math Interims/Beacon CTLS Assessments
Science	<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	Life science is a strength	Earth science is a concern	Science Interims Post Assessments
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Locating facts to answer literal questions; Verbal expressions of ideas; Compare similarities & differences	Lack of map and globe skills; Making connections; Academic vocabulary; Prior knowledge; Reading comprehension	Social Studies Interims/Beacon
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Cobb System of Support (CSOS)	Self-regulation	CSOS Meeting Minutes RTI
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Understanding Best Practices ELEVATION Creating and analyzing CTLS Assess/assessments. i-Ready	Applying Hattie's Strategies for Best Practice Instruction with consistency. Implement ELEVATION strategies/lessons Creating and analyzing CTLS Assessments with consistency.	CTLS Assess Walkthroughs
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

<p>Statement of Concern #1</p>	<p>On average, 407 of our K-5th grade students are reading below grade level. (RI, GradScope)</p> <p>RI - Distribution by indicator</p>  <table border="1"> <caption>RI - Distribution by indicator</caption> <thead> <tr> <th>Indicator</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Indicator 1 (Red)</td> <td>226</td> </tr> <tr> <td>Indicator 2 (Yellow)</td> <td>181</td> </tr> </tbody> </table>	Indicator	Count	Indicator 1 (Red)	226	Indicator 2 (Yellow)	181
Indicator	Count						
Indicator 1 (Red)	226						
Indicator 2 (Yellow)	181						
<p>Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>In grades 1-2, students lack phonological awareness (manipulation of letters and sounds) and vocabulary.</p> <p>Teachers in grades 1- 2 need training in teaching phonics and phonological awareness. The Science of Reading focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. They need training in using decodable books during small group instruction. They need training in teaching explicit vocabulary.</p>						
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>In grades 2 - 3, students lack phonological awareness (vowel teams and diphthongs), decoding (spelling-sound correspondence), vocabulary, and sight word recognition.</p> <p>Teachers in grades 2 – 3 need training in the Science of Reading. The Science of Reading focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. They need training in using decodable books during small group instruction. They need training in teaching explicit vocabulary.</p>						

<p>Root Cause #3 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>In grades 4-5, students lack vocabulary in content (prefixes, suffixes, context clues), academic vocabulary, verbal reasoning, and language structure (syntax, semantics).</p> <p>Teachers in grades 4 - 5 need training in the Science of Reading. The Science of Reading focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. They need training in teaching explicit vocabulary. They need training in Elevation to implement vocabulary acquisition instruction.</p>
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Students' lack of background knowledge</p> <p>Language barriers</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of K-2nd grade students scoring on or above grade level will increase from 23% to 33% as measured by the spring 2025 Amira.</p> <p>The percentage of 3rd, 4th, and 5th grade students meeting ELA Content Mastery will increase from 48% (2024 Target Score) to 50% as measured by the 2024-2025 EOG assessment.</p>

<p>Statement of Concern #2</p>	<p>On average, 519 Kindergarten – 5th grade are performing below grade level in math. (MI, Gradscope)</p> <p>MI - Distribution by indicator</p>  <table border="1"> <thead> <tr> <th>Indicator</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Indicator 1 (Red)</td> <td>293</td> </tr> <tr> <td>Indicator 2 (Yellow)</td> <td>226</td> </tr> </tbody> </table>	Indicator	Count	Indicator 1 (Red)	293	Indicator 2 (Yellow)	226
Indicator	Count						
Indicator 1 (Red)	293						
Indicator 2 (Yellow)	226						
<p>Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Consistent and systematic implementation of math strategies to improve number sense and problem solving is needed.</p>						
<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Teachers need professional development on how to support students in math problem solving strategies and math vocabulary acquisition. The high percentage of students reading below level negatively impacts their ability to solve math word problems.</p>						

<p>Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Consistent and systematic implementation of assessing, reviewing, and reteaching prerequisite math skills.</p>
<p>Contributing Factors (Outside of control)</p>	<p>High percentage of ELL and Non-English Speakers Lack of background knowledge</p>
<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of K-2nd grade students scoring a proficient or advanced math quantile will increase from 27% to 50% as measured by the spring 2025 Beacon assessment.</p>
	<p>The percentage of 3rd, 4th, and 5th grade students meeting Math Content Mastery will increase from 48% (2024 Target Score) to 50% as measured by the 2024-2025 EOG assessment.</p>

