School Improvement Action Plan

School Year:	2025
School Name:	Clarkdale Elementary School
Principal Name:	Mrs. Dwan Jones
Date Submitted:	June 10, 2024
Revision Dates:	04/17/24; 05/07/24; 05/20/24; 05/31/24; 06/03/24; 06/07/24; 07/26/24; 08/06/24

District Name	Cobb County School District
School Name	Clarkdale Elementary School
Team Lead	Dwan Jones
Position	Principal
Email	dwan.jones@cobbk12.org
Phone	770-819-2422

	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)]

The School Leadership Improvement Team of Clarkdale Elementary School, including teachers, administrators, families, and community leaders met face-to-face to provide input on Comprehensive Needs Assessment. The data from the 2023-2024 school year was shared and reviewed. The committee analyzed the data and provided input on the prioritized needs, root causes, and goals and actions for the 2024-2025 school year. The information was then compiled into the School Improvement Plan. Input from school stakeholders such as families, community partners, Principal Advisory, PTA, as well

as other school staff, was collected and incorporated into the School Improvement Plan. FY24-25 SIP Records of attendance are kept at the school and via email records. Families and community members were invited via CTLS Parent, phone and/or email.

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):	April 17, 2024; May 7, 2024; May 20, 2024, May 31, June 3, June 7, 2024; July 26, 2024; August 6, 2024

Position/Role	Printed Name	Signature
Principal	Dwan Jones	
Assistant Principal	Lorna Holt	
Assistant Principal	Carmen Bandy	
District Academic Coach	Angela Mack	
District Title 1 Supervisor	Cheryl Johnson	
Instructional Specialist	Mechelle Weddington	
Instructional Specialist	Annette Castleberry	
Instructional Specialist	Katy Laine	
Instructional Specialist	Cheryl Chesterfield	
Instructional Specialist	Ieshia Wilkerson	
Parent Facilitator	Cheryl Bush	

Grade K Team Leader	Sandra Moss	
Grade 1 Team Leader	Laura Werren	
Grade 2 Team Leader	Ashlynn Bailey	
Grade 3 Team Leader	Phyllis Foster	
Grade 4 Team Leader	Cathy Shelby	
Grade 5 Team Leader	Talecia Tabb	
Specialist Team Leader	Kaitlin Todero	
Special Education Team Leader	Rebecca Watson	
Counselor	Temika Arnold	
Clarkdale Parent	Dominique Anderson	

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**	**Increase the percentage of K-5 students performing at proficient and advanced levels on the Reading Inventory (RI) assessment from 43% (219 of 510 students) at the end of 2023 school year to 50% of assessed students by the end of the 2024 school year.** *Students in grades K-1 did not take RI due to changes in the 2023-24 CCSD Assessment Requirements.*
	Was the goal met? ☒ **YES** ☐ **NO**

What data supports the outcome of the goal?	

Reading Inventory

SY 2024		% and # Proficient/ Advanced Reading Performance		% and # Advanced Reading Performance		% and # Proficient Reading Performance		% and # Basic Reading Performance		% and # Below Basic Reading Performance		Total students assessed
Grades 2-5	August	31%	156 students	9%	45 students	22%	111 students	24%	122 students	45%	232 students	510
	December	40%	195 students	14%	67 students	26%	128 students	24%	121 students	36%	180 students	496
	March	53%	254 students	17%	86 students	33%	168 Students	24%	124 Students	26%	132 students	510
	March Goal	50%										
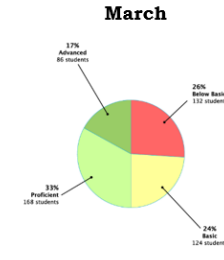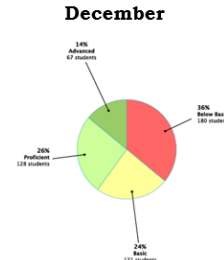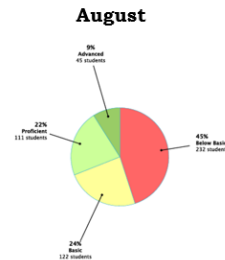
Students in grades 2 -5 increased proficient and advanced student performance levels from August at 31% (156 students) to March at 53% (254 students).
Proficient and Advanced student performance from August to March
Grade 2: 14% (18 of 122 students) to 44% (59 of 133 students)
Grade 3: 27% (48 of 128 students to 52% (64 of 123 students)
Grade 4: 24% (31 of 128 students to 40% (52 of 129 students)
Grade 5: 45% (59 of 132 students to 63% (79 of 125 students)

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?	Successes: K-2 Teachers lead phonics instruction using CTLS resources based on Structured Literacy / Science of Reading. Small group instruction based on phonics scope and sequence and student performance on the Word Knowledge Inventory. 3-5 teachers, lead instruction using word study based on the Word Knowledge Inventory data and content area vocabulary.

Previous Year's Goal #2	Increase the percentage of K-5 students performing at proficient and advanced levels on the Math Inventory (MI) assessment from 67% (436 of 664 students) at the end of 2023 school year to 72% of assessed students by the end of 2024 school year.

