



Final Approved Copy  
August 8/27/2024

# School Improvement Action Plan



School Year:	2024-25
School Name:	Russell Elementary School
Principal Name:	Dr. Tammy Watson
Date Submitted:	May 24, 2024
Revision Dates:	June 26, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Russell Elementary School
<i>Team Lead</i>	Dr. Tammy Watson
<i>Position</i>	Principal
<i>Email</i>	tammy.watson@cobbk12.org
<i>Phone</i>	770-437-5937

**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 <b>ONLY</b>
	"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 <b>ONLY</b>
	Other (if selected, please describe below)

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

**School Response:** Russell staff members participated in identifying academic strengths and challenges based on multiple data sources to determine a comprehensive needs assessment. Through a collaborative discussion on the overarching academic challenges, root causes, and contributing factors, goals for the academic 2024-2025 year were determined. The Principal's Advisory Council (which includes community partners and other stakeholders) and parents will be provided the opportunity to review the preliminary School Improvement Action Plan to ask questions and make suggestions.

## IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

**COMMITTEE MEMBERS SIGNATURE PAGE**

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

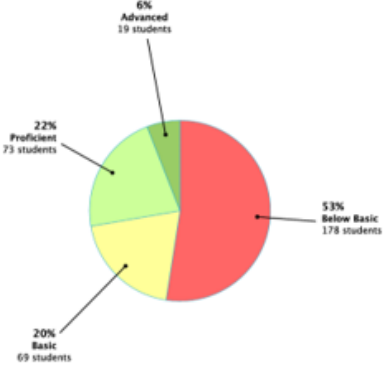
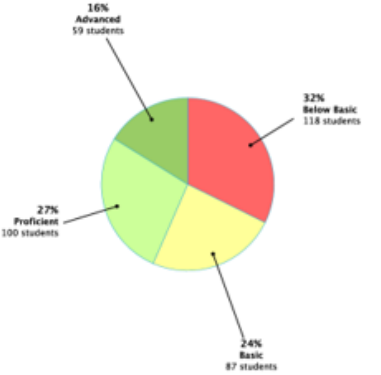
Meeting Date(s):	
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Position/Role	Printed Name	Signature
Principal	Dr. Tammy Watson	
Assistant Principal	Tracy Crum	
Instructional Lead Teacher (K-1)	Charlotte Seel	
Instructional Lead Teacher (2-3)	Alexis Lauderdale	
Instructional Lead Teacher (4-5)	Sylvia Pollard-Ware	
STEM Instructional Lead Teacher	Krystal Evans	
Parent Facilitator	Yaira Cotto	
PTA/Parent	Amy Sheehan	
Media Specialist/Specialist Lead	Barbara Lange	
School Social Worker	Devon Marks	
Faith-Based Community Leader	Pastor Joy Abram	
School Technology Specialist	Nicholas Girardeau	
PBIS Coach	Tiffany Draper	

ESOL Lead	Danielle Harper	
DLI Lead	Kendra Ramirez	
Special Education Lead	Shunita Green	
Primary Grades Lead	Teri Thompson	
Intermediate Grades Lead	Walida Byars	
Low Incident Lead	Anita Sewodor	

**Comprehensive Needs Assessment Evaluation of Goal(s)**  
*(References: Schoolwide Checklist Section 1114(b)(1)(A))*

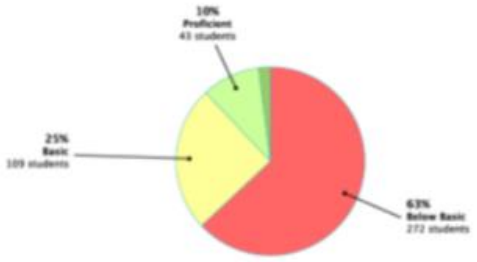
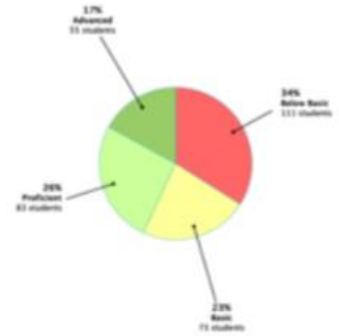
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

<p><b>Previous Year's Goal #1</b></p>	<p>The percentage of students (K-1) scoring proficient or advanced on the AMIRA and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase to 35% (210 students) from Fall 2023 to Spring 2024.</p>																														
<p><b>Was the goal met?</b>    <input checked="" type="checkbox"/> <b>YES</b>    <input type="checkbox"/> <b>NO</b></p>																															
<p>What data supports the outcome of the goal?</p>	<p>Based on the AMIRA and Reading Inventory, Russell met our goal to increase by 35% (210 students) from Fall 2023 to Spring 2024. According to the Spring 2024 AMIRA and Reading Inventory scores 253 students were proficient or advanced. 98 students in kindergarten and first grade were proficient and advanced. 155 in grades 2-5 that took the Reading Inventory proficient and advanced.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>August 2023</b></p>  <table border="1"> <caption>August 2023 Student Performance</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>6%</td> <td>19</td> </tr> <tr> <td>Proficient</td> <td>22%</td> <td>73</td> </tr> <tr> <td>Basic</td> <td>20%</td> <td>69</td> </tr> <tr> <td>Below Basic</td> <td>53%</td> <td>178</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>May 2024</b></p>  <table border="1"> <caption>May 2024 Student Performance</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>16%</td> <td>59</td> </tr> <tr> <td>Proficient</td> <td>27%</td> <td>100</td> </tr> <tr> <td>Basic</td> <td>24%</td> <td>87</td> </tr> <tr> <td>Below Basic</td> <td>32%</td> <td>118</td> </tr> </tbody> </table> </div> </div>	Category	Percentage	Number of Students	Advanced	6%	19	Proficient	22%	73	Basic	20%	69	Below Basic	53%	178	Category	Percentage	Number of Students	Advanced	16%	59	Proficient	27%	100	Basic	24%	87	Below Basic	32%	118
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<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Early Literacy Framework (ELF) for Grades K—2 was implemented with fidelity by utilizing and following the county’s framework and administering the ELF assessments throughout the year. Data from the ELF cycle assessments were used to provide students with additional support or extension to reach the goal. Teachers administered running records and created flexible groups to structure the guided reading group time. Reading Interventionist /EIP implemented Read180/System 44 with fidelity for grades 3 – 5. The same process will continue to be implemented to sustain progress.</p>
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<p><b>Previous Year’s Goal #2</b></p>	<p>The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) will increase to 40% (240 students) from Fall 2023 to Spring 2024.</p>
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**Was the goal met?**     **YES**     **NO**

