



Approved Final Copy
August 2024

School Improvement Action Plan



School Year:	2024-2025
School Name:	Belmont Hills
Principal Name:	Dr. Ashley Campoli
Date Submitted:	May 2024
Revision Dates:	August 8, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Belmont Hills Elementary
<i>Team Lead</i>	Patrice Hill, Ashley Owenby
<i>Position</i>	Instructional Support Specialists
<i>Email</i>	Patrice.hill@cobbk12.org , Ashley.owenby@cobbk12.org
<i>Phone</i>	678.842.6810
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: Our administration team met twice with each grade level to administer and review the Comprehensive Needs Assessment survey completed by each team and student achievement data. The administrative team guided each grade level team in reflecting upon grade level strengths and weaknesses. After careful reflection, we used the conversation to create our SSP goals aligned to each team's identified need. Parents had the opportunity to participate in developing the SIP through the spring input meeting. After the plan was completed, parents had an opportunity to provide feedback on the finished plan.

IDENTIFICATION of STAKEHOLDERS




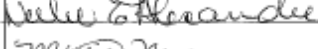

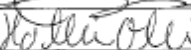


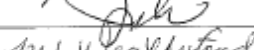
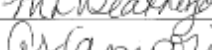
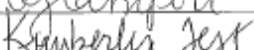
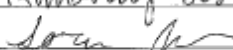



Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained 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.

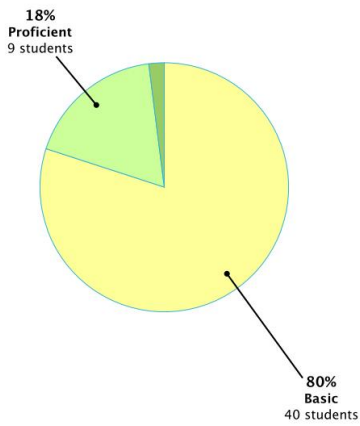
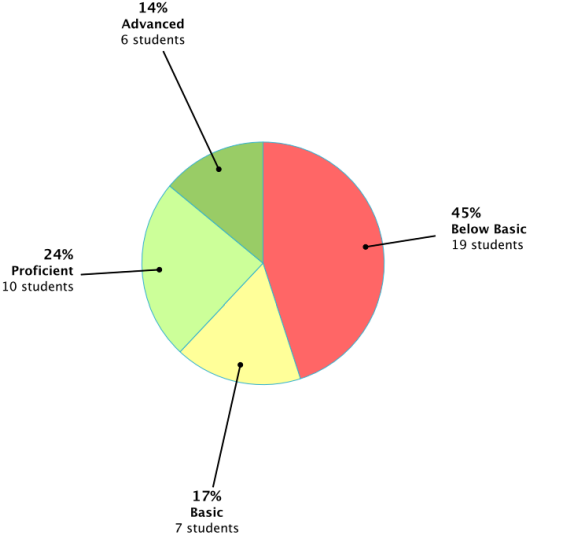
Meeting Date(s):	5/13/24		
Position/Role	Printed Name	Signature	
<p>COMMITTEE MEMBERS SIGNATURE PAGE</p> <p>The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development 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.</p>			
Meeting Date(s): 5/13/24			
Position/Role	Printed Name	Signature	
Instructional Support	Patrice Hill		
Instructional Support	Ashley Owenby		
2nd grade teacher	Amy Hall		
3rd Grade Teacher	Nerlie Alexandre		
ESOL teacher	Mireya Nunez		
Asst. Principal	Haroldeen Swearingen		
School Counselor	Hollie Ollivierre		
ATP	Jennifer Damell		
4th Grade Teacher	Jessica Smith		
Special Ed / PTA	Jordan Hirst		
STEM	Melissa Weatherford		
Principal	Ashley Campoli		
1st grade teacher	Kimberly Test		
Kindergarten	Sarah Joiner		
Medial 5th Grade	Natarsha Miller Kr. sten Thacker		

Comprehensive Needs Assessment Evaluation of Goal(s)

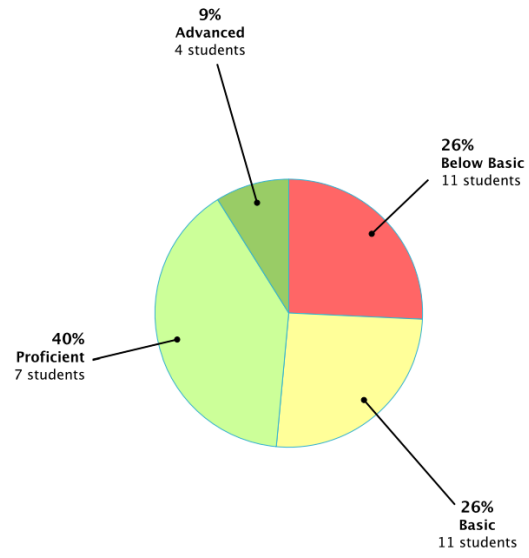
(References: Schoolwide Checklist Section 1114(b)(1)(A))

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).