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1 Literacy	<ul style="list-style-type: none"> • The percentage of K-2nd grade students demonstrating at or above grade level reading ability, will increase by at least 6% from 23% (99 students) to 29% (125 students) from August 2024 to May 2025, as measured by Lexile Scores on the Amira Assessment. • The percentage of 3rd- 5th grade students scoring Proficient (Level 3) or higher will increase 7% from 21% (98 students) to 28% (129 students) as measured by the Georgia Milestone EOG Assessment administered in May 2025.
Goal #2 Math	<ul style="list-style-type: none"> • 50% percentage of kindergarten students will demonstrate proficient or advanced ability on the CTLS End of Unit Math Assessment. • The percentage of 1st-2nd grade students demonstrating proficient or advanced ability, will increase by at least 6% from 48% (141 students) to 54% (156 students) as measured by the Beacon Assessment administered in Spring 2025. • The percentage of students in 3rd- 5th grade scoring Proficient (Level 3) or higher on the Georgia Milestones End of Grade Assessment will increase by at least 7% from 22% (101 students) to 29% (131 students) as measured by the Georgia Milestone Assessment administered in May 2025.

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?
Academic Coach for Kindergarten & 1 st Grade	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach provides professional development and instructional support to K-1 teachers to support the implementation of the Georgia Standards of Excellence as well as research-based instructional methods. The academic coach presents and models a variety of curriculum-based trainings/lessons and routinely conducts observations to ensure that the level of rigor of standards-based instruction is maintained. The academic coach meets with teachers on an individual basis providing strategies and coaching as needed. Additionally, the coach provides job-embedded professional development through the coaching cycle which includes modeling and feedback. Finally, the academic coach collaborates with teams of teachers regarding planning, assessment, and data analysis.
Academic Coach for 2 nd & 3 rd Grade	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach provides professional development and instructional support to 2-3 teachers to support the implementation of the Georgia Standards of Excellence as well as research-based instructional methods. The academic coach presents and models a variety of curriculum-based trainings/lessons and routinely conducts observations to ensure that the level of rigor of standards-based instruction is maintained. The academic coach meets with teachers on an individual basis providing strategies and coaching as needed. Additionally, the coach provides job-embedded professional development through the coaching cycle which includes modeling and feedback. Finally, the academic coach collaborates with teams of teachers regarding planning, assessment, and data analysis.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator provides support to our teachers and parents to ensure there is effective communication between home and school. Since she communicates in English and in Spanish, she is a great resource to our English Learners and their families. Additionally, she performs all Title I duties as assigned.

<p>Academic Coach for 4th & 5th Grades</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement 	<p>The academic coach provides professional development and instructional support to 4-5 teachers to support the implementation of the Georgia Standards of Excellence as well as research-based instructional methods. The academic coach presents and models a variety of curriculum-based trainings/lessons and routinely conducts observations to ensure that the level of rigor of standards-based instruction is maintained. The academic coach meets with teachers on an individual basis providing strategies and coaching as needed. Additionally, the coach provides job-embedded professional development through the coaching cycle which includes modeling and feedback. Finally, the academic coach collaborates with teams of teachers regarding planning, assessment, and data analysis.</p>
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GOAL #1						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
Teachers in grades K-5 will collaboratively plan strategy lessons for Writing to Text, aligned to the instructional framework and ELA Priority Standards.	Benchmark Writing CTLS	District Funds Title I Funds	Aug. 2024	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> 100% of Collaborative Planning Teams will implement Writing lessons aligned to the strategy focus & standards by the end of each quarter. <p>Implementation Plan:</p> <ul style="list-style-type: none"> Use baseline data to determine focus areas. Collaboratively plan strategy lessons for Writing to Text Review the developed Lesson plan to include checks for understanding, that are aligned to learning targets/intentions. Monitor for consistent implementation with an Observation/Walkthrough document related to the focus strategies Collaboratively design formative writing assessments aligned to the standards taught. Use a collaborative process to provide calibrated feedback. Implement the assessments & conduct a data analysis <p>Artifacts:</p> <ul style="list-style-type: none"> Assessment Plan & Calendar Common Assessments 	<p>Evaluation Performance Target:</p> <ul style="list-style-type: none"> 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments, administered throughout each Qtr. <p>Evaluation Plan: Administrators and leadership team analyze data from learning walks, and Summative Assessments</p> <p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> Feedback Form Data Student Assessments data 	Admins Leadership Team Academic Coaches

