School Improvement Action Plan

School Year:	**2022-2023**
School Name:	**Mableton Elementary**
Principal Name:	**Dr. Pamela Cain**
Date Submitted:	**June 30, 2022**
Revision Dates:	

District Name	Cobb County School District
School Name	Mableton Elementary
Team Lead	Pamela Cain
Position	Principal
Email	pamela.cain@cobbk12.org
Phone	7770-819-2513

	Federal Funding Options to Be Employed (SWP Schools) in This Plan **(Select all that apply)**
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only
	Factor(s) Used by District to Identify Students in Poverty **(Select all that apply)**
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
X	Other (if selected, please describe below)
Direct Certification	

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

School Response: The SIP was shared and reviewed with the PTA Board and the Principal's Advisory, both of which included parents and community partners. Feedback was gathered. Additionally, the Guiding Coalition (School Leadership Team) met on June 6, 2022 to analyze data, determine root causes, and set SIP goals. The team established key actions for the 2022-2023 SY. The Guiding Coalition team includes the principal, 2 assistant principals, 2 academic coaches, 2 paraprofessionals, a Special Education teacher, EIP teachers, an ESOL teacher, and grade level team leaders.

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.

Position/Role	Name
Title I Supervisor	Cheryl Johnson
Academic Coach (District)	
Academic Coach (Local School)	Michelle Harris, Ashley Brooks
Parent (Non CCSD Employee)	Lindsay Vaughn, Heather Knowles, Sandra Arroyo-Castillo
Business Partner	
Counselor	Della Jones
Parent Facilitator	Gisela Escobedo
Health Care Providers	
Social Workers	
Faith-based Community Leaders	Barry Smith, Becky Ridgeway
Technology Experts (TIS)	Rhonda Dye
Media Specialists/Librarians	Patti Scollan
Police/Public or School Safety Officers	
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.

Meeting Date(s):	June 6, 2022 September 19, 2022

Position/Role	Printed Name	Signature

Comprehensive Needs Assessment Evaluation of Goal(s)
(*References: Schoolwide Checklist 1.a.*)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 · The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 · The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022.
Was the goal met? ☒ YES ☒ NO	
What data supports the outcome of the goal?	· RI data · ELF data · Monthly Running Record data on class data sheet · Guided Reading groups/Lesson plans · The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment decreased from 74% (end of K) to 72% by the Spring of 2022- did not meet goal by 2% · The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment increased from 61% (end of 1st) to 82% by the Spring of 2022- exceeded goal by 21% · 42% of 1st – 5th grade Mableton students who took the test scored on or above grade level on the Spring RI. This is a 19% increase from 23% on the Fall RI. This percentage did not meet the goal by 3%
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	• Implementation of Heggerty as a supplemental phonemic awareness curriculum • 1-5th grade teachers will continue to implement small group reading instruction based on students reading levels. • 3-5th grade teachers will provide guidance and instruction for independent reading using Notice and Note Close Reading Strategies. • Classrooms will be enriched with rich and rigorous text to keep students engaged in reading.

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?	• All teachers will continue to implement guided reading groups based on student's reading levels. • Kindergarten through 2nd grade teachers will continue implementing Early Literacy/Phonics instruction according to the Benchmark curriculum and per district timelines. • Teachers will adjust instruction based on each student's assessment data. • K-2 Teachers will implement Heggerty as a supplemental phonemic awareness curriculum.

Previous Year's Goal #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	School-wide MI data reports show 42% of K-5th grade students at Mableton scored proficient or advanced on the Spring math inventory.
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?	• Math Workshop • Guided Math Group instruction • Utilization of programs such as Dreambox for individualized instruction for all students. • Number Talks & Math Walls

Previous Year's Goal #3	75% of 5th Grade students will score in the Developing performance domain or higher according to the Science Touchstone/Interim assessments each quarter.