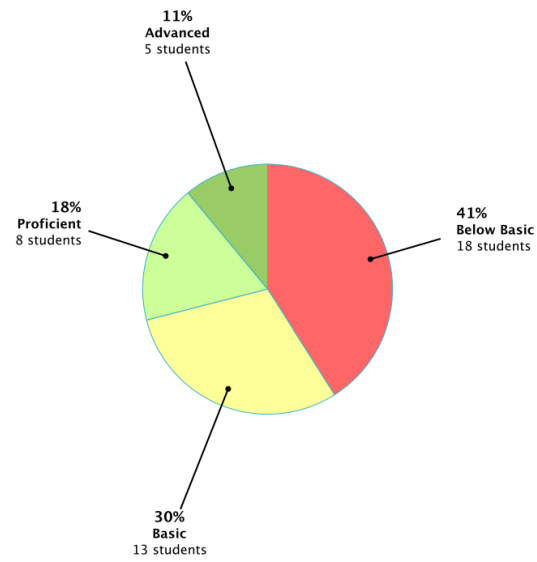
<p>Previous Year’s Goal #1</p>	<ul style="list-style-type: none"> • 75 % of kindergarten students will score between 25th percentile or above on the Amira assessment by May 2024. • 1st grade will improve from 9 students to at least 18 students to reach a 190-530 Lexile band on the RI by May 2024. <i>(desired increase of 9 students)</i> • 2nd grade will improve from 9 students to at least 24 students to reach a 420-650 Lexile band on the RI by May 2024. <i>(desired increase of 15 students)</i> • 3rd grade will improve from 18 students to at least 30 students to reach a 530-820 Lexile band on the RI by May 2024. <i>(desired increase of 12 students)</i> • 4th grade will improve from 20 students to at least 30 students to reach a 740-940 Lexile band on the RI by May 2024. <i>(desired increase of 10 students)</i> • 5th grade will improve from 20 students to at least 32 students to reach an 830-1010 Lexile band on the RI by May 2024. <i>(desired increase of 12 students)</i>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Although the grade level goals were not met, growth was noticed in the proficiency bands. Students moved from below basic to basic in each grade level.</p> <ul style="list-style-type: none"> • Grade K – 34% of kindergarten students (16 out of 47 students) scored within the 25th percentile or above on the Amira assessment. This goal was <u>not met</u>. • Grade 1 – 21% of first grade students (10 out of 47 students) scored proficient or above on the RI assessment. This goal was <u>not met</u>. • Grade 2 – 40% of second grade students (16 out of 40) scored proficient or above on the RI assessment. This goal was <u>not met</u>. • Grade 3 – 50% of third grade students (21 out of 42) scored proficient or above on the RI assessment. This goal was <u>not met</u>. • Grade 4 – 31% of fourth grade students (13 out of 43) scored proficient or above on the RI assessment. This goal was <u>not met</u>. • Grade 5 – 49% of fifth grade students (23 out of 37) scored proficient or above on the RI assessment. This goal was <u>not met</u>. <p>Data charts</p>

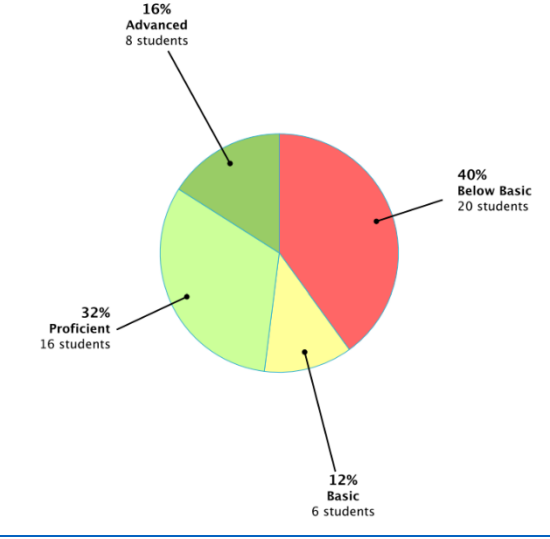
	Kindergarten	N/A																
	First	 <p>A pie chart representing the performance of First grade students. The chart is divided into two segments: a large yellow segment representing 80% of students (40 students) at the 'Basic' level, and a smaller light green segment representing 18% of students (9 students) at the 'Proficient' level. A very small, thin green segment is also visible, representing approximately 2% of the total.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td>80%</td> <td>40</td> </tr> <tr> <td>Proficient</td> <td>18%</td> <td>9</td> </tr> </tbody> </table>	Level	Percentage	Number of Students	Basic	80%	40	Proficient	18%	9							
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	Second	 <p>A pie chart representing the performance of Second grade students. The chart is divided into four segments: a red segment representing 45% of students (19 students) at the 'Below Basic' level, a light green segment representing 24% of students (10 students) at the 'Proficient' level, a yellow segment representing 17% of students (7 students) at the 'Basic' level, and a dark green segment representing 14% of students (6 students) at the 'Advanced' level.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>45%</td> <td>19</td> </tr> <tr> <td>Proficient</td> <td>24%</td> <td>10</td> </tr> <tr> <td>Basic</td> <td>17%</td> <td>7</td> </tr> <tr> <td>Advanced</td> <td>14%</td> <td>6</td> </tr> </tbody> </table>	Level	Percentage	Number of Students	Below Basic	45%	19	Proficient	24%	10	Basic	17%	7	Advanced	14%	6	
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Third