<p>What data supports the outcome of the goal?</p>	<p>K-5 students at Russell Elementary reached and exceeded their goal of having 240 students Proficient or Advanced on the Spring Math Inventory (MI) by ending the year with 262 students in that range.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>August 2023</b></p>  <table border="1"> <caption>August 2023 Student Performance</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>63%</td> <td>272</td> </tr> <tr> <td>Basic</td> <td>25%</td> <td>109</td> </tr> <tr> <td>Proficient</td> <td>10%</td> <td>41</td> </tr> <tr> <td>Advanced</td> <td>2%</td> <td>8</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>May 2024</b></p>  <table border="1"> <caption>May 2024 Student Performance</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>34%</td> <td>151</td> </tr> <tr> <td>Basic</td> <td>23%</td> <td>75</td> </tr> <tr> <td>Proficient</td> <td>28%</td> <td>82</td> </tr> <tr> <td>Advanced</td> <td>17%</td> <td>75</td> </tr> </tbody> </table> </div> </div>	Category	Percentage	Number of Students	Below Basic	63%	272	Basic	25%	109	Proficient	10%	41	Advanced	2%	8	Category	Percentage	Number of Students	Below Basic	34%	151	Basic	23%	75	Proficient	28%	82	Advanced	17%	75
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**Reflecting on Outcomes**

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	
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<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Russell focused on engaging students in a word problem each day, allowing them to draw from real-life experiences while using manipulatives to learn the concepts. Russell also held teachers accountable for using small groups to differentiate concepts based on student skill level and need. Teachers delivered virtual family meetings to model and explain priority standards with real life examples.</p>
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<p><b>Previous Year's Goal #3</b></p>	<p>The percentage 5th-grade students scoring proficient or advanced on each Science Interim and the Science Milestone will increase by at least 30% (25 students) from Fall 2023 to Spring 2024.</p>
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**Was the goal met?**       **YES**       **NO**

<p>What data supports the outcome of the goal?</p>	<p>The Science unit interims show an increase in proficient and advanced scoring from Fall 2023 to Spring 2024. The Science Milestone shows an increase in proficient and advanced of 32 students.</p> <table border="1" data-bbox="884 672 1766 911"> <thead> <tr> <th>Assessment</th> <th>Percentage/Number of students scoring proficient or advanced</th> </tr> </thead> <tbody> <tr> <td>Interim 1:</td> <td>60% (46 students)</td> </tr> <tr> <td>Interim 2:</td> <td>83% (63 students)</td> </tr> <tr> <td>Interim 3:</td> <td>72% (76 students)</td> </tr> <tr> <td>Interim 4:</td> <td>76% (55 students)</td> </tr> <tr> <td>Interim 5:</td> <td>75% (57 students)</td> </tr> <tr> <td>Interim 6:</td> <td>72% (54 students)</td> </tr> </tbody> </table>	Assessment	Percentage/Number of students scoring proficient or advanced	Interim 1:	60% (46 students)	Interim 2:	83% (63 students)	Interim 3:	72% (76 students)	Interim 4:	76% (55 students)	Interim 5:	75% (57 students)	Interim 6:	72% (54 students)
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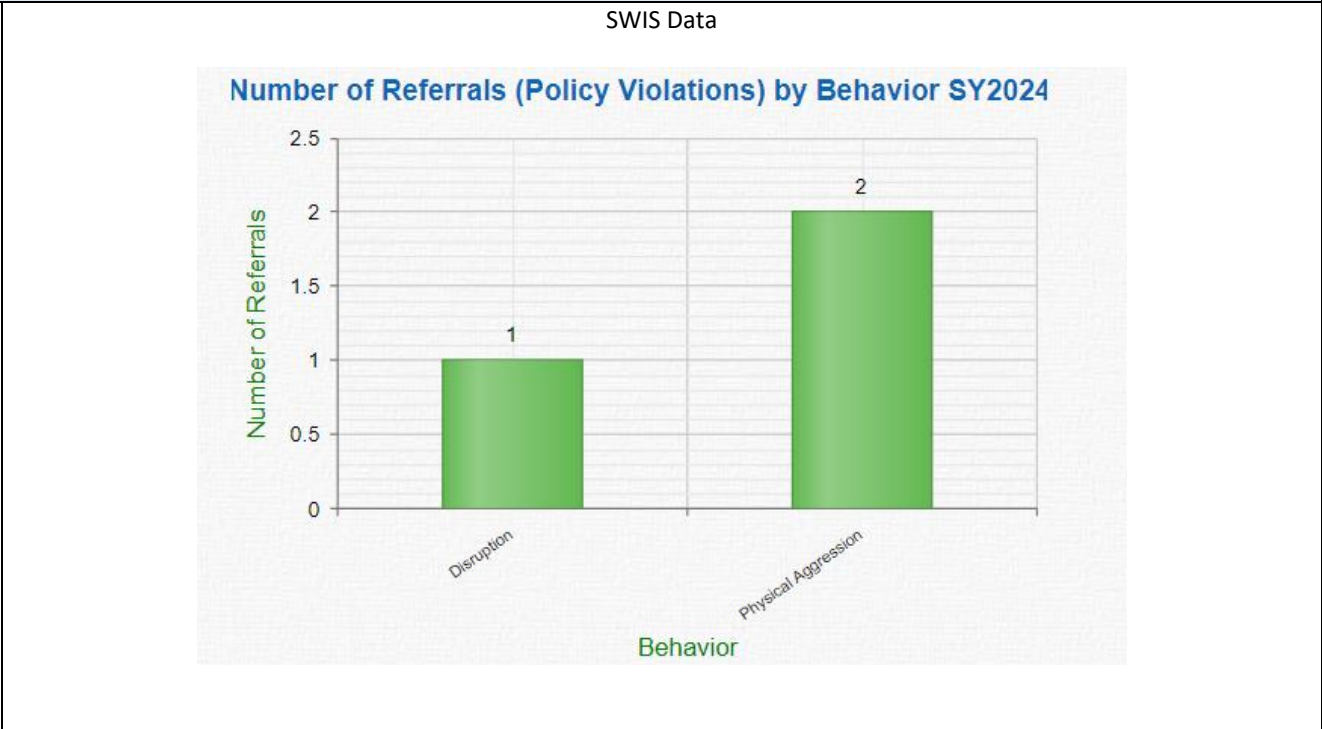
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The STEM Coordinator collaborated with each grade level on integrated standards-based science units. Teachers revisited previous science standards during science instruction. Schoolwide quarterly STEM PBL days enhanced the science curriculum. The Saturday school program, classroom hands-on science experiments, and student take-home science projects all contributed to the success of this goal. Russell will continue to implement these programs into our practices for the next school year. We will also continue to track the data and progress of students.</p>
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<b>Previous Year's Goal #4</b>	The percentage of discipline referrals related to physical aggression will decrease among K-5 students by 17% (28 students) as measured by the Comprehensive Discipline Summary from Spring 2023 to Spring of 2024.
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**Was the goal met?**       **YES**       **NO**