Was the goal met?	☐ YES	☒ NO

|	
What data supports the outcome of the goal?	**Math Inventory** |	SY 2024	% and # Proficient/ Advanced Math Performance		% and # Advanced Math Performance		% and # Proficient Math Performance		% and # Basic Math Performance		% and # Below Basic Math Performance		Total students assessed
Grades K-5	September	16%	111 students	3%	18 students	13%	93 students	30%	207 students	54%	379	697
	December	46%	316 students	13%	88 students	33%	228 students	27%	184 students	28%	194	694
	March	61%	435 students	25%	180 students	36%	255 students	23%	164 students	16%	114 students	713
	May Goal	72%											
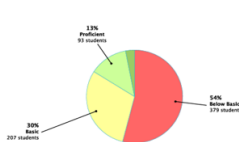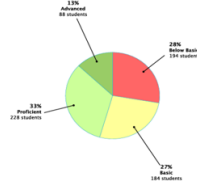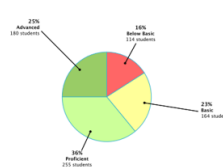
Students in grades K-5 saw an increase in proficient and advanced levels from August 16% (111 students) to 61% (435 students) based on the Math Inventory. While there were significant gains in math proficiency, there were not enough gains to meet the goal set in the 23-24 SIP.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Our math goal was not met this year due to several factors. Students struggled significantly with word problems, impacting their overall math performance. The implementation of new state math standards required time to adapt, and the pacing of instruction made it a challenge to ensure student mastery. The professional learning calendar is revised to begin during preplanning to support teachers as we start the school year. Additionally, insufficient modeling of problem-solving by teachers limited students' ability to develop effective strategies.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #3	Increase the percentage of **3ʳᵈ – 5ᵗʰ grade students** performing at the Monitor and Accelerate Learning levels in writing, as measured by the EOG, from 44% (155 of 352 students) at the end of 2023 school year to 50% of assessed students by the end of 2024 school year.

Was the goal met?	☒ YES	☐ NO

What data supports the outcome of the goal?	See table below

2024 EOG Writing Student Performance

Grade Levels	% and # Accelerate/ Monitor Learning Performance Level		% and # Accelerate Learning Performance Level		% and # Monitor Learning Performance Level		% and # Remediate Learning Performance Level		Total students assessed
3	49%	62 students	27%	34 students	22%	28 students	51%	64 students	126
4	42%	55 students	26%	34 students	16%	21 students	58%	76 students	131
5	69%	86 students	41%	51 students	28%	35 students	31%	39 students	125
3-5	53%	203 students	31%	119 students	22%	84 students	47%	179 students	382
EOG Goal	49%								

	Student performance in May 2024 increased about 9 percentage points above students assessed in May 2023. May 2023 44% (155 of 352 students) to May 2024 53% (203 of 382 students).
	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?	Successes: Intentional focus on writing instruction in whole and small group settings and writing conferences. Teachers in grades 3-5 used Write Score resources to drive targeted instruction based on assessment data. The resources helped to standardize instruction and make collaboration more impactful. To sustain growth in writing, Collaborative Teams will continue to teach writing traits and support students use of cohesive writing strategies across content areas. Consistent analysis of student writing will provide data to support specific whole and small group instruction.

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	Students in grades 2-5 scored 50% proficient and advanced on the March Reading inventory (254 of 510 students) 2nd 44% (59 of 133 students) 3rd 52% (64 of 123 students) 4th 40% (52 of 129 students) 5th 63% (79 of 125 students) As noted by Teams via Staff Surveys, areas of strength include ask and answer questions, main idea, key details, and literal comprehension.	As noted from the Staff Surveys, CT meetings, and classroom visits, areas of opportunity for students include the main topic of a multi-paragraph text, text features, describing the connection between a series of historical events and the connection between ideas and text, literal and figurative language, compare and contrast, historical text, vocabulary, and drawing conclusions. Students need more instructional support and strategies to develop language and vocabulary to navigate literary text. Teachers need support to lead instruction in structured literacy, which supports phonological automaticity and word study and teaches students how to acquire and connect to relevant vocabulary.	RI Staff Surveys Interim Assessments EOG
Math	Students in grades K-5 scored 66% proficient or advanced on the March Math Inventory (435 of 741 students). K - 56% (54 of 96 students) 1st – 62% (68 of 109 students) 2nd – 60% (81 of 134 students) 3rd – 73% (92 of 126 students) 4th – 55% (72 of 129 students) 5th – 58% (72 of 126 students) As noted by teacher feedback, data analysis from CCC meetings, and classroom observation walks, schoolwide, students did well with place value understanding and computation with multiplication and addition.	As noted from teacher feedback, data analysis from CCC meetings, and classroom observation walks, students need more strategies to support solving one and two-step word problems. Students need to apply instructional strategies to support Numerical Reasoning (operations, operations within word problems, place value, computational fluency, operations with whole numbers, fractions, and decimals), and Measurement and Data Reasoning (Measurement concepts, vocabulary, fractions, intervals of time, and comparisons) Teachers need support with implementing hands-on measurement and measurement conversion activities. EOG Math data will be reviewed in September.	MI Staff Surveys EOG Walkthrough Observations Interim Assessments

Science	Students and families participate in at-home STEM projects. Clarkdale obtained STEAM certification this 23-24 SY! Innovation Lab Teacher (ILT) collaborated with classroom teachers to extend the science units taught in class. The ILT teacher incorporated a variety of technology tools to support the learning whereas the content from the units was continually reviewed throughout the year through multiple modes of learning. Teachers participated in district professional development to support science instruction. STEM Innovation Academy: 8 Teachers Problem-Based Learning Academy: 5 Teachers	Increase usage of CTLS Science Workshop lessons school-wide, integrating across the curriculum (using the 9-Grid planning format). Frontloading of content related vocabulary and integrated across the curriculum. EOG Science Data 5th Grade (125 Students) Level 1 36% (45 students) Level 2 27% (34 Students) Level 3 26% (32 students) Level 4 11%(14 Students) 63% (79) of 5th grade students scored at a level 1 or 2 on the Science EOG. Leaving 37% (46) 5th grade students performing at proficient or advanced.	Interim Assessments EOG Observational Data
Social Studies	Social Studies instruction is where Arts integration is mostly seen and offers students the opportunity to use multiple intelligences to support the learning.	Instruction is limited to the content area block. More time is needed to integrate Social Studies in other instructional areas (using the 9-Grid planning format). Social Studies Weekly is the main resource for teaching and learning. Many of our students (those reading below grade level) are unable to access all parts of this resource. Increase the use of Social Studies Workshop lessons to support inquiry-based learning. Most grade levels' highest student performance averages were on interim assessments at the end of the school year.	Interim Assessments Observational Data