Fourth



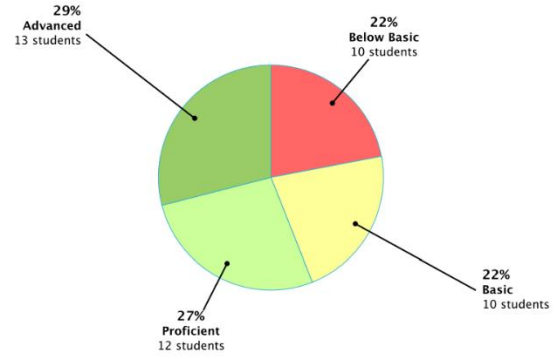
	Fifth	 <p>A pie chart illustrating the distribution of student performance levels. The chart is divided into four segments: a red segment representing 40% (20 students) labeled 'Below Basic', a light green segment representing 32% (16 students) labeled 'Proficient', a dark green segment representing 16% (8 students) labeled 'Advanced', and a yellow segment representing 12% (6 students) labeled 'Basic'. Lines connect each label to its corresponding segment.</p>	
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Reflecting on Outcomes

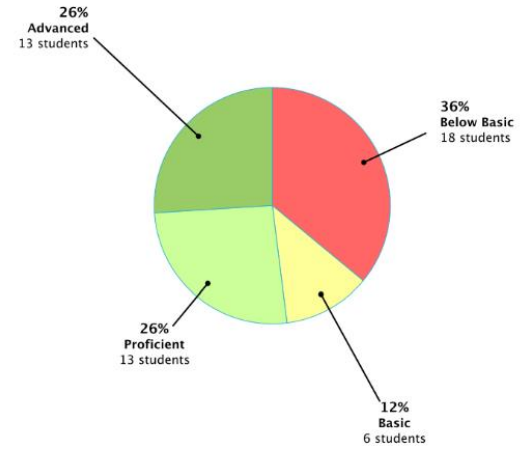
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>K-2: Spend more time learning our priority standards and providing common assessments with higher DOK levels, incorporating Science of Reading approaches to teaching reading using decodable texts more often.</p> <p>3-5: spending more time collaboratively learning grade-level content standards and reviewing data routinely, providing more opportunities to extend student learning and incorporating higher DOK level questioning</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>N/A</p>

<p style="text-align: center;">Previous Year's Goal #2</p>	<ul style="list-style-type: none"> • Kindergarten will improve from 25 students to at least 30 students to reach a 9-117 quantile band on the MI by May 2024. <i>(desired increase of 5 students)</i> • 1st grade will improve from 25 students to at least 37 students to reach a 117-232 quantile band on the MI by May 2024. <i>(desired increase of 12 students)</i> • 2nd grade will improve from 26 students to at least 35 students to reach a 271-382 quantile band on the MI by May 2024. <i>(desired increase of 9 students)</i> • 3rd grade will improve from 20 students to at least 32 students to reach a 381-545 quantile band on the MI by May 2024. <i>(desired increase of 12 students)</i> • 4th grade will improve from 27 students to at least 33 students to reach a 534-629 quantile band on the MI by May 2024. <i>(desired increase of 6 students)</i> • 5th grade will improve from 23 students to at least 32 students to reach a 645-771 quantile band on the MI by May 2024. <i>(desired increase of 9 students)</i>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>1 out of 6 of the grade level goals were met. The third grade goal was met. Although the other grade level goals were not met, growth was noticed in the proficiency bands. Students moved from below basic to basic in each grade level.</p> <ul style="list-style-type: none"> • Grade K – 56% of kindergarten students (26 out of 46 students) scored proficient or above on the MI. This goal was <u>not met</u>. • Grade 1 – 52% of first grade students (26 out of 50 students) scored proficient or above on the MI assessment. This goal was <u>not met</u>. • Grade 2 – 39% of second grade students (16 out of 42) scored proficient or above on the MI assessment. This goal was <u>not met</u>. • Grade 3 – 81% of third grade students (35 out of 42) scored proficient or above on the MI assessment. This goal was <u>met</u>. • Grade 4 – 45% of fourth grade students (19 out of 43) scored proficient or above on the MI assessment. This goal was <u>not met</u>. • Grade 5 – 43% of fifth grade students (21 out of 49) scored proficient or above on the MI assessment. This goal was <u>not met</u>. <p>Data Charts</p>