What data supports the outcome of the goal?



**Reflecting on Outcomes**

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>Teachers received professional development on PSIS during pre-planning on the new discipline flow chart. Also, examples of Target Talk were provided. During the 1<sup>st</sup> nine weeks, teachers were trained on using strategies for (physical aggression and de-escalation. The same process will be continued next year.</p>
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**Comprehensive Needs Assessment – Summary of Findings (Schoolwide)** Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources																
<b>ELA</b>	<p>Based on the AMIRA ARM scores report, the percentage of students in grades K-2 who are proficient or advanced increased from 18% (52 Students) to 32% (92 Students).</p> <p>Based on the RI score report, the percentage of students in grades 2-5 achieving proficient or advanced increased from 27% (92 students) to 47% (159 students) this year.</p> <p>Based on the ELF , the percentage of students in grades K-2 achieving proficient or advanced increased from 53% (151 students) to 61% (179 students).</p>	<p align="center">ELF Data</p> <table border="1" data-bbox="1094 899 1638 1084"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>25% (23 students)</td> </tr> <tr> <td>First</td> <td>42% (34 students)</td> </tr> <tr> <td>Second</td> <td>37% (26 students)</td> </tr> </tbody> </table> <p>Concerns: K-2 deficit in phonic awareness, which affects lack of fluency.</p> <p align="center">ELA Interims</p> <table border="1" data-bbox="1066 1263 1602 1466"> <thead> <tr> <th>Grade</th> <th>Percentage below proficient</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>96% (74 students)</td> </tr> <tr> <td>4<sup>th</sup></td> <td>85% (75 students)</td> </tr> <tr> <td>5<sup>th</sup></td> <td>57% (47 students)</td> </tr> </tbody> </table>	Grade	Percentage below proficient	Kindergarten	25% (23 students)	First	42% (34 students)	Second	37% (26 students)	Grade	Percentage below proficient	3 <sup>rd</sup>	96% (74 students)	4 <sup>th</sup>	85% (75 students)	5 <sup>th</sup>	57% (47 students)	<p>K-2 AMIRA Early Literacy Framework Assessments Reading Interims Milestones Imagine Learning (ESOL)</p>
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		<p>Concerns: 3-5 deficits in comprehension skills with their reading literary and informational standards.</p> <p>Literacy (Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Reading Comprehension)</p> <p>Imagine Learning Literacy Benchmark Assessment</p> <table border="1" data-bbox="1094 407 1635 659"> <thead> <tr> <th>Grade</th> <th>Percentage Below Proficient</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>16%; Students tested (25)</td> </tr> <tr> <td>Second</td> <td>55%; Students tested (20)</td> </tr> <tr> <td>Third</td> <td>89%; Students tested (17)</td> </tr> <tr> <td>Fourth</td> <td>86%; Students tested (14)</td> </tr> <tr> <td>Fifth</td> <td>100%; Students tested (3)</td> </tr> </tbody> </table>	Grade	Percentage Below Proficient	First	16%; Students tested (25)	Second	55%; Students tested (20)	Third	89%; Students tested (17)	Fourth	86%; Students tested (14)	Fifth	100%; Students tested (3)									
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<p><b>Math</b></p>	<p>Based on the MI score report, the percentage of students in grades K-5 achieving proficient or advanced increased from 13% (68 students) to 47% (267 students) this year.</p>	<p>Math Interims Numbers and Operations Strands from Math Interims</p> <table data-bbox="1129 850 1465 1105"> <thead> <tr> <th>Grade</th> <th>AVG</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>37</td> </tr> <tr> <td>Second</td> <td>31</td> </tr> <tr> <td>Third</td> <td>46</td> </tr> <tr> <td>Fourth</td> <td>48</td> </tr> <tr> <td>Fifth</td> <td>32</td> </tr> </tbody> </table>	Grade	AVG	First	37	Second	31	Third	46	Fourth	48	Fifth	32	<p>Math Interims Milestones CTLS Assessments</p>								
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<p><b>Science</b></p>	<p>Answering literal questions, planning and carrying out investigations with common materials, and oral expression of concepts.</p>	<p>Lack of academic vocabulary, applying knowledge of standards to analyze complex questions, using evidence to construct an argument on differences in scientific information</p>	<p>Science Interims Pre and Tests</p>																				
<p><b>Social Studies</b></p>	<p><b>Historical Understandings</b></p> <table border="1" data-bbox="522 1333 961 1516"> <thead> <tr> <th>Grade</th> <th>Proficiency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>70%</td> </tr> <tr> <td>2</td> <td>72%</td> </tr> <tr> <td>3</td> <td>47%</td> </tr> <tr> <td>4</td> <td>62%</td> </tr> </tbody> </table>	Grade	Proficiency	1	70%	2	72%	3	47%	4	62%	<p><b>Geographic Understanding</b></p> <table border="1" data-bbox="1165 1333 1604 1516"> <thead> <tr> <th>Grade</th> <th>Proficiency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>59%</td> </tr> <tr> <td>2</td> <td>61%</td> </tr> <tr> <td>3</td> <td>39%</td> </tr> <tr> <td>4</td> <td>40%</td> </tr> </tbody> </table>	Grade	Proficiency	1	59%	2	61%	3	39%	4	40%	<p>Social Studies Interims</p>
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	5	82%	5	96%	
<b>Discipline / School Climate Data</b>	Being a PBIS school has allowed Russell to establish a social culture and behavior supports to improve student outcomes. Russell focuses on promoting positive behavior rather than punishment and teaches students how to meet clear behavioral expectations.		Russell staff and students need to work on restoring relationships.		PBIS SWISS Data
<b>Professional Learning</b> What's been provided? What is the impact?	<p>Hattie's Strategies training of high-priority strategies was provided to the staff monthly to support their use of these strategies and provide best-practice instruction in the classroom.</p> <p>The local TTIS support personnel provided CTLS Assess training. This training enabled teachers to utilize the different components of CTLS Assess to support the CCC process, resulting in more effective use of assessments and results.</p> <p>The district ESOL Consultant and local ESOL staff members provided Ellevation training to staff members. Ellevation supported staff in analyzing data and delivering high-quality, research-based strategies to increase ELLs' language and content proficiency.</p> <p>The ESOL staff members provided GoTo training to staff members. This training supported staff as they learned about and implemented different research-based strategies for working with ELLs.</p>		<p>Staff needs to consistently use Hattie's strategies, which they were provided with in training, to achieve best practices in their daily instruction.</p> <p>Teachers need to utilize more local school common assessments to apply their knowledge.</p> <p>Staff needs additional training on Ellevation to analyze ELL data and select and implement appropriate instructional strategies.</p> <p>Teachers need to apply CTLS knowledge to create and use more local school assessments.</p>		Sign-in Sheets Teacher Feedback Surveys