				<ul style="list-style-type: none"> Data Dig Templates Feedback Forms 		
Teachers in K-5 will implement high impact instructional strategies during reading small group instruction.	<p>i-Ready software</p> <p>i-Ready lesson plans</p> <p>Early Literacy Framework Resources (K-2 ELF)</p> <p>CTLS Literacy Resources (K-2)</p> <p>Ellevation Software</p>	<p>Title I</p> <p>District Funds</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> By October 2024, 100% of all teachers will be using i-Ready lessons during the school-wide, intervention block and use the data to plan for daily targeted reading instruction.</p> <p><u>Implementation Plan:</u> July 2024 - Teachers will receive District-Provided PD on the components of the literacy block (Literacy Institute continued) and the i-Ready software.</p> <p>August 2024:</p> <ul style="list-style-type: none"> Teachers administer i-Ready Diagnostic and use the data to plan targeted reading groups. Teachers meet to plan explicit phonics instruction strategies targeted to students' needs based on the data <p>September 2024 – May 2025: Teachers will fully implement during targeted reading instruction and during the 120 Minute Literacy Block</p> <p><u>Artifacts:</u> Grade Level Lesson Plans</p>	<p><u>Evaluation Performance Target:</u></p> <ul style="list-style-type: none"> By December 2024, "Average Lessons Passed" in i-Ready will be at least 50% for all K-5 classes. By March 2025, 65% of all K-5 students will score Progressing or Proficient in i-Ready progress monitoring for "Standards Mastery". <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> i-Ready Reading Diagnostic will be administered to students 3x during the 2024-25 SY (Fall, Winter, Spring) Administrators and leadership team analyze data from learning walks and Summative Unit Assessments. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> Common formative assessment data. Interims Assessment data i-Ready Reading Diagnostic results reports 	<p>Admin Team</p> <p>K-5 Teachers</p> <p>Academic Coach</p> <p>Literacy Instructional Support Personnel</p>

				<ul style="list-style-type: none">• Walk-through form for Targeted Strategy		
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GOAL #2						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
K-5th grade teachers will implement Math number sense routines daily, to build reasoning and problem-solving, and use strategies for representation and application, with independent math stations and small groups.	Building Fact Fluency Kits Math Stations	Title 1 District funds	August 2024	<p>Implementation Performance Target: Teachers will implement BFF (Building Fact Fluency) kits for daily fluency instruction (number talks) and independent math stations by the end of September.</p> <p>Implementation Plan: During quarter 1, teachers will receive PL to review use of BFF kits for number talks instruction, independent math instructional time and small group.</p> <p>Coaches, admin, and teachers will begin conducting walk-thru's beginning October 2024.</p> <p>During Bi-weekly CCC's, math core teams will model fluency games to be introduced in small group and implemented during independent math instructional time.</p> <p>Artifacts: Walk through form Lesson plans</p>	<p>Evaluation Performance Target: By Oct, 80% of K-5 teachers will be using BFF kits for number talks with fidelity as indicated by walk thru data and lesson plans.</p> <p>By Oct 2024, 80% of K-5 teachers will implement BFF games in independent stations as indicated by walk thru data and lesson plans.</p> <p>Evaluation Plan: Administrators, coaches, and teacher leaders will analyze data from walk thru's and lesson plans.</p> <p>Evidence: (Summary Statements from below)</p> <ul style="list-style-type: none"> Feedback Form Data 	Coaches, Admin, Teachers