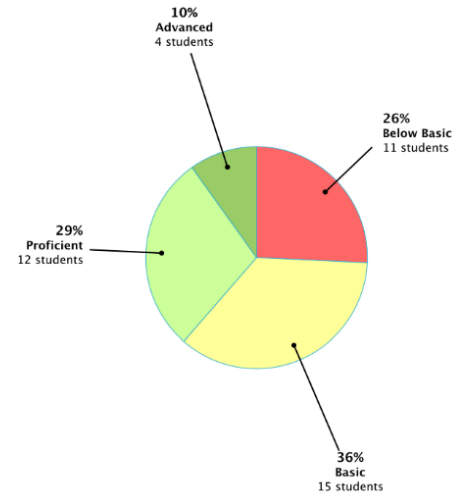
Kindergarten



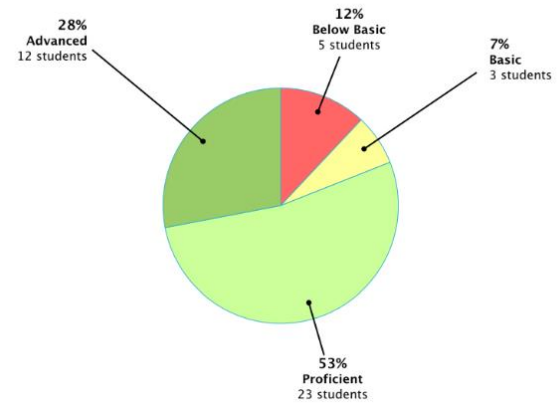
First

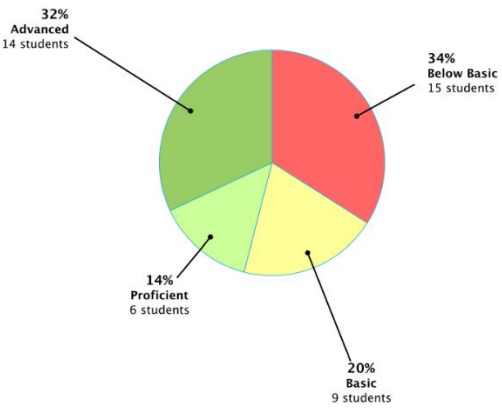
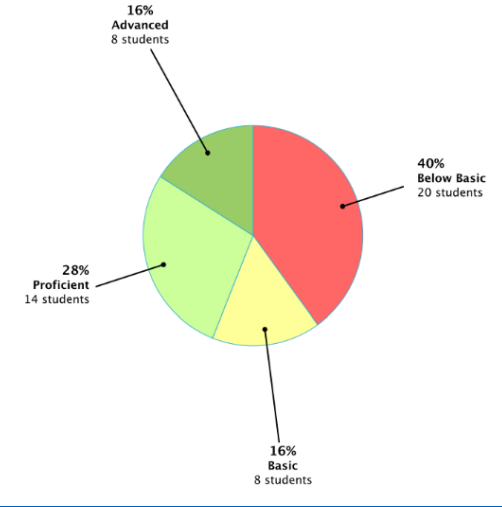


Second



Third



	Fourth	 <table border="1"> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>32%</td> <td>14</td> </tr> <tr> <td>Below Basic</td> <td>34%</td> <td>15</td> </tr> <tr> <td>Proficient</td> <td>14%</td> <td>6</td> </tr> <tr> <td>Basic</td> <td>20%</td> <td>9</td> </tr> </tbody> </table>	Performance Level	Percentage	Number of Students	Advanced	32%	14	Below Basic	34%	15	Proficient	14%	6	Basic	20%	9	
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>K-2: Spend more time learning our priority standards, providing common assessments with higher DOK levels, and incorporating Science of Reading approaches to teaching reading using decodable texts more often.</p> <p>3-5: spending more time collaboratively learning grade-level content standards and reviewing data routinely, providing more opportunities to extend student learning and incorporating higher DOK-level questioning</p>																	

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>3rd grade was successful in part due to incorporating fact fluency and GLOSS activities into lessons and having support staff small group daily instruction (Interventionists and SPED).</p>
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<p>Previous Year's Goal #3</p>	<p>All teachers will integrate one STEM unit per quarter.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Our quarterly school-wide STEM walk, STEM Team grade level lesson plans and visuals (pictures and grade level STEM board showing Q1-Q4 progression)</p>

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
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?	The STEM committee held the grade levels accountable by ensuring all lesson plans and classroom pictures are submitted.

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	Our RI EOY grade level average growth from August to May: 1 st – 90 Lexile points 2 nd – 185 Lexile points 3 rd – 178 Lexile points 4 th – 107 Lexile points 5 th - 103 Lexile points	Even though our students have made growth in reading this school year, many students are striving readers. 1 st - 0 below basic 2 nd – 45% (19 students) are below basic 3 rd – 26% (11 students) are below basic 4 th – 38% (16 students) are below basic 5 th – 41% (20 students) are below basic	RI
Math	Our MI EOY grade level average growth from August to May: K – 180 Quantile points 1 st – 184 Quantile points 2 nd – 169 Quantile points 3 rd – 227 Quantile points 4 th – 103 Quantile points 5 th - 103 Quantile points	Even though our students have made growth on the MI assessment this school year, many students are below basic K – 22% (10 students) are below basic 1 st - 34% (17 students) are below basic 2 nd – 26% (11 students) are below basic 3 rd – 12% (5 students) are below basic 4 th – 35% (15 students) are below basic 5 th – 41% (20 students) are below basic	MI
Science	STEM Certified STEM Lab Specials (preview grade level standards/STEM activities (4.5 weeks each) 3 rd grade scored 80% on Quarter 4 Unit assessment whereas the district scored 76%. 5 th grade scored 84% on Quarter 4 Unit assessment whereas the district scored 79%	Comprehension and vocabulary are challenges.	Quarter 4 Interims
Social Studies	Our Broadcast Club presents our National Anthem and the Pledge and students recite daily. Additionally, our school-wide Character Traits are shared each month and students receive awards for exhibiting those traits while at school.	Limited Exposure to US History, especially newcomers who arrive and are placed in 4 th /5 th grade.	School-wide calendar