Was the goal met? ☐ YES ☒ NO

What data supports the outcome of the goal?	CTLS 5th grade Science Interims

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Actionable strategies to address the area of need: • Increase STEAM Journal usage • Increase integration of science standards in mathematics, reading, and writing • Explicit teaching of Science vocabulary • Increase time allotted for science block from 20 minutes to 30 minutes to accommodate increased integration with math and ELA
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #4	Social Emotional Learning • By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 63% to 70%), sadness (from 70% to 75%), or worry (from 70% to 75%). • By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 76% to 80%), sadness (from 77% to 80%), or worry (from 80% to 84%).

Was the goal met? ☒ YES ☐ NO

What data supports the outcome of the goal?	• 82% of our K-2 students could pick three ways to help themselves when they feel angry. **exceeded goal by 12%** • 80% of our K-2students could pick three ways to help themselves when they feel sad. **exceeded goal by 5%** • 81% of our K-2 students could pick three ways to help themselves when they feel worried. **exceeded goal by 6%** • 85% of our 3-5 students could pick three ways to help themselves when they feel angry. **exceeded goal by 5%** • 85% of our 3-5 students could pick three ways to help themselves when they feel sad. **exceeded goal by 5%** • 93% of our 3-5 students could pick three ways to help themselves when they feel worried. **exceeded goal by 9%**

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?	• Second Steps Lessons with Consistency across all grades and classes • Mentoring Students • Morning Meetings • Bucket Filling • Jaguar of the Week/Character Words We will change out one of the emotions to enhance the goal for next school year.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	• 3rd Grade: Vocabulary Acquisition & Use • 4th Grade: Writing & Language • 5th Grade: Writing	• 3rd: Language • 4th: Key Ideas & Details • 5th: Language	Reading Inventory Milestones
Math	• 3rd & 5th grades: Operations & Algebraic Thinking • 4th Grade: Geometry	• 3rd & 5th grades: Geometry • 4th Grade: Numbers & Operations in Base 10, Numbers & Operations with Fractions, Measurement & Data	Math Inventory Milestones
Science	• PBL implementation • STEAM Journal usage	• Time constraints due to scheduling • More PL on science integration • Physical Science	• 5th grade Interims • K-5 STEAM Journals • Quarterly PBL lessons
Social Studies			
Discipline / School Climate Data	• 40 students served ISI in the Recovery Room during the school year in place of OSS.		• ISI (In-School Isolation) data

Professional Learning What's been provided? What is the impact?	• NSF Guided Reading • Math Walls • PBL • How to use STEAM Journals • Trauma Informed Schools		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Key Ideas	Vocabulary Acquisition Writing	Milestones CTLS Interims
Math	☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Measurement	Numbers & Operations	Milestones CTLS Interims
Science	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Life Science	Physical Science	Milestones CTLS Interims
Social Studies	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Professional Learning	☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Overarching Challenge #1	Reading Proficiency
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Limited vocabulary and background knowledge of content for students in K-5th grades, specifically ELL, ED, and SWD students.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Lack of strategies for comprehension of complex texts for teachers in K-5th grades, specifically related to ELL and SWD students.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Students lack of basic phonemic awareness.
Contributing Factors **(Outside of control)**	Lack of parental involvement Poor attendance Transiency
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of 3rd -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 42% to 50% by the Spring of 2023.

Overarching Challenge #2	Math Proficiency
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Limited mathematical vocabulary and background knowledge of content, specifically ELL, ED, and SWD.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Students' deficits in reading comprehension negatively impact student growth on grade level standards.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	K-5 Students lack number sense and mental/problem solving skills.
Contributing Factors **(Outside of control)**	Lack of parental involvement Poor attendance Transiency
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 42% (spring/2022) to 50% by the Spring of 2023.

Overarching Challenge #3	Science Proficiency
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need additional support in using the language of the standards and science vocabulary in the lessons.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Inconsistencies with instructional practices related to science
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Lack of professional development in science integration
Contributing Factors **(Outside of control)**	Lack of parental involvement Poor attendance Transiency
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	75% of 5th Grade students will score in the Developing performance domain or higher according to the Science Interim assessments on each unit.