		Unit Assessment Average %
Highest Interim Average	Grade 1	Unit 8 71%
	Grade 2	Unit 6 75%
	Grade 3	Unit 6 64%
	Grade 4	Unit 5 64%
	Grade 5	Unit 7 71%

Discipline / School Climate Data	The Positive Behavior Intervention System (PBIS) is helping to hold the number of students that require interventions. Some of the systems we have in place that children can earn rewards are: • Bus rewards (new plan this year where most incidents were occurring, we collaborate with the drivers to celebrate top behaviors on the buses) Over the course of 12 weeks we were able to celebrate 135 students who ride the bus for their R^3 behavior. • PBIS Reward Days: One event per quarter Students use earned PBIS points to purchase the opportunity • Shared language regarding the "why" a student earns a reward	There were 110 Office Referrals submitted this year compared to 70 last year. 3 students received more than 10 office referrals each totaling 38 of the 110 office referrals. There 3 significant behaviors that were identified: 1. Disruption 2. Insubordination 3. Rough & Boisterous OSS YTD 42 compared to 24 last year ISS YTD 20 compared to 20 last year Many of these behaviors occurred in grades 2, 4 and K from 9, 9:30 and 12:30.	PBIS CCSD Discipline Report
Professional Learning What's been provided? What is the impact?	Quarterly Math Professional development to support the new Georgia Math Standards (December 2023 and March 2024). Impact For teachers, these sessions provided crucial insights into the updated curriculum, equipped them with innovative strategies and resources to enhance their instructional practices. This professional development emphasized the incorporation of higher-order thinking	Teachers need more strategies and activities to support small group instruction with the new math standards. Differentiated PD (extension activities, unpacking the new standards) Teachers need more make and take training sessions prior to the new quarter. This year we had three formal ELA professional learning sessions with teachers. While we shared support in classrooms and collaborative team meetings, we needed to meet with them more and provide support for shared vertical alignment of strategies.	Survey results Observational Data

	skills, hands-on activities, and effective use of modeling and manipulatives. Teachers learned to design lessons that challenge students to analyze, evaluate, and create, fostering deeper understanding and critical thinking. By incorporating hands-on activities, teachers can make math concepts more tangible and engaging. Teachers learned how to model and demonstrate problem-solving processes in real-time, providing students with clear examples of how to approach complex problems. Students gained greater confidence and skill, incorporating higher-order thinking, hands-on activities, and manipulatives, producing a more interactive math education. K-5 Teachers participated in ½ day Literacy Professional Learning that led collaboration in Reading Comprehension instruction, the importance of Oracy in the literacy continuum, Cognitive Load Theory, and the connection of reading and writing.	Grade level teams collaborated to complete an end-of-the-year survey sharing they would like to have quarterly PL/planning days, more scheduled PL, and additional individualized coaching sessions.	
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 / ELL ☒ Special Ed. / SWD ☐ Foster / Homeless ☒ Race / Ethnicity ☐ Migrant	ELL students based on ACCESS test scores indicate that there is an increased number of students moving from level 3.0 to 4.0. While ELL students are progressively moving through ACCESS testing, and testing out, both our ELL & SWD students are starting to achieve proficiency and advanced performance on the EOG. This improved level of performance is evidence of increased teaching and learning of comprehension strategies.	In 2023, 14% of ELL students performed at Level 1 on the ACCESS test; in 2024, there were 20%. The students performing at level 1.0 are new to Georgia from various countries and speak multiple native languages, including Spanish, French, and Haitian Creole. The highest averages of students performing in the Below Basic level are English Language Learners at 44% and Students with Disabilities with 60%.	ACCESS Data Interim Assessments EOG RI

Strengths tables:

ELL EOG Data

Grade	# of ELL	P/Adv.
3	32	4% (5)
4	4	0%
5	19	4% (5)

SWD EOG Data

Grade	# of SWD	P/Adv.
3	12	2% (2)
4	18	0%
5	12	2% (2)

Concerns tables:

Reading Inventory Demographic Data Student Performance Grades 2-5

Student Group	# of Students	Below Basic	Basic	Proficient	Advanced
Black / African American	243	21%	26%	33%	21%
Hispanic	208	34%	25%	32%	9%
White / Caucasian	31	19%	13%	35%	32%
English Language Learners	129	44%	26%	22%	8%
Students with Disabilities	57	60%	25%	9%	7%

ELL EOG Data

Grade	# of ELL	1/2
3	32	84% (27)
4	4	100% (4)
5	19	74% (14)

SWD EOG Data		
Grade	# of SWD	1/2
3	12	83% (10)
4	18	100% (18)
5	12	83% (10)

Math

☐ Econ. Disadvantaged ☒ English Learners / ELL

☒ Special Ed. / SWD ☐ Foster / Homeless

☒ Race / Ethnicity ☐ Migrant

Math Inventory Demographic Data Grades K-5

Student Group	# of Students	Below Basic Performance	Basic Performance	Proficient Performance	Advanced Performance
Black / African American	345	19%	22%	34%	24%
Hispanic	279	15%	26%	37%	22%
White / Caucasian	45	4%	20%	38%	38%
English Language Learners	177	18%	32%	35%	15%
Students with Disabilities	87	38%	16%	31%	15%

Most student groups have at least half of participants in the proficient and advanced performance levels.

