School Improvement Action Plan

School Year:	2024 - 2025
School Name:	Pearson
Principal Name:	Dean Yoder
Date Submitted:	June 17, 2024
Revision Dates:	

District Name	Cobb County School District
School Name	
Team Lead	
Position	
Email	
Phone	

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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

School Response: The SIP was reviewed by all shareholders (families, teachers, staff and community members) with the expectation/understanding that all shareholders reviewing this document will have the power to make suggestions, additions, and edits in which they felt best represented the needs of our community.

IDENTIFICATION of STAKEHOLDERS

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

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. School Counselors

6. Parent Facilitators

7. Parent(s)

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):	

Position/Role	Printed Name	Signature

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	By the end of the 2023-2024 school year, the number of students performing in the Level I band in ELA will decrease from <u>46%</u> to _36%_ as measured by the ELA EOG Assessment. • 6th grade will decrease from _51%_ to _41%_ • 7th grade will decrease from <u>46%</u> to _36%_ • 8th grade will decrease from _42%_ to _32%
**Was the goal met?**   ☐ YES   ☒ NO
What data supports the outcome of the goal?	Milestones data shows that we did not meet our expectations in 6th,7th or 8th grade 6th grade 2024 Level I = 122, 2023 same 5th graders Level I = 107 7th grade 2024 Level I = 146, 2023 same 6th graders Level 1 = 123 8th grade 2024 Level i = 87, 2023 same 7th graders Level I = 88
**Reflecting on Outcomes**
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	As a team, we need to improve our performance in our grade-level CCCs, we need to focus on honest communication and utilize data effectively to tailor instruction for students at various levels - on-level, below level, and above level. It is important to develop specific intervention/acceleration strategies during our Pilot Block and within small group settings in the classroom. Furthermore, we should be deliberate in our approach to student data analysis. As a team, we must work together to understand the new ELA standards thoroughly and reach a consensus on what each standard entails. Additionally, we need to identify the priority standards by reviewing the state's Milestones ELA blueprint for 6th, 7th, and 8th grades. It is imperative that we work collaboratively to achieve these goals, as this has not always been the case.

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

Previous Year's Goal #2	By the end of the 2023-2024 school year, the number of students performing in the Level I band in Math will decrease from __47%_ to _37%__ as measured by the Math EOG Assessment. • 6th grade will decrease from __40%__ to _30%___ • 7th grade will decrease from _49%__ to _34%__ • 8th grade will decrease from _42%___ to _30%__

Was the goal met?	☒ YES	☒ NO

What data supports the outcome of the goal?	For the 2024 math Milestones, data was not available, nor will it count toward our CCRPI score for this current year. However, reviewing our Math Inventory Scores from the beginning of the year to the end of the year, we made our goal.

Grade Level	MI Below Grade Level (Fall23)	MI Below Grade Level (Spring 24)	Difference (+/-)
6th	69%	41%	-28%
7th	73%	42%	-31%
8th	70%	42%	-28%

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?	Pilot Block, going into our 3rd year using 360 math and creating better grade level teams by strategically grouping teachers in each grade level to develop stronger teams that work well together and continuously look for ways to engage our students at a high level that meets their needs.

Previous Year's Goal #3	The average scores on the writing and language CCSD Interim Assessments will increase from 2023 to 2024 as follows: **6th Grade:** Q1 – **Writing** 53% to 63%: **Language** NA Q2 – **Writing** 24% to 34%: L**anguage**: 22% to 32% Q3 – **Writing** 53% to 63%: **Language** NA **7th Grade:** Q1 – **Writing** 38% to 48%: **Language** 35% to 45% Q2 – **Writing** 34% to 44%: **Language** 46% to 56% Q3 – **Writing** 56% to 66%: **Language** 44% to 54% **8th Grade:** Q1 – **Writing** 25% to 35%: **Language** 55% to 65% Q2 – **Writing** 45% to 55%: **Language** 52% to 62% Q3 – **Writing** 22% to 32%: **Language** 53% to 63%

Was the goal met? ☐ **YES** ☐ **NO**	
What data supports the outcome of the 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?	