Overarching Challenge #4	Social Emotional Learning Proficiency
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack the knowledge and understanding of Emotional Regulation.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Students lack skills to identify and manage emotions such as anger, sadness, and frustration.
Contributing Factors **(Outside of control)**	Lack of parental involvement Poor attendance Transiency
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 82% to 85%) , sadness (from 80% to 85%), or frustration (no baseline to 65%) By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 85% to 90%), sadness (from 85% to 90%), or frustration (no baseline to 65%)

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	The percentage of 3rd -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 42% to 50% by the Spring of 2023.
Goal #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 42% (spring/2022) to 50% by the Spring of 2023.
Goal #3	75% of 5th Grade students will score in the Developing performance domain or higher according to the Science Interim assessments on each unit.
Goal #4	By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 82% to 85%) , sadness (from 80% to 85%), or frustration (no baseline to 65%) By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 85% to 90%), sadness (from 85% to 90%), or frustration (no baseline to 65%)

Title I Personnel/Positions Hired to Support the School Improvement Goals
SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Primary Academic Coach	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The academic coach provides professional development and instructional support to K-2 teachers to support the implementation of the Georgia Standards of Excellence as well as research-based instructional methods. The academic coach presents and models a variety of curriculum-based trainings/lessons and routinely conducts observations to ensure that the level of rigor of standards-based instruction is maintained. The academic coach meets with teachers on an individual basis providing strategies and coaching as needed. Additionally, the coach provides job-embedded professional development through the coaching cycle which includes modeling and feedback. Finally, the academic coach collaborates with teams of teachers regarding planning, assessment, and data analysis.
Intermediate Academic Coach	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The academic coach provides professional development and instructional support to 3-5 teachers to support the implementation of the Georgia Standards of Excellence as well as research-based instructional methods. The academic coach presents and models a variety of curriculum-based trainings/lessons and routinely conducts observations to ensure that the level of rigor of standards-based instruction is maintained. The academic coach meets with teachers on an individual basis providing strategies and coaching as needed. Additionally, the coach provides job-embedded professional development through the coaching cycle which includes modeling and feedback. Finally, the academic coach collaborates with teams of teachers regarding planning, assessment, and data analysis.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	The parent facilitator provides support to our teachers and parents to ensure there is effective communication between home and school. Since she communicates in English and in Spanish, she is a great resource to our English Learners and their families. Additionally, she performs all Title I duties as assigned.

Instructional Para	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The Paraprofessional provides instructional support to students in the first grade. She meets with small groups of students to provide additional support for the first-grade literacy initiatives, specifically phonics and reading. Additionally, she conducts phonics assessments during each Early Literacy Framework cycle. She also collaborates with the first-grade team of teachers to analyze student data and to plan intervention strategies to meet the needs of students and to reach the SIP reading goals.
Teacher Targeted Support	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The teacher will provide vocabulary and language support to ELL and Newcomer students.