Black/African American 58%
Hispanic 59%
White/Caucasian: 76%
English Language Learners: 50%
Students with Disabilities: 46%

ELL students performed at 50% in the Below Basic and Basic levels.

SWD students performed at 54% in the Below Basic and Basic levels.

ELL and SWD data from EOG will be reviewed in September to identity student needs.

MI

Science

☐ Econ. Disadvantaged ☐ English Learners / ELL

☐ Special Ed. / SWD ☐ Foster / Homeless

☒ Race / Ethnicity ☐ Migrant

Science EOG Data shows the percentage and number of students who performed in Proficient and Distinguished levels.

Race/Eth	# of Students	Level 3/4
Black	71	20% (10)
Hispanic	41	33% (41)
Multiracial	6	5% (6)
White	6	5% (6)
Asian	1	.8% (1)

125 students took the assessment. 37% (46 students) scored a level 3 or 4.

5th Grade Science Domain Proficiency

Domains	Black	Hispanic	Multiracial	White	Asian
Earth Science	14% (17)	5% (6)	2% (3)	4% (5)	0%
Physical Science	21% (26)	7% (9)	2% (3)	3% (4)	.8% (1)
Life Science	14% (17)	7% (9)	2% (3)	2% (3)	.8% (1)

Social Studies	☐ Econ. Disadvantaged ☒ English Learners/ELL ☒ Special Ed./SWD ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Social Studies instruction is where Arts integration is mostly seen and offers students the opportunity to use multiple intelligences to support the learning.	**Social Studies Interim Average Demographic Data Student Performance Grades 1-5**	Interim Assessment Data Observational Data	

Social Studies Interim Average Demographic Data Student Performance Grades 1-5

Student Group	Grade 1 % Average	Grade 2 % Average	Grade 3 % Average	Grade 4 % Average	Grade 5 % Average
Black / African American	66%	73%	60%	50%	74%
Hispanic	61%	69%	63%	52%	69%
White / Caucasian	78%	75%	67%	58%	66%
English Language Learners	56%	66%	61%	48%	60%
Students with Disabilities	54%	65%	62%	48%	56%

Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners / ELL ☐ Special Ed. / SWD ☐ Foster / Homeless ☒ Race / Ethnicity ☐ Migrant	Of our 71 office referrals for our black students, 38 of the referrals are from 3 students who had multiple incidences. The large majority (650+) of our students have a positive response to PBIS expectations throughout the building. They can navigate school with no infractions.	The number of office referrals is still high considering the PBIS (Positive Behavior Intervention Systems) in place. Of the 110 office referrals, the following are the number of students that have received them.	CCSD Discipline Data

Race/Eth.	# of students
Black	71
Hispanic	31
Multiracial	11
White	8

Professional Learning	☐ Econ. Disadvantaged ☒ English Learners / ELL ☒ Special Ed. / SWD ☐ Foster / Homeless ☐ Race / Ethnicity ☐ Migrant	Professional Learning sessions and collaboration with SWD and ELL teachers to learn effective literacy strategies, analyze student performance data, and decide on evidence-based strategies to support student learning. SWD and ELL teachers participated in Math PL to learn effective and standards-based strategies for effective instruction.	More SWD and ELL students performed in the below basic level on the RI than their grade level peers. SWD and ELL students performed below their grade level peers on the MI. The data shows more intentional and consistent support is needed for the teachers to support students to access the rigorous Georgia standards. Differentiation support is needed to address the student's specific goals as	RI MI PL Calendar Survey Data

			they relate to the current standards and how they can be taught together.	
Other	☐ Econ. Disadvantaged ☒ English Learners / ELL ☒ Special Ed. / SWD ☐ Foster / Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Students have difficulty solving word problems.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students are challenged with comprehending the meaning in story problems. In math, the rigor of determining meaning is increased because it also directs students to mathematical operations. There is an inferential component to story problems that is challenging for students.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers provide support with the inferential component by teaching students explicit strategies, such as key words, mnemonics, or poetic ways to determine next steps. These strategies do not extend mathematical capacity or vocabulary extension and have a limited effect on problem solving skills. Teachers are not focused on mathematical modeling as much as they should and making sure that students have those professional connections with the math standards.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers do not have a vertically aligned way to approach problem solving. Grade-level teams create ways to support the development of problem solving. Unfortunately, when students move to the next level, they are given another strategy to solve word problems. The continued stop and start of strategies slow the momentum of students' continual improvement as math problem solvers.
Contributing Factors **(Outside of control)**	The school provides learning opportunities to partner with families and provides tools to support their children in work outside of school. This work includes hosting Academic Nights and Academic Parent and Teacher Teams (APTT). However, family participation and engagement are limited.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Increase the percentage of students in **K-2** performing at **Prepared** Quantile Levels on the Math Beacon assessment by 10% of assessed students from August 2024 to March 2025. Increase the percentage of students in **3-5** performing at **Proficient** and **Distinguished** levels on the Georgia EOG Math Assessment by 10% of assessed students by May of 2025.