Previous Year's Goal #4	
Was the goal met? ☐ YES ☐ NO	
What data supports the outcome of the 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?	

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	RL2-3 RI2-3 Narrative Writing (W3) Argumentative Writing – Identifying claims and evidence Analyzing writing samples during data summits Teachers utilizing the workshop model and pulling small groups	Vocabulary acquisition Diverse sentence structure, editing, revising Elaborating on topic, idea, and evidence Comprehending informational text Using data to drive instruction consistently Student motivation	Milestones Formative and Summative assessments RI data Interims WriteScore data Progress Learning data
Math	Solving simple operations Solving single-step problems Solving ratio and unit rate problems	Struggle with fluency of basic facts, connecting mathematical vocabulary and problem-solving skills. Operations with fractions	Milestones Formative and summative assessments MI data Interims

Science	Comprehension/verbal explanation of science concepts	Analyzing informational text. Using scientific text to analyze data. Using scientific vocabulary in context to answer scientific questions.	Interim, Milestones
Social Studies	Basic Map Skills Geography: Impact of location Government: Comparing and contrasting forms of gov't. History: Historical factors impact on people. Civil Rights Knowledge of diverse cultures Economics: entrepreneurship, personal finance	Intermediate & Advanced Map Skills Geography: Impact of physical features; distinguishing between physical features History: European Standards, Analysis of primary source documents Economics: Factors that influence growth; investment impact on GDP Writing	Milestones Formative and summative assessments Interims
Discipline / School Climate Data	ISS Days – by grade level OSS Days – by grade level Both have decreased consistently from the previous school year.	Attendance	ISS and OSS referrals PBIS Data Attendance data
Professional Learning What's been provided? What is the impact?	- DOK Level Questioning Work Session PL - Writing Summit (Data Summit) - Membean PL - Progress Learning PL - Tiered Instruction PL - Pilot Block PL - Ellevation District PL - Ellevation PL by Pearson ESOL Dept. - Workshop Model with the ISOP PL - AVID PLs - Skilled Secondary Teachers Build Skilled Readers - CCSD PL	Direct Reading Instruction (Phonics, Fluency, etc.) Revisiting instructional and engagement strategies Differentiation/Tiered Instruction Practices CCC Support for Questions 3 & 4	Session Sign In sheets Session Survey Results Meeting Minutes
Other			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** Basic text structure, comprehending literary text sets, narrative writing, and citing text evidence from literary and informational texts. **SPED:** Basic text structure, comprehending literary text sets, narrative writing, and citing text evidence from literary and informational texts.	**EL:** Vocabulary Acquisition, reading and writing stamina, informational texts, basic writing skills **SPED:** Vocabulary Acquisition, reading and writing stamina, informational texts, basic writing skills	Reading Inventory Reading Plus Interim Common Formative & Summative Assessments Milestones
Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** Solving basic math word problems Student ability dissect and solve simple addition and subtraction word problems. Students have shown great growth in unit rate and proportional problems **SPED:** Solving basic math word problems Student ability dissect and solve simple addition and subtraction word problems. Students have shown great growth in unit rate and proportional problems.	**EL:** Math Fluency Facts Multi-Step Problems Reading Fluency Math Word Problems **SPED:** Math Fluency Facts Multi-Step Problems Reading Fluency Math Word Problems	Math Inventory CTLS Common Formative CCSD Interims