GOAL #1	The percentage of 3rd -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 42% to 50% by the Spring of 2023.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
1. Provide tiered instruction and interventions to support students in mastering ELA standards: Utilize programs for all students K-5: Next Steps Forward Guided Reading, Head Sprout, Read 180, System 44, ESGI (K, 1st, 2nd) and to provide individualized instruction.	**CCSD** (Read 180/System 44, Headsprout) **Title I:** Write Score, Read 180/ System 44 resources, Laptop computers, Ipads, Guided Reading resources, ESGI, & Leveled Reader sets.	CCSD Title I	August 2022	Implementation: Administrators will monitor lesson plans, monthly usage reports, monthly vertical teams, &CCC's Artifacts: RI Data, Running Record Data, phonics data reports, ESGI data reports	Desired Outcome: CCC discussions will include: Next Steps Forward- Daily; Running Records- Weekly; Read 180/System 44- Daily; Reading Inventory- Three times annually; Head Sprout- Teacher Discretion Evidence:	Academic Coach: Brooks Harris
2. Incorporate Flocabulary into lessons to teach prerequisite vocabulary along with new vocabulary in all content areas for students in K-5.	Title I: Flocabulary	Title I	August 2022	Implementation: Administrator and academic coach will monitor lesson plans, monthly usage reports, RI data, and anecdotal notes. Artifacts: Monthly usage reports, RI data, anecdotal notes, ESGI data reports.	Desired Outcome: Strengthened vocabulary skills. Evidence: Bi-weekly CCC discussions	Academic Coach: Brooks/Harris
3. Provide systematic phonics instruction in K-2 instruction. -Use of Heggerty Phonemic Awareness Curriculum	-CCSD -Heggerty Phonics Curriculum	Title I	Aug 2022	Implementation: Administrators will monitor weekly lesson plans Artifacts:(ELF) Phonics data, RI data, ESGI data reports	Desired Outcome: CCC discussions, review/discuss phonics data at the end of each cycle, RTI discussions, ESGI data discussions in K-2	Academic Coach: Brooks

				Evidence:(ELF) Phonics data, RI data, ESGI data reports	
4. Incorporate Imagine Learning for ELL/Non-English-speaking students.	-Imagine Learning Software	Title III Title I	August 2022	Implementation: Administrators will monitor weekly lesson plans Artifacts: Imagine Learning Data Reports	Desired Outcome: CCC discussions including ESOL teachers, RTI discussions Evidence: Imagine Learning data reports	Academic Coach: Brooks/Harris
5. Integrate Science and Social Studies into ELA instruction.	Science/Social Studies Leveled Readers	-STEM donation funds, Title I	August 2022	Implementation: Administrators will monitor lesson Plans and collaborative planning minutes; Use of Science/Social Studies Cold Reads; Guided Reading: -Science A to Z -News ELA -Studies Weekly Artifacts: Grade level Science/Social Studies Common Assessments Data	Desired Outcome: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams Evidence: RI data, grade level common assessments, CTLS Science data reports (5th grade), ESGI data reports	Academic Coach: **Brooks/Harris**
6. Fall Data Analysis & Goal Setting- Reading Inventory (3rd-5th)	Scholastic RI/MI Software	CCSD	Sept. 2022	Implementation: Teachers will administer the Reading Inventory at the beginning of the year. Teachers will use score reports to set goals and guide instruction. Individual student test reports will be used as a tool for error analysis and goal setting.	Desired Outcome: Team CCC Data Digs; Percentage of students who fall within the below basic performance band will decrease. Evidence: Grade level RI Data;	Academic Coach: Harris

				Artifacts: Grade level RI Data;	
7. Graphic Organizers/Thinking Maps				Implementation: Artifacts:	Desired Outcome: Evidence:	
8. Structured School Wide Reading Time: "Jaguars Read"			August 2022	Implementation: Uniform School wide-Drop Everything and Read focus. Teacher will choose a read aloud/novel to share with the class; Class will engage in various reading strategies- Vocabulary focus, predictions, previews, etc. Artifacts: Admin and Academic Coaches will monitor implementation/gather input from classroom teachers regarding success of the program.	Desired Outcome: The power of the "Read Aloud" is restored. All teachers and students are involved in reading together as a class. Evidence: Admin and Academic Coaches will monitor implementation/gather input from classroom teachers regarding success of the program.	