Statement of Concern #2	47% of students (338 of 616 total) assessed performed in the Basic and Below Basic proficiency range of the Reading Inventory Reading Comprehension Assessment (RCA). End-of-year data indicates percentages/number of students whose assessment performance falls in the basic and below basic range. 2: 56% (74 of 133 students) 3: 48% (59 of 123 students) 4: 60% (77 of 129 students) 5: 37% (43 of 125 students) While we did meet our ELA goal of 53% proficiency, that still leaves 47% of our students not reading proficiently. We need to address this concern as we move into the 24-25 school year.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Foundational reading skills gaps caused many of our students to fall between cracks in our instructional practices. We use progress monitoring with the Reading Inventory and Developmental Word Knowledge Inventory with students to close gaps in learning. The depth at which we analyze the acquired data to determine the next instructional steps to take is not as deep as we need to go both in our grade level CCCs and Instructional Leaders CCCs. We need to not only go deeper in our analysis but also in addressing the needs of our EL and SWD student groups.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	To support the development of vocabulary instruction across the curriculum, teachers need to give students time to read widely, intentionally select works that can be connected through their instruction. Model word solving strategies and provide students with opportunities to engage in collaborative conversations about that vocabulary.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Data from Write Score and Interim Assessments show most students' ability to demonstrate reading comprehension through writing is in development. Teachers need to instruct amplified and intentional writing across content areas. Writing pushes students to increase their learning and achievement. Writing is connected to reading because students focus on many layers of thought and production. More teacher professional learning will support students as they determine what is most important in text, make connections to the content, plan their approach, and explain their understanding through writing.

Contributing Factors **(Outside of control)**	The school provides learning opportunities to partner with families and provides tools to support their children in work outside of school. This work includes hosting Academic Nights and Academic Parent and Teacher Teams (APTT). However, family participation and engagement are limited.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Increase the percentage of students in **K-2** performing at **Meeting** and **Demonstrating Mastery** levels on the Amira assessment from 47% (140 of 293) in April 2024 to 69% of assessed students by March 2025. Increase the percentage of students in **3-5** performing at **Proficient** and **Distinguished** levels on the Georgia EOG ELA Assessment from 41% (152 of 382 students) in May 2024, to 55% of assessed students by May of 2025.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	Increase the percentage of students in **K-2** performing at **Prepared** Quantile Levels on the Math Beacon assessment by 10% of assessed students from August 2024 to March 2025. Increase the percentage of students in **3-5** performing at **Proficient** and **Distinguished** levels on the Georgia EOG Math Assessment by 10% of assessed students by May of 2025.
Goal #2	Increase the percentage of students in **K-2** performing at **Meeting** and **Demonstrating Mastery** levels on the Amira assessment from 47% (140 of 293) in April 2024 to 69% of assessed students by March 2025. Increase the percentage of students in **3-5** performing at **Proficient** and **Distinguished** levels on the Georgia EOG ELA Assessment from 41% (152 of 382 students) in May 2024, to 55% of assessed students by May of 2025.

Title I Personnel/Positions Hired to Support the School Improvement Goals			
SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)			
Position	**Supports Goal(s)**	**Supports which system(s)**	**How will the primary actions of this position support the implementation of the School Improvement Plan?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	The person in this position establishes and maintains positive relationships with families and the community to increase student achievement. The support helps families understand what their children need to know to be successful learners. Our Parent Facilitator assists in coordinating family/community outreach sessions to ensure families are aware of available resources. She is also available to help families as the need arises throughout the school year.
Half-day Instructional Paraprofessional	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Grade 1 Instructional Paraprofessional provides students with ELA (phonemic awareness, phonics, spelling, and writing) support. The paraprofessional also collaborates with the teacher to analyze assessment data and plan intervention strategies to meet student needs.
Classroom Teacher (CSR)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Grade 3 Classroom Size Reduction (CSR) Teacher will provide instruction in all content areas.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	Increase the percentage of students in **K-2** performing at **Prepared** Quantile Levels on the Math Beacon assessment by 10% of assessed students from August 2024 to March 2025. Increase the percentage of students in **3-5** performing at **Proficient** and **Distinguished** levels on the Georgia EOG Math Assessment by 10% of assessed students by May of 2025.					
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**
1. K -5th grade teachers will implement the 3 Reads Protocol during small group instruction to develop students' problem-solving skills as monitored by bi-weekly instructional walks.	Grade level-organizer Subs for Quarterly Planning Math Manipulatives Generation Genius	 Title I Title I Title I	August 2024	**Implementation Performance Target:** 100% of 1st-5th grade teachers will implement the 3 Reads Protocol in small group mathematics instruction by December 2024 as indicated by instructional walk data. Kindergarten teachers will implement the 3 Reads Protocol by March 2025. **Implementation Plan:** *September*: Instructional Support Specialists facilitate professional development for teachers on the effective student use of the 3 Reads Protocol. *October and November*: Instructional Support Specialists support teachers as they implement effective use of instructional strategies with	**Evaluation Performance Target:** By December 2024, 80% of students will use the 3 Reads Protocol during small group instruction. By February 55% of students will perform 75% or higher on grade-level common assessments. **Evaluation plan:** Complete bi-weekly walk-through checklist of effective student use of the 3 Reads Protocol. Share data of student progression to the grade-level Collaborative Teams. Beginning **November 2024**, 1st – 5th grade teachers will administer common formative assessments that include word problems. Results will be analyzed	Instructional Support Specialists Grade-Level Collaborative Teams Administrative Team

				students. This support includes additional professional learning, modeling, and providing feedback. **December**: Teachers and students use the 3 Reads Protocol with fidelity while solving story problems. Implementation measured with walk-through data. **January – May:** Teachers and students use the 3 Reads Protocol with fidelity within their problem-solving small group. Implementation measured with bi-weekly walk-through data. Kindergarten Teachers begin to use the organizer with their students in small group instruction. The teachers lead the learning and students provide answers with manipulatives, pictures, and/or verbal answers. Implementation measured with bi-weekly walk-through data. **Artifacts:** Walk-through forms completed	during Collaborative Team Meetings. Adjustments to instruction and implementation plans will be noted in the CT minutes. **Evidence**: Common assessment data showing student performance with story problems.	