<p>K-5th grade teachers will implement the use of manipulatives during mini-lessons when applicable.</p>	<p>Manipulatives, CTLS</p>	<p>Title 1</p>	<p>August 2024</p>	<p><u>Implementation Performance Target:</u> 85% of K-5th grade teachers will implement the use of manipulatives during math instruction beginning in September after the first Math CCC.</p> <p><u>Implementation Plan:</u> Beginning in August, during bi-weekly math CCC meetings, math leaders will model the use of manipulatives appropriate to the standards being covered; Teachers will organize and display their manipulatives in a manor to allow students full time access to manipulatives.</p> <p>Teachers will begin implementing manipulatives into their minilessons when appropriate.</p> <p><u>Artifacts:</u> Math CCC Agenda Lesson Plans Walk thru forms</p>	<p><u>Evaluation Performance Target:</u> 80% of students will score 70% or higher on standards mastery aligned to Common Summative Assessments, administered each Qtr.</p> <p><u>Evaluation Plan:</u> Administrators and leadership team analyze data from walks-thru's, and assessment data.</p> <p><u>Evidence:</u> (Summary Statements from below)</p> <ul style="list-style-type: none"> • Feedback Form Data • Student Assessment data 	<p>Coaches, Admin, Teachers</p>
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Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Continue to monitor and analyze the progress of each student group using ELA (iReady), math interventions and CFAs, and formative and summative assessments (Interims).	Certified staff	Local school
<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	Teachers will utilize Elevation and Go To Strategies to support student in ELA and Math with vocabulary and academic language.	Certified staff	Local school & Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers will work in CCCs to plan intervention strategies to be used during the bi-weekly intervention block.	Certified Staff	Local School & Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL teacher will provide English acquisition strategies for newcomers.	ESOL teachers	Local school
<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>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 5, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 18, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	March 6, 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>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</u></p>	September 12, 2024		
	November 4, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	January 3, 2025		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	April 14, 2025		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p> <p>Rising 6th grade students and parents will meet with the feeder middle school parents for presentation and Q and A at 6:00 pm on May 1st.</p> <p>Rising Kindergarten parents will have the opportunity to meet all kindergarten teachers, tour the building, and watch a presentation about Kindergarten at Mableton at 6:00 pm on May 1st.</p> <p>Rising Kindergarten students will have the opportunity to meet kindergarten teachers and paras during a 4-day camp in July. Students will tour the building and participate in learning activities in the kindergarten classrooms.</p>	Kindergarten Summer Camp July 8 – 11, 2024 Kindergarten Orientation, May 1, 2025 Fifth Grade Transition Meeting May 1, 2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> Title I Compact, Title I Policy, Parent Feedback Surveys, Title I Meeting Agendas, Academic Engagement Night PowerPoints, Student Handbook, RTI Documents</p>	<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</p>
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School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Curriculum Nights: Reading, Math, Science/STEAM are quarterly events in which each grade level presents families with schoolwide, grade-level, and individual student Reading Beacon, Math Beacon, and Science data results. Parents are also presented with differentiated strategies for reading, math, and science, as well as take home resources. The upcoming quarterly standards are previewed.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Card Stock Copy Paper Manilla Folders Light Snacks Strategy Cards Ink Cartridge	Title I Local School	9/12/24 12/5/24 3/6/25	Family Sign-In Sheets Parent Surveys Curriculum Night photos	Academic Coaches
Vocabulary Parade followed by a Literacy Workshop for parents	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Books Costume materials (poster board, paper, ink)	Title I Local School			Academic Coaches
Conference Week	<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			10/16/24 – 10/18/24	Family Sign-In Sheets Parent Surveys	Teachers
Family STEAM Night			Science/STEAM materials	Title I Local School	11/7/24		
Family MATH Night			Manipulatives Books Paper Cardstock	Title I Local School	3/6/25		

Fine Arts Night			Signage Paper, ink	Title I Local School	2/6/25		
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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)
<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. 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)</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. 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)</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. **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:

Mableton Elementary school will integrate state and local funds and community support in several ways. Title III will provide language proficiency support. Mableton will utilize Twenty- day funds for tutoring support of our students struggling to meet state standards. Mableton’s STEM donation fund will provide science and STEAM and Arts Integration materials and resources. 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 Guiding Coalition leadership team meets monthly to monitor, analyze, and address the SIP goals.

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 Guiding Coalition leadership team meets monthly to monitor, analyze, and address the SIP goals and student achievement progress

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 Guiding Coalition leadership team meets monthly to monitor, analyze, and address the SIP goals and student achievement progress.

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:

Mableton elementary follows the district's MTSS guidelines. Teacher teams meet every 6 weeks to discuss and plan interventions and collect data on Tier 2 students. The RTI coordinator manages the Tier 3 process as well as collaborates with the school psychologist for Tier 4 meetings. The SSA monitors SWD requirements, laws, policies, and procedures.

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:

Professional development is embedded in the CCC (PLC) process.

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

SCHOOL RESPONSE:

Rising 6th grade students and parents will meet with the feeder middle school parents for presentation and Q and A at 6:00 pm on May 1st.

Rising Kindergarten parents will have the opportunity to meet all kindergarten teachers, tour the building, and watch a presentation about Kindergarten at Mableton at 6:00 pm on May 1st.

Rising Kindergarten students will have the opportunity to meet kindergarten teachers and paras during a 4-day camp in July. Students will tour the building and participate in learning activities in the kindergarten classrooms.

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

SCHOOL RESPONSE:

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

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