<p>Discipline / School Climate Data</p>	<p>Over the last three school years, we have maintained at least 93% average attendance.</p> 	<p>Our teachers need to follow through with utilizing our school-wide behavior plan and flow chart for handling classroom behaviors with fidelity.</p>	<p>CTLs Attendance widget Positive Plan document</p>
<p>Professional Learning What's been provided? What is the impact?</p>	<p>LETRS redelivery in grades 3-5 Introduction to Teaching Morphology and sharing of multiple resources.</p> <p>Based on walkthrough data, teachers use math strategies presented during quarterly professional learning.</p>	<p>Our 3-5 grade teachers have expressed a need for more training on teaching morphology and small group teaching based on formative assessment data, especially for striving readers.</p> <p>More training is needed in the utilization of math resources and extension/acceleration strategies.</p>	<p>SSP grade level notes CCCs Walkthroughs</p>
<p>Other</p>			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Among the 32 EL <i>newcomers</i> students who participated in Imagine Learning, 88% of students showed 195 average Lexile growth on the RI.	Because of the growing number of EL Newcomers, we didn't have enough licenses to accommodate them all.	RI, Imagine Learning
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	In third grade, all but 8 scored proficient on the MI in May (6 of these are SPED or ELs or both)	All K-5 students scoring in the bottom 10% on the MI are ELs. K: 3 1: 4 2: 4 3: 5 4: 5 5: 4	CTLS Widget MI
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Our 5 th grade students scored an average of 75% on the Science end of unit interims. 	Time is always a factor for teaching grade level science content. Teachers need to be more intentional about integrating Science content into the ELA block.	CCCs meetings School Climate survey
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Our Broadcast Club presents our National Anthem and the Pledge and students recite daily. Additionally, our school-wide Character Traits are shared each month and students receive awards for exhibiting those traits while at school.	Limited Exposure to US History, especially newcomers who arrive and are placed in 4th/5th grade.	School-wide calendar

Discipline / School Climate Data	<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	We have a low number of behavior referrals. Students in early grades that have been identified as needing Special Education Services. Our counselor is developing a newcomer support program.	The most common discipline incidents (class disruption and insubordination) involve one child who has been identified as needing behavioral services.	Discipline data
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	100% of Teachers received ELLevation Training	ELLevation is minimally used to support classroom instruction.	Observations Informal conversations
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			

Statement of Concern #1	51% of our 1 st – 5 th grade students (143 out of 280) scored basic or below as measured by the RI.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers indicated that they are still developing an understanding of how to implement daily reading instruction focused on morphology, phonics, and comprehension.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	All K-5 teachers need training in the Science of Reading; phonological awareness, phonemic awareness, phonics, vocabulary, and comprehension.
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	Additional professional learning is needed to support teachers with developing students’ reading comprehension skills.
Contributing Factors (Outside of control)	Limited access to vocabulary curriculum. Influx of EL newcomers to school with limited background knowledge.

Goal

*Specific, Measurable, Achievable, Relevant,
Timebound*

- The percentage of kindergarten students demonstrating at/near or above grade level proficiency will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Amira in Spring 2025.
- The percentage of 1st – 2nd grade students scoring proficient and above in reading will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Beacon assessment.
- The percentage of 3rd – 5th grade students scoring proficient and distinguished in ELA will increase from 26% (31 students) to at least 35% (42 students) as measured by the 2024 –2025 Milestone EOG ELA Assessment.

Statement of Concern #2	In grades K-5, 46% (130 out of 280) of the students scored basic or below as measured by the MI.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teacher perception data indicates that students are unfamiliar with higher DOK level questioning due limited exposure and teacher expectations. Professional learning may be needed to develop teacher understanding and practices related to higher level DOK.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited teacher efficacy to develop math fact fluency without mandated resources.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited time is devoted to developing students' fact fluency and higher order thinking skills.
Contributing Factors (Outside of control)	Our students struggle with math fact fluency. Limited mandated resources.