2. 1st -5th grade teachers will implement a common math assessment during each math unit as indicated by CCC data analysis notes.	Math Manipulatives Professional Learning Texts	Title I Title I	October 2024	**Implementation Performance Target:** ***By December*** 100% of 1st -5th grade teachers will implement common formative math assessments throughout each unit. **Implementation Plan:** ***September-October:*** During quarterly planning session, the math coaches will provide professional development on using common math assessment data to drive instructional decisions. ***October – December***: Instructional Support Specialists support teachers as they implement effective use of the common formative assessment. This support includes additional professional learning, modeling, and providing feedback to individual teachers and the Collaborative Team. ***January – May:*** Teachers implement the common math assessment and with fidelity and analyze student performance during CT meetings. Implementation measured with assessment data and CT minutes.	**Evaluation Performance Target:** ***By December*** 55% of 1st -5th students will demonstrate proficiency on the common math assessment. **Evaluation plan:** Collaborative Team Data Analysis of student progress on the common unit assessments. **Evidence:** Common Assessment Data CT data analysis notes	Instructional Support Specialists Grade level Collaborative Teams

				Artifacts: Common math assessment data reports CT Minutes		

GOAL #2	Increase the percentage of **Grade K-2** students performing at Meeting and Demonstrating Mastery levels on the Amira assessment from 47% (140 of 293 students) in March 2024 to 62% of assessed students in March 2025. Increase the percentage of students in **3-5** performing at **Proficient** and **Distinguished** levels on the Georgia EOG ELA Assessment from 40% (152 of 382 students) in May 2024, to 55% of assessed students by May of 2025.					
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**
1. Teachers in grades K-5 implement differentiated literacy instruction (word study or comprehension) daily during teacher led small group instruction, measured by monthly walk-through data.	Word work manipulatives Professional Learning Texts: What the Science of Reading Says about Word Recognition Artfully Teaching the Science of Reading	Title 1	August/ September 2024	**Implementation Performance Target:** 100% of K-5 teachers will implement small-group, targeted word study instruction daily October 2024. **Implementation Plan:** *August –* Teachers administer CCSD required assessments and Developmental Word Knowledge Inventory to measure literacy skill levels. Collaborative Teams will analyze the data and use it to form small groups for differentiated instruction. *September – November* Instructional Support Specialists (ISSs) will facilitate monthly professional learning that gives teachers the resources, strategies, and differentiated approaches to address specific literacy skills that impede reading. The PL sessions will support small	**Evaluation Performance Target:** By March 2025, least 75% of K-5 students will increase their Lexile score by at least 50 points, as measured by iReady. **Evaluation plan:** Beginning in *September 2024*, Teachers will provide differentiated reading instruction and measure student progress through iReady assessment data. ELA ISS will share assessment data with the administrative team quarterly. **Evidence:** iReady Data	Instructional Support Specialists Grade Level Collaborative Teams Administrative Team

				group word-study learning, including vocabulary, background knowledge, and morphology (language comprehension skills) The ISSs will also support within classrooms through modeling, observation, and feedback. **October** - All students take the iReady diagnostic to measure student performance. Teachers will use assessment data to create small group instruction. Students will complete the individualized pathways for at least 30 minutes per week. *December* – **May** - Teachers administer the mid-year assessments to measure student performance growth. In a Collaborative Teams session, teachers compare data from the assessments. Teachers will use assessment data to create small group instruction. Students will complete the individualized pathways for at least 30 minutes per week. Implementation measured with monthly walk- through data. *March – May* March- Final CCSD assessment window. Teachers will use		

				assessment data to create small group instruction. Students will complete the individualized pathways for at least 30 minutes per week. Implementation measured with monthly walk-through data. **Artifacts:** Assessment Reports Walkthrough data PL Sign-in Sheets & Agendas		
2. Teachers in Grades 3-5 will implement data-driven content area writing tasks aligned to grade-level informational writing standards as evidenced by walkthroughs.	Professional Learning Texts: The Writing Rope What the Science of Reading Says About Writing What the Science of Reading Says about Reading Comprehension and Content Knowledge The Writing Revolution 2.0 Write Score	Title I Title I	October 2024	**Implementation Performance Target:** 100% of Teachers integrate informational writing tasks into content area instruction by January 2025. **Implementation Plan**: *October*: PL on integrated writing across the curriculum. Teachers collaborate on strategies to teach literacy standards and components necessary for students to comprehend the task and respond accurately. *October- January:* Common integrated writing instruction across grade levels. Implementation measured through monthly walk-through data. *February – May*	**Evaluation Performance Target:** 75% of 2-5 students perform in the Average or Above Level on the Informational Write Score Assessment in March 2025 **Evaluation plan:** Beginning October 2024, 2-5 teachers will administer common formative writing assessments. Collaborative Teams will analyze results. CT minutes will note adjustments to instruction strategies. CT's will share assessment data with the administrative team quarterly. *Evidence:* Common scoring class profile based on common rubric. CT minutes	Instructional Support Specialists Grade Level Collaborative Teams Administrative Team

				Common integrated writing instruction across grade levels. Implementation measured through monthly walk-through data. Artifacts: Common scoring class profile based on common rubric. Walk-through data	Write Score Data	
3. Grade K-5 Tutors implement targeted instruction three days a week during tutor-led small group instruction measured by monthly walk-through data.	Tutors Word work Manipulatives Professional Learning Texts: What the Science of Reading Says about Word Recognition Artfully Teaching the Science of Reading iReady	Title I Title I Title I Title I	September 2024	**Implementation Performance Target:** 100% of Tutors will use assessment data to provide targeted word study instruction. **Implementation Plan**: *August:* Students scoring within the 26th to 50th percentile on the Beacon assessment will be ranked based on performance data scores and grouped by similar needs regarding reading. Instructional Support Specialists (ISSs) will facilitate on-going professional learning support that gives tutors the resources, strategies, and targeted approaches to address the phonemic and phonic gaps (word recognition skills) that impede reading. The ISSs will also support tutors through modeling, observation, and feedback.	**Evaluation Performance Target:** By March 2025, at least 75% of students served by Tutors will increase their Lexile score by at least 50 points, as measured by I-Ready. **Evaluation plan:** Beginning in *September 2024*, Tutors will provide targeted reading instruction and progress monitor student growth through I-Ready assessment data. CSOS ISS will share assessment data with the administrative team quarterly. **Evidence:** I-Ready Data FoRTIfy Data	CSOS Instructional Support Specialist Grade Level Collaborative Teams Administrative Team