Subject	Subgroups	Strengths/Weaknesses	Skills	Assessments
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** Identifying and explaining science concepts observed during inquiries/experiments. Students perform better after completing hands-on assignments. **SPED:** Identifying and explaining science concepts observed during inquiries/experiments. Students perform better after completing hands-on assignments.	**EL:** Content Vocabulary Reading Fluency Reading Stamina Comprehending Informational Text **SPED:** Content Vocabulary Reading Fluency Reading Stamina Comprehending Informational Text	Reading Inventory CCSD Interims CTLS Common Formative
Social Studies	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** **SPED:**	**EL:** Vocabulary Acquisition **SPED:** Vocabulary Acquisition Reading Fluency Reading & Writing Stamina	CTLS Common Formative CTLS Common Summative Interims Milestones 8th Grade
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** **SPED:**	**EL:** **SPED:**	
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** **SPED:**	**EL:** **SPED:**	
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**EL:** **SPED:**	**EL:** **SPED:**	

Statement of Concern #1	63% (Winter diagnostic) of students not reading at grade-level proficiency.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Students need support to close their literacy deficits. Teachers need support and professional learning in foundational reading instruction (phonics, fluency, comprehension) and instruction for emerging multilingual learners.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need support with implementing intentional instructional strategies and practices from our chosen evidence-based resources and how to incorporate those strategies and practices within the ISOP.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need continued professional development and leadership support using our evidence-based platforms to analyze weekly data to drive further instructional practices efficiently.
Contributing Factors **(Outside of control)**	Students are not practicing reading skills at home. Student attendance.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of students scoring proficient or advanced on the diagnostic reading assessment will increase by 15% from the August 2023 administration to the May 2024 administration.

Statement of Concern #2	83 % of students not performing at grade-level proficiency based on the Winter MI.
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need to model problem-solving skills for real world math problems and provide background knowledge consistently. Teachers need more training with using hands on material (manipulatives) as a tool to support students with mathematical standards.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers must utilize school wide resources such as Ellevation consistently to target pre-requisite skills, and ESOL learning strategies.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need support in their CCC's to understand question #3: What do we do when students do not learn it? How can we target student deficits even more on a weekly basis.
Contributing Factors **(Outside of control)**	Students not practicing math skills at home. Student social economic status has a great impact on available resources outside and other factors such as attendance.
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	The percentage of students scoring proficient or advanced on the Math inventory will increase by 20% from the August 2023 administration to the May 2024 administration.

Statement of Concern #3	
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	

Statement of Concern #4	
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	

	School Improvement Goals
	Include goals on the parent compacts and policy

Goal #1	By the end of the 2024-2025 school year, the number of students reading below their grade-level band will decrease by 15% as measured ELA EOG Milestones Assessment.
	• 6th grade will decrease from _46%__ to _31%__ (15 students)
	    ○ 6th grade Lexile band 925 – 1070
	• 7th grade will decrease from _60%__ to _45%___ (23 students)
	    ○ 7th grade Lexile band 970 – 1120
	• 8th grade will decrease from _50%__ to __35%___ (21 students)
	    ○ 8th grade Lexile band 1010 – 1185

Goal #2	By the end of the 2024-2025 school year, the number of students performing below grade level in Math will decrease from 375 to 200 as measured by the ~~Ma~~ Math EOG Assessment. • 6th Grade will decrease from 111 to 60 • 7th Grade will decrease from 132 to 70 • 8th Grade will decrease from 132 to 70
Goal #3	
Goal #4	