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
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<b>ELA</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Letter recognition, ask and answer questions (5W's)	Phonological awareness, fluency, comprehension skills	K-2 AMIRA Early Literacy Framework Assessments Reading Interims
<b>Math</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Measurement, geometry, matching numbers and quantity, comparing numbers	Number operations and academic vocabulary	Math Interims CTLS Assessments
<b>Science</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Life science is a strength, with 82% of students proficient or advanced	Earth science is a concern, with 60% of students proficient or advanced	Science Interims Post Assessments
<b>Social Studies</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Locating facts to answer literal questions; Oral expressions of ideas; Motivation; Compare similarities & differences	Lack of map and globe skills; Making connections; Academic vocabulary; Prior knowledge; Reading comprehension	Social Studies Interims
<b>Discipline / School Climate Data</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	PBIS Tier 1, 2, and 3 Cobb System of Support (CSOS)	Restoring relationships	CSOS Meeting Minutes PBIS Meeting Minutes RTI
<b>Professional Learning</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Understanding Hattie's Strategies for Best Practice Instruction. Understanding creating and analyzing CTLS Assess creating assessments.	Applying Hattie's Strategies for Best Practice Instruction with consistency.  Creating and analyzing CTLS Assessments with consistency.	CTLS Assess Walkthroughs
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

<p><b>Statement of Concern #1</b></p>	<p>According to the ELF assessment, 38 first-grade ELL students had an average score of 58%.</p> <p>According to the ELF assessment, 31 second-grade ELL students had an average score of 62%.</p> <p>77% of ELL students (105 students) in grades 2-5 are not meeting expectations in reading on the Reading Inventory (RI).</p>
<p><b>Root Cause #1 - (Within control)</b>  <b>Impacts which system(s):</b>  <input checked="" type="checkbox"/> Coherent Instruction  <input checked="" type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input type="checkbox"/> Supportive Learning Environment  <input type="checkbox"/> Family Engagement</p>	<p>In grades 1-2, students lack phonological awareness (manipulation of letters and sounds) and vocabulary.</p> <p>Teachers in grades 1- 2 need training in the Science of Reading. The Science of Reading focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>
<p><b>Root Cause #2 - (Within control)</b>  <b>Impacts which system(s):</b>  <input checked="" type="checkbox"/> Coherent Instruction  <input checked="" type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input type="checkbox"/> Supportive Learning Environment  <input type="checkbox"/> Family Engagement</p>	<p>In grades 2 - 3, students lack phonological awareness (vowel teams and diphthongs), decoding (alphabetic principle spelling-sound correspondence), vocabulary, and sight word recognition.</p> <p>Teachers in grades 2 – 3 need training in the Science of Reading. The Science of Reading focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>
<p><b>Root Cause #3 - (Within control)</b>  <b>Impacts which system(s):</b>  <input checked="" type="checkbox"/> Coherent Instruction  <input checked="" type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input type="checkbox"/> Supportive Learning Environment  <input type="checkbox"/> Family Engagement</p>	<p>In grades 4-5, students lack vocabulary in content (prefixes, suffixes, context clues), academic vocabulary, verbal reasoning, and language structure (syntax, semantics).</p> <p>Teachers in grades 4 - 5 need training in the Science of Reading. The Science of Reading focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>
<p><b>Contributing Factors</b>  <b>(Outside of control)</b></p>	<p>Students’ lack of background knowledge, student tardies and absences, language barriers.</p>
<p><b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students scoring at/above grade level will increase from 32% (92 students) to 40 % (115 students) as measured by the 2024-25 AMIRA. The percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students scoring levels 3 and 4 will increase from 29% (76 students) to 35% (93 students) as measured by the 2024-25 ELA Georgia Milestone.</p>