				Tutors will also be trained to use iReady reports and lesson plans to address students' identified needs.		
				September – April: Continued: Professional support, as needed. Monthly Walk-throughs of targeted reading instruction for students served through Tier 2 interventions. Progress monitoring Quarterly Collaborative meetings with the CSOS Instructional Support Specialist and Grade Level Collaborative Teams		
				Artifacts: Walk -through DIEBELS		

	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 / ELL ☐ Special Ed. / SWD ☒ Foster / Homeless ☐ Race / Ethnicity ☒ Migrant	Administrative Team, Professional School Counselors, and Parent Facilitator provide resources and supplies, as needed, to ensure students and families have necessary materials to support mastery of standards. School Social Worker systematically provides support (food, clothing, school needs, counseling, etc.) when a shelter-insecure or foster family registers their child.	Student Supplies Food Clothing	Title I
☐ Econ. Disadvantaged ☒ English Learners / ELL ☐ Special Ed. / SWD ☐ Foster / Homeless ☐ Race / Ethnicity ☐ Migrant	ESOL teachers implement targeted instruction and intervention using assessment data: • ACCESS • Developmental Word Knowledge Inventory • Amira (grades K-3) and Beacon (grades 1-5) • common assessments (ELA & Math) Strategic use of supporting materials for multi-lingual learners from Imagine Learning and ELLevation to increase vocabulary skills. Effectiveness of instruction and student progress discussed and analyzed in Grade Level and ESOL Collaborative Team meetings.	Chart paper Markers Hands-on literacy and math manipulatives	Title III
☐ Econ. Disadvantaged ☒ English Learners / ELL ☒ Special Ed. / SWD ☐ Foster / Homeless ☐ Race / Ethnicity ☐ Migrant	SWD teachers implement targeted instruction and intervention using assessment data: • Amira (grades K-3) and Beacon (grades 1-5) • Developmental Word Knowledge Inventory • I-Ready (students identified in the 25th percentile on Amira/Beacon Assessments) • DeamBox (student performance identifies need for Math interventions) • common assessments (ELA & Math) Effectiveness of instruction and student progress discussed and analyzed in Grade Level and SWD Collaborative Team meetings with Student Support Administrator (SSA). Supporting materials for SWD Students using UFLI to increase foundational gaps and vocabulary skills	Chart paper Markers Hands-on literacy and math manipulatives Resources to support content area learning	Title I
☐ Econ. Disadvantaged ☐ English Learners / ELL ☐ Special Ed. / SWD ☐ Foster / Homeless ☐ Race / Ethnicity ☐ Migrant			

☐ Econ. Disadvantaged ☐ English Learners / ELL ☐ Special Ed. / SWD ☐ 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.	September 18, 2024		☒ 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.	October 9, 2024		☐ 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.	April 2, 2025		☐ 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 9/10/24 | PL#2 12/6/24 | PL#3 2/14/25 | PL#4 4/16/25	September 10, 2024 October 14-18, 2024 January 15, 2025 April 16, 2025		☐ 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:** **Rising 6th Grade parent Meeting:** Rising 6th-grade families are introduced to expectations and learning opportunities offered in Middle School. **Rising Kindergarten Parent Meeting:** Rising Kindergarten families are introduced to expectations and learning opportunities offered in Elementary School.	6th Grade Meeting TBD Monday, July 15- Thursday, 18, 2024		☐ 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:** K-2 Compacts 3-5 Compacts School Family Engagement Policy	☐ 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**
Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	A fun and informative K-5 Math Night at school. This event is designed to help parents understand the new Georgia mathematics standards through engaging, hands-on activities. Parents will discover how these standards will be implemented in the classroom and how they can support their child's learning at home. Our interactive stations will provide a glimpse into the innovative teaching methods and tools that make math exciting and accessible for all students.	Title I	TBD	Math night will be monitored through attendance sign-in sheets. We will evaluate the effectiveness through family surveys. *Surveys *Sign-in sheets	Parent Facilitator Teachers Instructional Support Specialists
Literacy Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Provide materials to support school-related activities requested by families to improve students' academic achievements.		January	Literacy Night will be monitored through attendance sign-in sheets. We will evaluate the effectiveness through family surveys. *Surveys *Sign-in sheets	Parent Facilitator Teachers Instructional Support Specialists

| Steam Night | ☐ 1
☒ 2
☐ 3
☐ 4
☐ 5
☒ 6 | ☐ Goal 1
☐ Goal 2
☐ Goal 3
☐ Goal 4 | Provide a generating and exciting event that will focus on Science, Technology, engineering, art, math, and an atmosphere for students to learn. | TBD | | Steam Night will be monitored through attendance sign-in sheets. We will evaluate the effectiveness through family surveys.