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?
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	By the end of the 2024-2025 school year, the number of students scoring a Level I on the ELA EOGs will decrease by 15%.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored?** **What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a 34 CFR § 200.26*	**How will the action step be evaluated for impact?** **What evidence will be collected to demonstrate impact?** *SWP Checklist 3.b 34 CFR § 200.26*	**People Responsible**
6-8th grade reading and ELA teachers will implement ELLevation strategies 3-4 times per week as measured by classroom observations and CCC lesson plans. Standards: 6-8 – RL1-9, RI1-9 Who: One Verb: One Intervention/Action: How often: Measurement tool:	Ellevation Title I Coach		August 1st	**Implementation Performance Target: 100%** **Implementation Plan:** ESOL Team will provide instructional strategies from ELLevation to implement in the classroom 3-4 times per week. - Teachers will document their chosen strategy or resource from Ellevation within their weekly CCC Lesson Plans. - Title I Coach will meet with CCCs weekly to review the previous week's actions and discuss current and next week's plans. - The Academic Coach will monitor the implementation of evidence-based elements through monthly walks using the SIP Walk Form. - Administrators will review CCC Lesson Plans weekly and monitor implementation through monthly walks using the SIP Walk Form.	**Evaluation Performance Target: 60% of the students will score a 75 or higher grade-level reading standards as measured by grade-level common assessments.** **Evaluation plan:** - Students will participate in diagnostic reading testing in August, December, and May. Is this Beacon? - Students will participate in weekly formative and quarterly summative assessments on grade-level reading standards. - Administrators, Academic Coaches, and Teachers will analyze common formative and summative reading data and use that data to differentiate instruction and drive strategy and resource selections. **Evidence:** Common Formative and Summative Assessment data.	Teacher Title I Coach Administrator

				Artifacts: Weekly CCC Lesson Plans, SIP Walk Form	
6th – 8th-grade **teachers** will **provide** foundational reading support for **thirty minutes three times a week** during the intervention block on an adaptive, personalized learning platform (Progress Learning) <u>through direct, small group reading instruction</u> at their lexile level, measured by the **weekly Pilot Block SIP Walk Form and intervention platform usage and proficiency data.**	MobyMax Membean Title I Coach Reading A-Z Measuring Up for ELLs Scholastic Guided Reading Short Reads NEWSELA Rime Magic Rosetta Stone		August 20th	**Implementation Performance Target: 100%** **Implementation Plan:** - Academic Coaches will facilitate staff professional learning regarding Pilot Block in August 2024. - Academic Coaches will create homogenous intervention groups based on diagnostic reading data and provide weekly small-group lesson plans for teachers. - Teachers and building support staff will provide weekly small group guided reading instruction for 90 minutes. - Students will receive 45 minutes of small group instruction and 45 minutes of a personalized, technology-based intervention based on their areas of need weekly. - Coaches and administrators will monitor implementation monthly using the Pilot Block SIP Walk Form.	**Evaluation Performance Target: 15% overall reading growth** Will this be measured through Progress Learing? Is the target for each student to grow a minimum of 15%? For the students that receive a scale score on the beacon we will compare their first beacon assessment to their final beacon assessment. 60% of our students will increase their scale score by a minimum of 60 points or more. We will compare the lexile of the students from one year to the next and we expect __% of students to grow a minimum of NN lexile points **Evaluation plan:** - Students will participate in diagnostic reading testing in August, December, and May. - Coaches and Administrators will document intervention block practices weekly using the Pilot Block SIP Walk Form.	Title I Coaches Administrators Teachers Support Staff

					Pre-created assessments in Progress Learning	
				Artifacts: Pilot Block SIP Walk Form, Student Trackers, Pilot Block Lesson Plans, Application usage/proficiency reports.	- Coaches will evaluate usage and proficiency data from weekly to drive further intervention plans. **Evidence:** Diagnostic Reading Data (Lexile Growth Reports) What tool will be used for this?, Quarterly Pilot Block assessment data	
Administrators and Instructional Coaches will **facilitate monthly and/or quarterly** data summits using formative and summative data to identify and address students' specific academic needs and to track students' growth, as measured by **grade-level data reflection forms.** Should these data summits be divided by team. Question #3 action step.	Administrators Title I Coach Data Reflection sheets		August 20th	**Implementation Performance Target: 100%** **Implementation Plan:** - Administrators and Academic Coaches will facilitate staff professional learning regarding data reflection protocol in August 2024. List of what we will be focusing on here - Administrators will facilitate monthly/quarterly data summits. -Teachers will complete individual data reflection sheets and collaborate to record the data's findings on their grade-level data reflection sheet. Teachers will reflect on the interventions and extension decisions at the following meeting to determine their impact on student achievement.	**Evaluation Performance Target: 100%** How do we evaluate the impact of data summits on the students? Attendance data, referral data, RTI data? **Evaluation plan:** - Administrators and Academic Coaches will review data reflection sheets. - Teachers will reflect on the interventions and extension decisions at the following meeting to determine their impact on student achievement. - Students will reflect on their common formative and summative data to identify personal strengths, weaknesses, and an action plan for weaknesses.	Administrators Title I Coaches Teachers