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<ul style="list-style-type: none">• At least 80% of Kindergarten students will demonstrate proficiency by scoring 75% or higher in mathematics as measured by the CCSD Evidence of Student Learning assessment by the end of each unit.• The percentage of 1st – 2nd grade students scoring proficient and above in mathematics will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Beacon assessment.• The percentage of 3rd – 5th grade students scoring proficient and distinguished in mathematics will increase from 39% (46 students) to at least 48% (57 students) as measured by the 2024-2025 Milestone EOG Math Assessment.
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Statement of Concern #3	Milestone data shows that 27% (10 out of 37) of students are proficient on the 5 th grade Science EOG.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of protected time to teach Science content in addition to integrated instruction during ELA.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of time to study the standards to discover how to address the rigor of the standards, specifically multiple-tiered concepts.
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>Students are not exposed to performance tasks that promote higher-order thinking</p> <p>Teachers need additional training to develop higher level DOK questions and select higher-order thinking tasks.</p>
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percentage of 5th-grade students scoring proficient and distinguished in science will increase from 32% (15 students out of 47) to at least 40% (18 students out of 47) as measured by the 2024-2025 Milestone EOG Science Assessment.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<ul style="list-style-type: none"> • The percentage of kindergarten students demonstrating at/near or above grade level proficiency will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Amira in Spring 2025. • The percentage of 1st – 2nd grade students scoring proficient and above in reading will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Beacon assessment. • The percentage of 3rd – 5th grade students scoring proficient and distinguished in ELA will increase from 27% (36 students) to at least 36% (46 students) as measured by the 2024 –2025 Milestone EOG ELA Assessment.
Goal #2	<ul style="list-style-type: none"> • At least 80% of kindergarten students will demonstrate proficiency by scoring 75% or higher in mathematics as measured by the CCSD Evidence of Student Learning assessment by the end of each unit. • The percentage of 1st – 2nd grade students scoring proficient and above in mathematics will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Beacon assessment. • The percentage of 3rd – 5th grade students scoring proficient and distinguished in mathematics will increase from 39% (46 students) to at least 48% (57 students) as measured by the 2024-2025 Milestone EOG Math Assessment.
Goal #3	<ul style="list-style-type: none"> • The percentage of 5th-grade students scoring proficient and distinguished in science will increase from 32% (15 students out of 47) to at least 40% (18 students out of 47) as measured by the 2024-2025 Milestone EOG Science Assessment.
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?
Part-time Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Part-time Parent Facilitator will communicate with families and serve as liaison between parent and school through translations of documents, weekly newsletters, parent compact, input meetings, language classes for parents, and parent resource room. The Parent Facilitator will assist parents with supporting students at home.
Part-Time Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Part-time Parent Facilitator will communicate with families and serve as liaison between parent and school through translations of documents, weekly newsletters, parent compact, input meetings, language classes for parents, and parent resource room. The Parent Facilitator will assist parents with supporting students at home.
Full Time Kindergarten Parapro	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Kindergarten Paraprofessional will support classroom instruction by facilitating small group and individualized learning.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p style="text-align: center;">GOAL #1</p>	<ul style="list-style-type: none"> The percentage of kindergarten students demonstrating at/near or above grade level proficiency will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Amira in Spring 2025. The percentage of 1st – 2nd grade students scoring proficient and above in reading will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Beacon assessment. The percentage of 3rd – 5th grade students scoring proficient and distinguished in ELA will increase from 26% (31 students) to at least 35% (42 students) as measured by the 2024 –2025 Milestone EOG ELA Assessment. 					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p>All K-5 Teachers will implement an additional school wide 20-minute reading intervention block daily using UFLI literacy resources as indicated by master calendar.</p>	<p>UFLI PL Resources</p>	<p>Title I District Funds</p>	<p>Sept. 5, 2024</p>	<p>Implementation Performance Target: 100% of certified staff and paraprofessionals will implement an additional 20-minute school-wide reading intervention block with fidelity by November 2024 as evidenced by instructional walks.</p> <p>Implementation Plan: June 3 & 5, 2024</p> <ul style="list-style-type: none"> Teachers and Instructional Support Specialists will gather resources and create pacing and lesson plans for intervention block. <p>August 2024:</p> <ul style="list-style-type: none"> Provide professional development to certified staff and paraprofessionals on how to use UFLI resources. 	<p>Evaluation Performance Target: Beginning November 2024, at least 70% of students will score 80% or above on each weekly formative assessment.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> Formative assessments will be given every Friday from September 4, 2024 to April 2025. Teachers will use weekly assessment data to determine next steps for instruction within two-week cycles. Teacher will analyze data and regroup students monthly in CCCs. <p>Evidence:</p>	<p>Admin Instructional Support Specialist Teachers Para Pros Certified Staff</p>

				<p>August 2024:</p> <ul style="list-style-type: none"> Instructional Support Specialists and classroom teachers will assess students using phonics screener. Use data to form small groups. <p>September 2024:</p> <ul style="list-style-type: none"> Start additional 20-minute school wide intervention block. <p>October 2024:</p> <ul style="list-style-type: none"> Start monthly CCC meetings to review formative data and regroup students. <p>November 2024 & February 2025:</p> <ul style="list-style-type: none"> Conduct instructional walks with other local school coaches or district coaches. <p>January 2025:</p> <ul style="list-style-type: none"> Grade K teachers will analyze data and form groups to initiate the implementation of the additional 20-minute reading intervention block. <p>Artifacts: Master calendar</p> <ul style="list-style-type: none"> Walk through/observation data 	Weekly formative data analysis sheets	
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				<ul style="list-style-type: none"> Data spreadsheet 		
EIP teachers and interventionists will utilize i-Ready daily to provide targeted small group instruction and individualized practice in reading as evidenced by data reports.				<p>Implementation Performance Target: 100% of EIP teachers and interventionists will implement i-Ready daily to provide targeted small group instruction and individualized practice in reading by the end of Quarter 1.</p> <p>Implementation Plan: August 2024: Instructional support specialists and district leaders will facilitate professional learning focused on using i-Ready to plan instruction for small group instruction and individualized learning.</p> <p>September -October 2024: EIP teachers and interventionists will administer diagnostic assessments using i-Ready.</p> <p>During CCCs, teachers and interventionists will analyze i-Ready assessment data to determine next steps for instruction and create small groups.</p> <p>Teachers will use i-Ready daily during the ELA block for small group and/or individualized instruction.</p>	<p>Evaluation Performance Target: At least 70% of students will increase their Lexile score by at least 150 points by the end of the assessment cycle.</p> <p>Evaluation plan: Students will complete three i-Ready diagnostic assessments throughout the year (beginning, middle, and end of year).</p> <p>Evidence: i-Ready diagnostic assessment reports</p>	<p>Admin</p> <p>Instructional Support Specialist</p> <p>Teachers</p>