<b>Statement of Concern #2</b>	<p>According to the Math Inventory (MI) data, 64% of ELL (136 students) are not meeting expectations.</p> <p>According to the Math Inventory (MI) data, 51% of Blacks (101 students) are not meeting expectations.</p>
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	<p>Students in kindergarten and first grade had deficits in decomposing numbers due to counting back strategies, and vocabulary related to subtraction. K-1 also showed deficits in more complex addition and subtraction standards (higher depth of knowledge).</p> <p>Students in grade 2 struggle with solving math problems with addition and subtraction patterns within 100.</p> <p>Students in grade 3 struggle with multiplication and division of whole numbers to 100.</p> <p>Students in grade 4 do not know how to divide whole-number quotients and remainders with up to 4-digit dividends and one-digit divisors.</p> <p>Students in grade 5 do not know how to solve word problems, including addition and subtraction of fractions, including unlike denominators.</p> <p>Students in grades 3 - 5 are not fluent in addition, subtraction, multiplication, and division math facts.</p>
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers need instructional strategies and resources to help student break comprehend word problems and understand content vocabulary.</p>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers need a process for determining the rigor of the standard and developing learning tasks aligned to the rigor. Using math models and moving from concrete to abstract are strategies that teach need help implementing.</p>



<p><b>Contributing Factors</b> (Outside of control)</p>	<p>Families have language barriers, students tardies, and student absences.</p>
<p><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of 1<sup>st</sup> and 2<sup>nd</sup> grade students scoring proficient and advanced will increase from 27% (54 students) to 33% (67 students) as measured by the 2024-25 Math Beacon quantile.</p> <p>The percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2024-25 Math Georgia Milestone.</p>

<b>Statement of Concern #3</b>	49% of students in grade 1, 44 % of students in grade 2, 70% of students in grade 3, 56% of students in grade 4, and 27 % of students in grade 5 are not meeting expectations in all science content domains.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Students lack the depth of knowledge and scientific vocabulary to support comprehension.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need to provide a frequent review of prior standards and content.  Students did not retain content from prior standards.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers did not consistently provide science experiments with deeper inquiry to support and engage students in their learning.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Students lack background knowledge, real-world experience, and parental support.
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percentage of 5th-grade students scoring Levels 3 and 4 will increase from 42% (42 students) to 48% (45 students) as measured by the 2024-25 Science Georgia Milestone.

**School Improvement Goals**  
*Include goals on the parent compacts and policy*

<p><b>Goal #1</b>  <b>ELA</b></p>	<p>The percentage of kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade students scoring at/above grade level will increase from 32% (92 students) to 40 % (115 students) as measured by the 2024-25 AMIRA. The percentage of 3-5 students scoring levels 3 and 4 will increase from 29% (76 students) to 35% (93 students) as measured by the 2024-25 ELA Georgia Milestone.</p>
<p><b>Goal #2</b></p>	<p>The percentage of 1<sup>st</sup> and 2<sup>nd</sup> grade students scoring proficient and advanced will increase from 27% (54 students) to 33% (67 students) as measured by the 2024-25 Math Beacon quantile. The percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2024-25 Math Georgia Milestone.</p>
<p><b>Goal #3</b></p>	<p>The percentage of 5th-grade students scoring Levels 3 and 4 will increase from 42% (42 students) to 48% (45 students) as measured by the 2024-25 Science Georgia Milestone.</p>

## Title I Personnel/Positions Hired to Support the School Improvement Goals

*SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)*

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	<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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	By keeping parents informed about school functions and opportunities for learning, the Parent Facilitator helps build the school-to-home relationship with parents and guardians to ensure that students are fully supported in their instructional needs. By providing Title I training and information, the Parent Facilitator educates the parents and guardians on how the school is using our Title I funds to strengthen curriculum and instruction for all students. In addition, the Parent Facilitator keeps the county informed about the training and informational sessions we are providing parents and stakeholders.
Certified Teacher – Grade 2	<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 certified teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will be able to progress through content quicker, enhance the confidence of students, observe and assess students faster, allow students and teachers to connect more closely, give students more voice, provide frequent and constructive feedback, work one-on-one with students, and develop a collaborative environment in which all participants can take ownership of their learning. The second-grade teacher will support students with the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
Part-time Certified Teacher – Grade 4 (Interventionist)	<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 part-time certified interventionist teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will work with the lowest 25% of 4 <sup>th</sup> -grade students on the iReady program. The program will provide the teacher with detailed data about a student’s strengths and areas for growth, and to help tailor instruction to a student’s individual needs.
	<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	

<b>GOAL #1</b>	The percentage of K-2 students scoring at/above grade level will increase from 32% (92 students) to 40 % (115 students) as measured by the 2024-25 AMIRA. The percentage of 3-5 students scoring levels 3 and 4 will increase from 29% (76 students) to 35% (93 students) as measured by the 2024-25 ELA Georgia Milestone.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>People Responsible</b>
K-2 teachers will analyze the Early Literacy Framework phonemic awareness and phonics assessment data for next step purposes during CCC meetings after each ELF cycle, as indicated by CCC minutes.	N/A	N/A	Week of August 19	<p><b>Implementation Performance Target:</b></p> <p>By October 2024, 100% of grade level K-2 teachers will conduct ELF-focused CCC meetings after each ELF cycle and post-test as evidenced by the CCC minutes.</p> <p><b>Implementation Plan:</b></p> <p>During preplanning, ILTs will provide a refresher on the CCC process and expectations.</p> <p>Beginning in August, K-2 teachers will implement CCC meetings to analyze and discuss grade level data on the ELF cycle assessments and post assessments.</p> <p><b>Artifacts:</b></p> <p>CCC Meeting Minutes</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, 10% of students will demonstrate proficiency in phonemic awareness and phonics standards on the ELF Q2 post assessment by scoring 70% of higher.</p> <p>By May 2025, an additional 10% of students will demonstrate proficiency in phonemic awareness and phonics standards on the ELF Q4 post assessment by scoring 70% of higher.</p> <p><b>Evaluation plan:</b></p> <p>Beginning in August 2024, K-2 teachers will analyze ELF data for students and subgroups to create flexible groups that meet the needs of all students. Assessment data and minutes will be shared with the administration.</p> <p><b>Evidence:</b></p>	K-2 Classroom Teachers ILTs