				Artifacts: Individual Data Reflection Sheets, Grade Level Data Reflection sheets	**Evidence:** Common CTLS formative and summative data	

GOAL #2	By the end of the 2024-2025 school year, the number of students scoring a Level I on the Math EOG will decrease by 15%.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
6th – 8th-grade **teachers** will **provide** foundational math support for **thirty minutes two times a week** during the intervention block on an adaptive, personalized learning platform (Progress Learning) through direct, small group math instruction at their Math Inventory level, measured by the **weekly Pilot Block SIP Walk Form and intervention platform usage and proficiency data.**	Progress Learning Title 1 Coach		August 1st	**Implementation Performance Target: 100%** **Implementation Plan:** - Academic Coaches will facilitate staff professional learning regarding Pilot Block in August 2024. - Academic Coaches will create intervention groups based on diagnostic math data and provide weekly lesson plans for teachers. - Students will receive 60 minutes of personalized, technology-based intervention based on their areas of need within specific math domains. - Coaches and administrators will monitor implementation weekly using the Pilot Block SIP Walk Form. **Artifacts:** Pilot Block/SIP Walk Form, Pilot Block Lesson Plans, Progress Learning proficiency reports.	**Evaluation Performance Target: 50% Mastery of math standards as measured by? 50% of students? What will be the minimum you will accept as evidence of mastery?** **Evaluation plan:** - Students will participate in diagnostic math testing in August, December, and May. - Coaches and Administrators will document intervention block practices weekly using the Pilot Block SIP Walk Form. - Coaches will evaluate weekly usage and proficiency data from Progress Learning to drive instructional planning. **Evidence:** Pilot block assessment data. Progress Learning reports. DRC Beacon math assessment. CTLS formative/summative scores and math EOG scores.	Teacher Title 1 Coach Administrator

6ᵗʰ – 8ᵗʰ grade **Math teachers** will **implement** instructional strategies and resources that align to priority math standards from the Ellevation platforms **three to four times weekly**, as measured by administrative observation of weekly **CCC lesson plans and monthly walk forms.**	Ellevation Title 1 Coach		August 20th	**Implementation Performance Target: 100%** **Implementation Plan:** - Academic Coaches, ESOL, and Content Leads will facilitate faculty professional learning regarding ESOL practices in August 2024 - Teachers will document their chosen strategy or resource from Ellevation within their weekly CCC Lesson Plans. - Title I Coach will meet with CCCs weekly to review the previous week's actions and discuss current and next week's plans. - The Academic Coach will monitor the implementation of evidence-based elements through monthly walks using the SIP Walk Form. - Administrators will review CCC Lesson Plans weekly and monitor implementation through monthly walks using the SIP Walk Form **Artifacts:** CCC lesson plans with strategies documented. SIP walk form.	**Evaluation Performance Target: 50% mastery of grade-level math standards as measured by grade-level common assessments.** **Evaluation plan:** - Students will participate in diagnostic math testing in August, December, and May. - Students will participate in quarterly summative assessments on grade-level reading standards. - Academic Coach, ESOL teacher and math teachers will analyze common formative /summative math data to differentiate instruction based on recommendations from the Ellevation platform. **Evidence:** DRC Beacon math assessment data. CTLS Formative/ summative scores and math EOG scores. SIP walk form data.	Math Teachers ESOL Teachers Title 1 Coach Administration.

| Math teachers will implement the use manipulatives to provide concrete math examples **monthly** as measured by administrative observation of **weekly CCC lesson plans and monthly walk forms.** | Title 1 Coach

CCSD Title 1 Department | | August 1st | **Implementation Performance Target: 100%**

Implementation Plan:
1. Identify key math concepts/topics where manipulatives can enhance understanding and engagement.