				<p>January 2024: Teachers, instructional support specialists, and administrators will review performance data and adjust implementation plan, if needed.</p> <p>Artifacts: i-Ready usage reports instructional walkthrough forms</p>		
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<p style="text-align: center;">GOAL #2</p>	<ul style="list-style-type: none"> At least 80% of Kindergarten students will demonstrate proficiency by scoring 75% or higher in mathematics as measured by the CCSD Evidence of Student Learning assessment by the end of each unit. The percentage of 1st – 2nd grade students scoring proficient and above in mathematics will increase from Fall 2024 to Spring 2025 by at least 10% as measured by the Beacon assessment. The percentage of 3rd – 5th grade students scoring proficient and distinguished in mathematics will increase from 39% (46 students) to at least 48% (57 students) as measured by the 2024-2025 Milestone EOG Math Assessment. 					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>All K-5 Teachers will implement an additional school wide 20-minute math intervention block daily using Origo Fluency resources as indicated by master calendar.</p>	<p>Origo CTLS MFF GLOSS</p>	<p>Title I District Funds</p>	<p>Sept. 5, 2024</p>	<p>Implementation Performance Target: 100% of certified staff and paraprofessionals will implement an additional 20-minute school-wide math intervention block with fidelity by November 2024 as evidenced by instructional walks.</p> <p>Implementation Plan:</p> <p>June 3 & 5, 2024</p> <ul style="list-style-type: none"> Teachers and Instructional Support Specialists will gather resources and create pacing and lesson plans for intervention block. <p>August 2024:</p> <ul style="list-style-type: none"> Provide professional development to certified staff and para professionals on how to use Origo resources. 	<p>Evaluation Performance Target: Beginning November 2024, at least 70% of students will score 80% or above on each weekly formative assessment.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> Formative assessments will be given every Friday from September 4, 2024 to April 2025. Teachers will use weekly assessment data to determine next steps for instruction within two-week cycles. Teacher will analyze data and regroup students monthly in CCCs. <p>Evidence:</p>	<p>Admin Instructional Support Specialist Teachers Para Pros Certified Staff</p>

				<p>August 2024:</p> <ul style="list-style-type: none"> • Instructional Support Specialists and classroom teachers will assess students using phonics screener. Use data to form small groups. <p>September 2024:</p> <ul style="list-style-type: none"> • Start additional 20-minute school wide intervention block. <p>October 2024:</p> <ul style="list-style-type: none"> • Start monthly CCC meetings to review formative data and regroup students. <p>November 2024 & February 2025:</p> <ul style="list-style-type: none"> • Conduct instructional walks with other local school coaches or district coaches. <p>January 2025:</p> <ul style="list-style-type: none"> • Grade K teachers will analyze data and form groups to initiate the implementation of the additional 20-minute math intervention block. <p>Artifacts: Master calendar</p> <ul style="list-style-type: none"> • Walk through/observation data • Data spreadsheet 	Weekly formative data analysis sheets	
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<p>EIP teachers and interventionist will utilize Dreambox to plan targeted small group instruction and individualized practice in math as evidenced by data reports.</p>				<p>Implementation Performance Target: 100% of EIP teachers and interventionists will implement Dreambox daily to provide targeted small group instruction and individualized practice in reading by the end of Quarter 1.</p> <p>Implementation Plan:</p> <p>August 2024:</p> <ul style="list-style-type: none"> • Instructional support specialists and district leaders will facilitate professional learning focused on using Dreambox to determine student needs and assign individualized tasks. <p>September -October 2024:</p> <ul style="list-style-type: none"> • EIP teachers and interventionists will administer placement assessment using Dreambox. • During CCCs, teachers and interventionists will analyze i-Dreambox performance data to determine next steps for individualized instruction. • Teachers will use Dreambox daily during the math block to support individualized instruction. 	<p>Evaluation Performance Target: At least 60% of EIP students will score 70% or above on each unit assessment.</p> <p>Evaluation plan: Students will complete the CCS D unit assessment at the end of each math unit.</p> <p>Evidence: Math unit assessment data</p>	<p>Admin</p> <p>Instructional Support Specialist</p> <p>Teachers</p>
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				<p>January 2024:</p> <ul style="list-style-type: none">Teachers, instructional support specialists, and administrators will review performance data and adjust implementation plan, if needed. <p>Artifacts: Dreambox usage reports instructional walkthrough forms</p>		
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GOAL #3	The percentage of 5th-grade students scoring proficient and distinguished in science will increase from 32% (15 students out of 47) to at least 40% (18 students out of 47) as measured by the 2024-2025 Milestone EOG Science Assessment.					
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
The STEM lab teacher will participate with all K-5 teachers during quarterly collaborative planning to discuss Science standards for previewing upcoming units as measured by grade level meeting agenda minutes.	CTLS Science Lessons and standards CTLS Interims			<p>Implementation Performance Target: 100% of certified staff will implement integrated ELA/Science lessons at least 2 times a week by November 2024 as indicated by instructional walk data.</p> <p>Implementation Plan:</p> <p>June/July 2024:</p> <ul style="list-style-type: none"> STEM teacher and District Coach will facilitate collaborative planning to review standards create pacing guide, integrated ELA & Science lessons, and exploration task. <p>September 2024:</p> <ul style="list-style-type: none"> Start implementation of integrating science content into ELA block and at least 1 weekly exploration task for Q1. <p>November 2024 & February 2025:</p> <ul style="list-style-type: none"> Conduct instructional walks with other local 	<p>Evaluation Performance Target: Beginning November 2024, at least 70% of students will score 70% or above on Science Unit Interims.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> Quarterly Unit Interim assessments will be given September 2024 to May 2025. Teacher will analyze data during quarterly CCC meetings. Teachers will use the data to determine how to reteach (reinforce and maintain) through exploration tasks. <p>Evidence: Interim assessment data Collaboration master calendar CCCs calendar on master</p>	Administrators Instructional Support Specialists Teachers STEM teacher