					ELF Data Reports	
3-5 teachers will analyze comprehension checks for next-step guided reading instructional purposes after each 10-day cycle, as indicated by CCC minutes.	N/A	N/A	Week of Aug 19	<p><b>Implementation Performance Target:</b></p> <p>By October 2024, 100% of 3-5 teachers will hold CCC meetings after each 10-day cycle as evidenced by the CCC minutes.</p> <p><b>Implementation Plan:</b> Beginning in August, 3-5 teachers will conduct CCC meetings after each 10-day cycle to:</p> <ul style="list-style-type: none"> <li>• identify student needs,</li> <li>• regroup students for instruction, and</li> <li>• determine comprehension strategies to utilize during guided reading groups.</li> </ul> <p><b>Artifacts:</b> CCC Meeting Minutes</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, 10 % of students will demonstrate proficiency in grade level reading comprehension standards on comprehension check assessments by scoring 70% of higher.</p> <p>By May 2024, an additional 10% of students will demonstrate proficiency in grade level reading comprehension standards on comprehension check assessments by scoring 70% of higher.</p> <p><b>Evaluation plan:</b> Beginning August 2024, 3-5 teachers will analyze comprehension checks for students and subgroups to create flexible groups to meet the needs of all students. Assessment data and minutes will be shared with the administration.</p> <p><b>Evidence:</b></p>	3-5 teachers ILT

					Grade Level Data Sheets	
K-5 teachers will analyze reading running records for next-step guided reading purposes during CCC meetings after each 15-day cycle, as indicated by CCC minutes.	N/A	N/A	Week of Sept. 2	<p><b>Implementation Performance Target:</b></p> <p>By October 2024, 100% of K-2 teachers will conduct CCC meetings after each 15-day cycle as evidenced by the CCC minutes.</p> <p><b>Implementation Plan:</b></p> <p>Beginning in August-K-5 teachers will hold CCC meetings after each 15-day cycle to discuss overall grade level reading behaviors and determine fluency skills to create flexible guided reading groups.</p> <p><b>Artifacts:</b></p> <p>CCC Meeting Minutes</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, 10% of students will increase their reading levels by at least two reading levels on their running record.</p> <p>By May 2025, an additional 10% of students will increase their reading levels by at least an additional two reading levels on their running record.</p> <p><b>Evaluation plan:</b></p> <p>Beginning August 2024, K-2 teachers will conduct reading-level-focused CCC meetings after each 15-day cycle. Grade-level reading-level data results will be analyzed during these meetings. Adjustments to instruction will be noted in the CCC minutes. Assessment data and minutes will be shared with the administration after each 15-day cycle.</p> <p><b>Evidence:</b></p> <p>Grade Level Data Sheets</p>	K-5 teachers ILTs





<b>GOAL #2</b>	The percentage of 1-2 students scoring proficient and advanced will increase from 27% (54 students) to 33% (67 students) as measured by the 2024-25 Math Beacon quantile. The percentage of 3-5 students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2024-25 Math Georgia Milestone.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
K-5 <sup>th</sup> Grade Teachers will use relevant word problems and the CRA method daily to increase students' conceptual understanding of grade level appropriate operations in mathematics (decompose/compose numbers, addition, subtraction, multiplication, and/or division) as indicated by monthly instructional walks.	Math Manipulatives	Title I Local Funds	Week of August 19th	<p><b>Implementation Performance Target:</b></p> <p>By October 2024, 100% of teachers will begin each unit with math manipulatives to solve real-world word problems using a concrete, representational, and justification model during math instruction, as indicated by monthly instructional walks.</p> <p><b>Implementation Plan:</b></p> <p>During preplanning, teachers will receive training on using math manipulatives and developing real-world word problems that focus on the concrete and representational parts of the CRA Method, along with justification of answers.</p> <p>Follow-up training focused on problem solving and the CRA method will be provided, as needed throughout the year.</p> <p>By August 2024, all teachers will be using math</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, 10% of students will score 70% of higher on the performance task.</p> <p>By May 2025 an additional 10% of students will score 70% of higher on the performance task.</p> <p><b>Evaluation plan:</b></p> <p>By the end of September 2024, teachers will begin administering common performance assessment tasks with real-world word problems where students demonstrate concrete and representational elements of the CRA Method and provide justification of answers. All students will have access to manipulatives for the tasks. Results will be analyzed and adjustments to instruction will be made.</p> <p><b>Evidence:</b></p>	K-5 Classroom Teachers ILT

				<p>manipulatives to solve real-world word problems in the classrooms.</p> <p>By September 2024, teachers will create a performance task for the current math unit in which students use concrete and representational parts of the CRA Method and justify their answers.</p> <p><b>Artifacts:</b> Walk-through Data Checklist</p>	Unit Performance Tasks	
<p>K-5 teachers will utilize a 10-day math cycle to determine flexible small groups for targeted instruction evidence as evidenced by small group lesson plans and CCC minutes.</p>	N/A	N/A	August	<p><b>Implementation Performance Target:</b> By September 100% of K-5 grade teachers will utilize a 10-day math cycle to determine flexible small groups target instruction evidence indicated by the assessment</p> <p><b>Implementation Plan:</b> During Preplanning, teachers will collaborate to create a 10-day math cycle assessment with the ILTs.</p> <p>By October, teachers will have created the 10-day cycle for current unit assessments.</p> <p><b>Artifacts:</b> 10-day Cycle Assessments CCC Minutes</p>	<p><b>Evaluation Performance Target:</b> By December 2024, 10% of students will score 70% or higher on the 10-day cycle assessments.</p> <p>By May 2025, an additional 10% of students will be proficient or advanced on the 10-day cycle assessments.</p> <p><b>Evaluation plan:</b> Beginning August 2024, teachers will administer unit post assessments on current standards. Results will be analyzed during CCCs. Adjustments will be made and noted in CCC minutes.</p> <p><b>Evidence:</b> <b>Unit Post Assessment</b></p>	<p>K-5 teachers ILT</p>