2. Select appropriate manipulatives aligned with the identified concepts/topics, ensuring they cater to diverse learning styles and abilities.

3. Develop lesson plans that incorporate manipulatives as essential components of instruction, specifying how and when they will be used

4. Provide PL on the use of manipulatives as needed for each math unit.

Artifacts:
Weekly CCC lesson plans with documentation of manipulative use.
Math PL artifacts used for teacher guidance. | **Evaluation Performance Target:? 50% mastery of grade-level math standards as measured by grade-level common assessments.**

___% of students will score _____ or higher on unit post-assessments.

Evaluation plan:

1. Academic coach and administrators will observe the use of manipulatives and provide feedback as needed.

2. Regularly assess student comprehension and progress through observation, questioning, and performance tasks involving manipulatives.

3.Reflect on the effectiveness of using manipulatives in teaching and make adjustments as necessary to optimize learning outcomes.

Evidence:
SIP Walk Form Data
DRC Beacon math assessment data. CTLS formative/summative scores and math EOG scores. | Math Teachers

Title 1 Coach

Administration |

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Monthly Professional Development on ESOL instructional Strategies System 44 Progress Learning	ESOL Consultant	ESOL/Title III
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Monthly Professional Development on ESOL instructional Strategies Progress Learning		
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Educational Instructional Strategies		
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Educational Instructional Strategies		
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline September 30, 2024 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.			☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 9/20/24 | PL#2 12/6/24 | PL#3 2/14/25 | PL#4 4/25/25			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:**			☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:*		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities **(Must be listed in the school policy)**	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Academic and Parent University Nights for families	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Local School District Title I	Local School	8/22/2024 9/12/2024 10/10/2024 11/14/2024 1/23/2024 3/13/2024 4/15/2024	**Sign in sheets** **Parent Surveys**	Content Leads
College Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Local School District Title I	Local School	2/13/25	Sign in sheets Parent Survey	Principal
State of the School Meeting	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			9/12/2024	Sign in sheets	Title I Parent Facilitator

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions

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

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

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

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

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

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

==SCHOOL RESPONSE==: Pearson Middle School will integrate state and local funds and community support in several ways. Title II will provide professional development support, including staff and PL opportunities. Title III will provide language proficiency support. Pearson will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will continue supporting our Positive Behavioral Intervention and Support program (PBIS). Community Partners (Woodmen Financial, Georgia Highlands College, Life University, Keller Williams EF2, and Gracepoint Church) will provide volunteers and support for our parent nights and our

Pearson Parent University monthly nights. 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 Pearson administrative team and faculty will regularly monitor the growth of the students through formative, summative and standardized assessments and adjust instructional strategies as needed. The Pearson administrative team will provide the time for and monitor weekly professional learning communities where the teachers regularly monitor and discuss student progress, appropriate strategies, and adjustments to instructional practices.
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: Through pre and post scores on local and state assessments, student and parent surveys, classroom observations.

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 Building Leadership Team will review the plan monthly to see if we, as a school, are implementing the strategies in place to ensure student success and parent involvement. If strategies are being followed, but are not being successful, revisions will be made as needed to support and promote student achievement and parent involvement.