				<p>school coaches (STEM Walks)</p> <p>October 2024:</p> <ul style="list-style-type: none"> STEM teacher and District Coach will facilitate collaborative planning to review standards create pacing guide, integrated ELA & Science lessons, and exploration task for Q2. <p>December 2024:</p> <ul style="list-style-type: none"> STEM teacher and District Coach will facilitate collaborative planning to review standards create pacing guide , integrated ELA & Science lessons, and exploration task for Q3. <p>February 2024:</p> <ul style="list-style-type: none"> STEM teacher and District Coach will facilitate collaborative planning to review standards create pacing guide, integrated ELA & Science lessons, and exploration task for Q4. <p>Artifacts: Team agenda meeting notes Master calendar Walkthrough Form</p>		
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<p>Teachers will use the protected time allotted for science instruction to expose students to higher-order thinking tasks and questions as evidence by lesson plans or pacing guide.</p>	<p>`````````` ````hbvhfvhrih vfrjugjuvgkf F,gmgmgfm f m mkhvvdjhgjk gghhjdfgvuig orgjfh</p>			<p>Implementation Performance Target: 100% of K-5 teachers use protected time to implement science instruction that exposes students to higher-order thinking tasks/questions by the end of Quarter 1.</p> <p>Implementation Plan:</p> <p>Each Quarter</p> <ul style="list-style-type: none"> Teachers will participate in quarterly training to unpack science standards and lessons and higher-order thinking tasks and questions. Teacher will implement the science lessons and activities created/selected during the protected time for science instruction. Instructional support specialist, district coaches, and/or administrators will conduct quarterly instructional walks to monitor the use of protected time for science instruction. <p>Artifacts: Master schedule Lesson plans/pacing guide Walkthrough data.</p>	<p>Evaluation Performance Target: Beginning November 2024, at least 70% of students will score 70% or above on Science Unit Interims.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> Quarterly Unit Interim assessments will be given September 2024 to May 2025. Teacher will analyze data during quarterly CCC meetings. Teachers will use the data to determine how to reteach (reinforce and maintain) through exploration tasks. <p>Evidence: Interim assessment data Collaboration master calendar CCCs calendar on master</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 type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Utilize Imagine Learning in grades K-5 to support language acquisition and provide tutoring for EL newcomer students.	ESOL teachers Instruction Materials	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Spanish lessons are provided for all teachers after school.	Parent Facilitator Instruction Materials	Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Counselor hosting monthly meetings for newcomer students and parents.	Counselor Instruction Materials	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

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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 30, 2024</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 13, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 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>	October 2- November 4, 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 30, 2025</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>	May 14, 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:</u> PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	August 20, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	November 19, 2024		
	January 21, 2025		
	March 18, 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>	May 8, 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></p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Character Parade Literacy Day	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Copy supplies	Title I	October 25, 2024	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Learning Support Specialists
STEM Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Copy supplies	Title I	February 6, 2025	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Melissa Weatherford
Kindergarten Orientation	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Copy supplies	Title I	May 8, 2025	Parent Survey Collected for feedback from families, agendas, sign in sheets, CTLS invitation	Learning Support Specialists

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:

Belmont Hills provides iReady for all students who are at risk in reading in grades K-5. The web-based software and materials are funded through the district.

Belmont Hills implements CCSD’s Early Literacy Initiative and LETRS Training. District funds provide many of the materials while Title I provides subs to cover classrooms during debriefing and assessment discussions.

Title III offers EL students access to Imagine Learning and Title I supplements those licenses where needed.

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: Instructional Support Specialists and Administrators frequently walk classrooms to ensure actions steps are being implemented with fidelity. Teachers participate in grade level CCCs and lead discussions regarding the action step implementation and effectiveness. These meetings occur weekly. Instructional Support Specialists will not attend every CCC but will support those that need assistance or support with specific interventions. The plan is also reviewed annually to ensure goals have been achieved. Reflection on goals occur to assist with determining whether or not to keep, revise or abandon the action steps or 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: Belmont Hills reviews the score reports for both local and state assessment looking for student growth from one level to the next. The goal is always to move students from below basic to proficient or higher. Students who need additional support are provided that through action steps found within this School Improvement Plan. Each student is then evaluated using the achievement data used to assess whether or not that action step was effective. Revisions occur when needed to adjust the plan.

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: Revisions occur when needed to adjust the plan as determined by both formative and summative assessment data as well as CCC discussions with teachers and parent feedback when appropriate. The BLT also reviews this plan monthly to keep a pulse on what is working and what needs additional support. Areas that need additional support will be discussed in faculty meetings and additional PL can be provided to targeted teachers in CCCs.

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: Revisions occur when needed to adjust the plan as determined by both formative and summative assessment data as well as CCC discussions with teachers and parent feedback when appropriate. The BLT also reviews this plan monthly to keep a pulse on what is working and what needs additional support. Areas that need additional support will be discussed in faculty meetings and additional PL can be provided to targeted teachers in CCCs.

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:

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

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)

Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

In addition:

- Monthly professional learning led by Instructional Support Specialists and teacher leaders
- New Teacher Mentor/Mentee group
- New Teacher University
- Analyze data monthly with K-2 for phonics and academic content interims using CTLS

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: Belmont Hills provides an orientation day with Kindergarten parents for all incoming students. Admin speaks with all parents to discuss incoming expectations and school procedures. Parents are added to CTLS to ensure communication can occur in a timely and seamless fashion. Incoming students receive a bookbag of materials to begin practicing skills over the summer as a preview of what will be taught in the classrooms during the first 9 weeks.

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

SCHOOL RESPONSE: N/A

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

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