<b>GOAL #3</b>	The percentage of 5th-grade students scoring Levels 3 and 4 will increase from 42% (42 students) to 48% (45 students) as measured by the 2024-25 Science Georgia Milestone.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored?</b> <b>What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact?</b> <b>What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
3 <sup>rd</sup> -5 <sup>th</sup> grade teachers will engage students in experiments connected to priority standards with each science unit as evidenced by classroom observations or lesson plans.	Experiment Materials	Local Funds	August 26th	<p><b>Implementation Performance Target:</b></p> <p>By September 2024, 100% of 3<sup>rd</sup>-5<sup>th</sup> grade teachers will implement hands-on activities for a deeper understanding of the content as indicated <b>by classroom observations.</b></p> <p><b>Implementation Plan:</b></p> <p>By August 2024, the science STEM coach will collaborate with teachers to deconstruct unit standards and plan hands-on lessons aligned to each unit.</p> <p><b>Artifacts:</b></p> <p>Classroom Observations &amp; Lesson Plans</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, 10% of students will be proficient or advanced on science unit post-test.</p> <p>By May 2025, an additional 10% of students will be proficient or advanced on science unit post-test.</p> <p><b>Evaluation plan:</b></p> <p>Beginning August 2024, teachers will administer science unit post-assessments on current standards. The results will be analyzed during CCCs, and adjustments will be made and noted in CCC minutes.</p> <p><b>Evidence:</b></p> <p>Science Unit Post-test</p>	STEM Coordinator
Saturday School teachers will implement 4 <sup>th</sup> & 5 <sup>th</sup> grade current and previous science standards in the curriculum to support students'	Staff	20 Day Funds	October 12 (5 <sup>th</sup> grade)	<p><b>Implementation Performance Target:</b></p> <p>By October 5<sup>th</sup>, 100% of 4<sup>th</sup> and 5<sup>th</sup>-grade teachers will</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, the number of students scoring</p>	Saturday School Teachers

<p>scientific knowledge as evidenced by lesson plans.</p>				<p>analyze the science Interim to determine the next instructional steps for Saturday School, as evidenced by <b>revised lesson plans</b>.</p> <p><b>Implementation Plan:</b> By October 2024, all Saturday School teachers will expose students to previous and current science standards.</p> <p><b>Artifacts:</b> Scope and Sequence Revised lesson plans</p>	<p>proficient or advanced will increase by 10%.</p> <p>By May 2025, the number of students scoring proficient or advanced will increase by an additional 10%.</p> <p><b>Evaluation plan:</b> Beginning in October, Saturday School teachers will review science interims to focus on current standards and previous unmastered standards. The Science Interim results from Saturday School attendees and non-attendees will be used to evaluate the impact.</p> <p><b>Evidence:</b> Science Interims</p>	
<p>3<sup>rd</sup> -5<sup>th</sup> grade students will complete quarterly project-based activities at home with the support of families based on CCSD's priority standards as evidenced by submitted projects.</p>	<p>Staff  Project Supplies</p>	<p>Title I</p>	<p>August 19</p>	<p><b>Implementation Performance Target:</b></p> <p>By October 2024, 20% of the students will complete quarterly project-based home projects as evidenced by <b>projects</b>.</p> <p><b>Implementation Plan:</b> During the 4 ½ week parent meetings, teachers will provide students and families with detailed information on home projects to be completed using the science</p>	<p><b>Evaluation Performance Target:</b></p> <p>By December 2024, the number of students scoring proficient or advanced on the science project-based rubric will increase by 10%.</p> <p>By May 2025, the number of students scoring proficient or advanced on the science project-based rubric will increase by an additional 10%.</p> <p><b>Evaluation plan:</b></p>	<p>Classroom Teachers</p>

				<p>standards-based rubric each quarter.</p> <p>Students will be provided with resources and assistance from 7:15 a.m.-7:50 a.m., as needed.</p> <p><b>Artifacts:</b> Projects</p>	<p>3<sup>rd</sup> -5<sup>th</sup> grade students will be assessed through the project-based rubric and Flipgrid videos to determine their scientific knowledge, skills, and abilities.</p> <p><b>Evidence:</b> Flipgrid Video Science Project-Based Rubric</p>	
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**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide Saturday School (grades 3 - 5) instruction in math, ELA, and Science for all student groups.	Certified Staff	Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Continue to monitor and analyze the progress of each student group using ELA (iReady), math interventions, Imagine Learning, and formative and summative assessments (Interims).	Certified Teachers	Local School
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers will collaborate with social workers, counselors, and the Homeless Education Department to ensure student needs and wraparound services are provided.	Counselors Social Worker HEP IWC	Title III
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers will utilize Elevation and Go To Strategies to support student in ELA and Math with vocabulary and academic language.	Copy Paper Ink Cartridges	Title I Local School
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

**Family Engagement Plan to Support School Improvement (*Required Components*)**

Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> <u>Annual Title I Meeting</u> – 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.</p>	September 9, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method)</u> – 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.</p>	October 18, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method)</u> – 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.</p>	March 24, 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><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>                      Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/20/24   PL#2 12/6/24   PL#3 2/14/25   PL#4 4/25/25</p>	September 9, 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 4, 2024		
	January 3, 2025		
	April 14, 2025		
<p><b>5. Required</b> <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <b>Briefly describe the transition activities here:</b>  <b>Kindergarten Summer Camp</b> – Upcoming kindergarten students will be provided the opportunity to be exposed to kindergarten standards, and schoolwide expectations and meet kindergarten teachers. Grades K - 5 students will be provided Summer Bridge Books to help prevent learning loss and prepare students for upcoming grade-level standards.  <b>Middle School</b> – Grade 5 students will be provided an opportunity to meet the middle school counselors, who will share important information about middle school and visit the middle school setting.                      Middle School – Parents of grade 5 students will be provided an opportunity to learn the expectations and learning opportunities offered in middle school.</p>	Kindergarten Summer Camp June 24-27, 2024  Fifth Grade Transition Meeting May 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><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><b>List documents translated for parents:</b>          Title I Compact, Title I Policy, Parent Feedback Surveys, CTLS Parent communication from the principal, CTLS Parent communication from certified staff, Title I Meeting Agendas, Academic Engagement Night PowerPoints, Teacher Monthly Newsletters, Student Handbook, RTI Documents, PBIS Newsletter</p>	<table border="0"> <tr> <td><input type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input checked="" type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> </tr> </table>	<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
<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							

<b>School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)</b>							
<b>School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>"Shall" Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
Academic Engagement Nights (Reading, Math, Science) are quarterly events in which each grade level presents families with schoolwide, grade-level, and individual student Reading Beacon, Math Beacon, and Science data results. Parents are also presented with differentiated strategies for reading, math, and science, as well as take home resources.	<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	Card Stock Copy Paper Manilla Folders Light Snacks Strategy Cards Ink Cartridge	Title I  Local School Funds		Family Sign-In Sheets Parent Surveys Academic Engagement Night Pictures	ILT
Every 4 ½ weeks, teachers have grade-level meetings with families to discuss priority standards and real-world ways to support students at home.	<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				Family Sign-In Sheets Parent Surveys	Teachers
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