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: The PBIS philosophy involves teaching behavior expectations and reinforcing them with positive rewards. This is implemented school-wide to reduce discipline and promote positive school culture. Various incentives are provided to promote and encourage positive behavior. Some of the incentives include:

- Fresh Air Friday
- Grade level dances
- Monthly/Quarterly celebrations/festivals
- Afterschool clubs and activities
- Field Trips

Also, Pearson Middle implements Restorative Circles and Restorative Conferencing that strengthen relationships between individuals and social connections within communities, thereby reducing traditional discipline. Our counselors provide professional learning based on culturally responsive frameworks to support the whole child. Lastly, Pearson Middle is entering our second year of AVID (Advancement Via Individual Determination) that provides additional academic and social emotional support to help improve student achievement and peer-to-peer relationships.

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

<mark>SCHOOL RESPONSE</mark>: **Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers' district-wide and in the individual schools need to know and be able to do for their students. Professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

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

The following initiatives will be used to improve instruction and use of data from academic assessments:

- Mentor support from veteran teachers to those teachers that are new to our building
- Instructional Coaching for any other teacher in need of support
- Continue the implementation of AVID teaching strategies in the classroom
- Weekly collaborative team meetings focused on instruction and common assessment data
- Targeted professional learning, facilitated by the academic coaches, that is aligned to Pearson's academic goals
- Monthly school-wide research-based instructional strategies presented by teacher leaders as needed.
- Monthly instructional technology trainings as needed.
- District – continued ESOL instructional training and support.

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: 8th Grade Articulation

Local school counselors will meet with students to discuss high school course offerings, activities, and high school operations

- Vertical Alignment with 9th grade teachers
8th and 9th grade Teachers will meet and discuss the student's performance on standards and which standards students are having trouble mastering and the supports that will need to be put in place to assist students with mastering the standards.

- Families with rising 9th graders are provided the opportunity to attend a Welcome and Orientation evening where graduation requirements, course offerings, CITA (Cobb Innovation and Technology Academy) program opportunities, and general information is provided.
- 8th Grade CTAE Pathways Fair with Osborne and Campbell High Schools
Pearson offers the following classes to all students grades 6-8 that will lead into the high school CTAE courses and increase awareness of opportunities for post-secondary education and the workforce.

    o Business education and computer science
    o Engineering
    o Family and Consumer Science
    o AVID
Families also can attend the CTAE pathways fairs at both Osborne and Campbell High Schools

- 8th Grade Magnet Presentation
District leaders' partner with local school counselors to provide students with an overview of the different high school magnet program opportunities and the application process. The High school magnet program curriculums are designed to expose and train students for post-secondary career opportunities and education.

- 8th Grade CITA Presentation (Cobb Innovation and Technology Academy)
District leaders' partner with local school counselors to provide students with an overview of the different CITA program opportunities and the application process.

CITA is a state-of-the-art learning environment and a tuition-free Academy for 9th-12th graders, designed to prepare students to lead tomorrow's workforce and increase the awareness of opportunities for post-secondary education. Students at the Academy will have access to work-based learning opportunities and internships, job shadowing, career-specific honor societies & even career certifications.

- Counselors visit students in classrooms throughout the year to assist students in establishing Naviance accounts and review Naviance lessons. Naviance is a planning tool that prepares students for college, career, and life readiness after high school. It creates connections between their strengths and interests to success after high school. Each year from 6th grade through 12th grade students will participate in various learning activities that will introduce them to both career opportunities, colleges of interest, and life skills. Students can access Naviance from home and school using their school login. (Sample lessons include learning styles inventory, career matchmaker, strengths explorer, dual enrollment, advanced placement, and Individualized Graduation Plan (IGP)
- 6th Grade Open House - End of August
  Families are invited to attend a meeting where they will meet their student's teachers, learn about grade level curriculum, and school wide expectations.
- Rising 6th Grade School Visits in March or April 5th graders from our feeder elementary school will take a bus over to Pearson and take a tour of the building and hear essential information from our faculty and administration.
- Rising 6th Grade Informational Night in May-Hosted by the school administration to provide families with grade level curriculum standards, school wide expectations, and answer questions.

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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)*

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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*