*Surveys
*Sign-in sheets | |

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:

Clarkdale Elementary School effectively integrates community financial support and federal, state, and local funds in several ways.
- Title II provides professional learning support to our teachers. The resources give educators tools to learn and implement current evidence-based practices.
- Title III funds support language proficiency through resources, including teacher and student materials, digital learning programs, and professional learning for Teachers of English Language Learners. It also pays for resources and substitute teachers so educators can learn and implement arts integration and STEAM strategies.
- CCSD supports Clarkdale's plan to utilize Extended Day funds to provide specific interventions (i.e., after school tutoring) for students striving to meet state standards.
- The Office of Student Assistance supports the school's implementation of the Positive Behavioral Intervention and Support Program (PBIS).
- Partners in Education provide resources (human and financial) to support family engagement, student encouragement, and literacy and math initiatives.
- Title I supports Clarkdale's participation in the following CCSD initiatives – Early Literacy Framework, Language Essentials for Teachers of Reading and Spelling (LETRS), and iReady.

These programs work together to meet the needs of the students and families identified in the Comprehensive Needs Assessment (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:
Using both quantitative and qualitative data, Clarkdale regularly monitors the implementation of their schoolwide plan. Analyzing common assessment and district mandated data guides and supports instructional adjustments needed to ensure achievement of school-wide goals. Data from EOGs helps to determine the areas of potential growth in the upcoming school year. Qualitative data from parent and staff surveys indicate the school climate and areas that can be improved.

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:
Clarkdale leaders identify and assess all school practices to align with Georgia's Systems of Continuous Improvement framework. We disaggregate several data sources, including student and educator progress and stakeholder feedback, to determine the overall effectiveness of our instructional program. Attention to data-driven work is vital, particularly for students striving to demonstrate proficient performance. This data drives targeted instruction and school improvement to meet student needs and support academic growth.

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 Instructional Leadership Team evaluates student progress and observational walk-through data throughout the school year. This team partners with Collaborative Teams to support continuous progress toward meeting the School Improvement goals. The Instructional Support Specialists meet with our Title I coach monthly to share progress and focus on ways to support student and teacher continual improvement. School and teacher leaders reflect upon the data quarterly to revise and enhance the goals and action steps, as needed.

At the midpoint of the school year, the Instructional Leadership Team presents data benchmarks to our Title I team. This data-driven approach allows us to evaluate progress and determine if revisions to the School Improvement Plan are needed. At the end of the school year, the Instructional Leadership and Building Leadership Teams conduct a needs assessment, reflecting on the effectiveness of the School Improvement Plan. The data collected guides our decision-making process, helping us determine what changes to make for the next school year. If viable action steps helped the school meet the goal, the evidence directs whether to continue or reformulate them for the next school year. If the data show that the action steps had minimal impact, the team will formulate an improved plan to move the learning community toward accomplishing the goal.

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:
We serve our students through the Cobb System of Support (CSOS) Framework. Our goal is to provide students with the instruction and guidance they need at the moment they need it. Teachers analyze student data to determine the intensity and intentionality of support through three tiers.
Tier I instruction and support are provided to all students every day. The approach and resources align with our curricula, and evidence-based practices and strategies have proven effective for most students. Tier I examples include the Early Learning Framework, Georgia K-5 Mathematics Learning Plans, and Clarkdale's PBIS Matrix- Respectful Responsible Role Models.
Tier 2 instruction and support provide explicit, teacher-led, small-group intervention. Teachers administer the intervention with fidelity and regularly implement progress monitoring to track student progress over a specified time. Teachers and our CSOS Instructional Specialist contact families to share the data, intervention plan, and student progress of students served through the Tier 2 Framework. Tier 2 examples include Small-group instruction during teacher-led intervention, Tutor-led small groups, Interventionist-led learning, ESOL Teacher-led intervention, DreamBox, or Check-in-Check-out (CICO).
Tier 3 instruction and support is an intensive version of the Tier 2 intervention. The intensity may come from more frequent sessions, smaller group sizes, or individual support. The teacher conducts more frequent progress monitoring to measure growth and, if needed, adjusts the intervention. Teachers and our CSOS Instructional Support Specialist meet with families regularly to share the data, intervention plan, and student progress of students served through the Tier 3 Framework. Tier 3 examples include Tutor-led small group or individual intervention or a Function-Based Behavior Support Plan.
For students who continue to perform below grade-level expectations after moving through all tiers of service, our CSOS Instructional Support Specialist collaborates with Tutors, Teachers, the Student Support Specialist, and the Psychologist to determine the next steps. This committee decides if the data suggests the students should undergo professional assessments to determine eligibility for instructional support through an Individual Education Plan (IEP). If the consensus is no request for diagnostic testing, the committee discusses ways to support the student through CSOS. If the testing proceeds, the committee

reconvenes with the results to decide the student's next steps. If the group's consensus is to move forward and create an IEP, they will develop one, and an SWD will lead instructional support for the student

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)*

SCHOOL RESPONSE:

Our SIP outlines the Professional Learning Plan, a tool that empowers educators to support progression in student performance and meet or exceed our goals. We have specific ELA and Math Action Steps with Implementation Plans to facilitate continual educator improvement. We will measure growth through fidelity of teacher application and progress in student performance. The data for educators and students will drive progress in the instructional next steps.

This year, our Collaborative Teams will meet twice a week to focus on the four CCC questions and analyze data to drive the use of evidence-based instructional, intervention, and extension practices for all learners. Teams will collaborate quarterly to create integrated content area learning through nine-grid STEAM plans.

Fortunately, we recruited eight highly qualified teachers to support learning during the 24-25 school year. In addition to the rich professional learning plan for all teachers, those new to Clarkdale will participate in onboarding through the New Teacher Academy and professional support through the New to Clarkdale Cohort (monthly) and Clarkdale Mentors program (monthly).

We intentionally extend leadership opportunities to our staff locally and system wide. The Leadership Team encourages our staff to continually improve their craft and reach their professional goals.

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:

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

SCHOOL RESPONSE:

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

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