**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:** Russell Elementary will integrate state and local funds and community support in several ways. Title II will provide professional learning support, including staff and PL opportunities. Title III will provide language proficiency support. Twenty-day funds will be utilized for tutoring support for our students who are not meeting state standards. The PBIS department will continue to support the school in implementing the Positive Behavioral Intervention and Support Program (PBIS). Community Partners (Freeman Poole Senior Center, Image Church, Mosaic Church, Gracepoint Church, Chick-Fil-A, La Amistad, and United Methodist Church) will provide volunteers and support for Academic Engagement Nights. These programs will work together to meet the needs of the students and families identified in the CNA and through our 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:** Russell Elementary regularly monitors the implementation and achievement results of the schoolwide program by the administration and the Instructional Lead Teachers through Classroom Walkthroughs, weekly Cobb Collaborative Communities (CCCs), Quarterly Grade-level data meetings, monthly Building Leadership Team (BLT) meetings. Schoolwide Data Discussions after administering the Common Performance Assessments, BEACON, Milestone results, CCSD Interims (Social Studies and Science), and Early Literacy Framework meetings (Grades K-2).

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:** Russell Elementary determines whether the schoolwide program has been effective in increasing students' achievement by discussing and analyzing the schoolwide data weekly during Cobb Collaborative Communities (CCCs), Quarterly Grade-level data meetings with administration, Classroom Walkthroughs, Schoolwide Data Discussions, and administration meetings with the ELA Interventionist.

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:** Russell's schoolwide plan will be revised based on monitoring data results of specific grade levels, subgroups (ELL, SWD, Blacks), and iReady, ELF, Interims, etc.

**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:** Russell Elementary School utilizes the Positive Behavioral Interventions and Support (PBIS) system to address student behavior. Classroom PBIS strategies decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. By taking a proactive behavioral approach, students enjoy academic achievement and positive emotional health.

The PBIS team holds monthly Tier 1 and Tier 2 meetings to view and analyze behavioral data. Many parameters are considered while analyzing data, including day(s) of the week that behavior occurs, student subgroups, and types of behavior infractions. This data is redelivered to Russell Elementary staff monthly to address current issues through PBIS lessons and interventions. Most specifically, staff members have used PBIS and the data to address specific subgroups by doing the following:

- \*Building student/teacher mentor relationships and conducting check-ins for repeat offenders
- \*Teaching social skills lessons to students and/or those who struggle in certain behavioral areas
- \*Utilizing additional strategies to support extreme behaviors

Russell implements the Check & Connect student mentor program that identifies specific students with behavior concerns and connects them with a teacher. This program pairs up each participating teacher with a student from another classroom. The teacher-mentor will spend 20 minutes weekly with the child before, after, or during school. The teacher will have the ability to split up the time in various increments. Students with Disabilities participate in Check and

Connect and PBIS. These students' behaviors are also discussed in PBIS Tier 2 meetings. Behavioral Plans (Tier 1 through Tier 3) and Behavior Intervention Plans (Tier 4) are developed to support and promote expected behavior.

Russell implements the Cobb System of Support (CSOS) to identify specific students with academic and behavioral concerns. The CSOS team comprises the Principal, Assistant Principal, Counselor, Nurse, PBIS Coach, and RTI Coordinator. The team meets weekly to identify and support struggling students who need targeted support.

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:** Russell Elementary hires highly qualified teachers for all teaching positions. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs of all students. All teachers are offered professional learning and collaboration opportunities throughout the year (during pre-planning, early release, and professional learning days). Teachers also participate in county training and outside training. Paraprofessionals are involved in a schoolwide professional learning book study.

At Russell Elementary, new teachers (three years or less) are provided an orientation before the beginning of a new school year and an ongoing new teacher induction program that includes pairing with mentor teachers. Specific time is set aside specific times each week for members of grade levels to meet as a group for planning purposes. The teachers receive curriculum support from local and district-level coaches. The teachers are provided additional support from the Instructional Lead Teachers (ILT), who will provide frequent professional learning to address areas of weakness in all content areas.

Russell's Cobb Collaborative Communities - Focused professional learning based on the three school improvement goals. The professional communities expand the teacher's capacity to ensure a high level of learning for all students. The research-based practices listed below will support the professional learning of teachers to support student growth.

- Provide required and differentiated professional learning for staff members
- Utilize the RTI process to determine students' challenges
- Provide a leadership book study to support teacher accountability
- Provide ongoing paraprofessional training to support teachers and students
- Provide professional learning based on end-of-school data to support teachers
- Support teachers with a professional learning video library channel
- Survey teachers to determine professional learning needs

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

**SCHOOL RESPONSE:** Russell Elementary School supports, coordinates, and integrates services for rising kindergarten students by offering kindergarten orientation sessions to tour the school and explain school services such as lunchrooms, bus, after-school program, and the curriculum. When parents pre-register their students, they receive a parent brochure/packet with relevant information for the parents and students. Additionally, kindergarten teachers screen students to evaluate their abilities in communication, listening, academic foundational skills, self-care, etc. The kindergarten teachers work collaboratively with the pre-kindergarten teachers and attend pre-kindergarten IEP meetings to ensure a smooth transition. Russell Elementary provides a Kindergarten "summer school" orientation program to upcoming kindergarteners. Russell Elementary School and Floyd Middle School administration, counselors, and teachers collaborate to provide transitioning opportunities for the rising 6th graders. During the spring, our students travel to Floyd Middle

School for tours, presentations, orientations, etc. Floyd Middle School provides an orientation night for Russell's parents. The school counselor will provide lessons (using combination locks, changing classes, discussing fears and favorites, exploring the middle school website, etc.) to prepare 5<sup>th</sup> grade students for their transition to 6<sup>th</sup> grade. The counselor and 5<sup>th</sup> grade teachers will provide two transition meetings and a list of helpful tips for parents to assist them in preparing their students for middle school.

**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*