GOAL #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 42% (spring/2022) to 50% by the Spring of 2023					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Utilize DreamBox to provide individualized instruction for all students.	DreamBox Student Devices	CCSD Title I	Sept 2022	Implementation: Artifacts:	Desired Outcome: Evidence:	
Continued implementation of the Math workshop model and math movement with fidelity across all grade levels, with a focus on Guided Math Instruction and problem solving for instruction.	CTLS Hands-On Standards	CCSD Title I	Aug 2022	Implementation: Artifacts:	Desired Outcome: Evidence:	
Introduce new content with manipulatives and visuals before moving to abstract concepts for instruction.	DreamBox CTLS Resources	CCSD Title I	Aug 2022	**Implementation:** Provide professional learning for teachers on how to use these manipulatives. **Artifacts:**	Desired Outcome: Evidence:	
Continue to incorporate Flocabulary into weekly lessons, specifically in the Opening of a lesson, to teach and promote math vocabulary instruction.	Flocabulary Student Devices	Title I		Implementation: Artifacts:	Desired Outcome: Evidence:	

Continue to implement Number Talks during the math block K-5 for instruction.	Number Talks Teacher Resource Books	CCSD Title I		Implementation: Artifacts:	Desired Outcome: Evidence:	
Implement Interactive Math Walls into classrooms and classroom instruction. (classroom supplies for math wall including velcro, write on charts, etc)		Title I		Implementation: Artifacts:	Desired Outcome: Evidence:	
Implement and maintain a current Math Resource Room for teachers (manipulatives, math read alouds, math games, etc.)		Title I		Implementation: Artifacts:	Desired Outcome: Evidence:	

GOAL #3	75% of 5th Grade students will score in the Developing performance domain or higher according to the Science Interim assessments on each unit.				
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
1. Integrate Science into other content areas, including Math and Reading. Utilize Specials teachers to provide supplemental Science instruction/support.		Title 1	August 2022	Implementation: Administrators and academic coaches will monitor weekly lesson plans, grade level CCCs, and vertical team meetings. Specials teachers will incorporate grade-level appropriate science standards/content into their lessons. Artifacts: Lesson plans, STEAM journals, meeting agendas/notes	Desired Outcome: Increased Science Unit Interim scores Evidence: Science Unit Interims, teacher & specialist lesson plans	
2. Ensure that Science resources, such as Scholastic Science magazines, Science A to Z, Generation Genius, and Flocabulary are available to all students and implemented in whole and small group settings.	Scholastic Science, Science A to Z, Generation Genius, Flocabulary	EIP Title 1	August 2022	Implementation: Administrators and academic coaches will monitor weekly lesson plans and grade level CCCs. Teachers will incorporate the programs into their whole group lessons and/or small group rotations. Artifacts:	Desired Outcome: Reinforcement of current Science standards or front-loading of upcoming content; Increased Science Unit Interim scores Evidence: Science Unit Interims	

3. Support and monitor the implementation of Project Based Learning (PBL) and student use of STEAM journals (notes, graphic organizers, thinking maps, etc.).	STEAM Journals	Title 1	August 2022	Implementation: Administrators and academic coaches will monitor weekly lesson plans and grade level CCCs. Teachers will structure and streamline use of STEAM journals.

Artifacts: Science Unit Interims, lesson plans, STEAM journals, meeting agendas/notes | Desired Outcome:

Evidence: Science Unit Interims | |
| 4. Provide resources and opportunities for family & community engagement (STEAM Nights, at-home resources, etc.). | | Title 1 | August 2022 | Implementation: Administration will schedule Curriculum/STEAM Nights annually. Administrators will monitor planning meetings, materials/resources, and sign in sheets for each.

Artifacts: Mableton events schedule/school calendar, | Desired Outcome: Increased family & community engagement and student support at home; Increased Science Unit Interim scores

Evidence: Science Unit Interims, Curriculum/STEAM Night sign in sheets | |

GOAL #4	By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 82% to 85%), sadness (from 80% to 85%), or frustration (no baseline to 65%) By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 85% to 90%), sadness (from 85% to 90%), or frustration (no baseline to 65%)				

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? What artifacts will be used to show implementation? *SWP Checklist 3.a*	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? *SWP Checklist 3.a*	Person Responsible
Teach social and emotional skills, with a focus on Emotional Regulation, following Responsive Schools framework and continued implementation of Second Steps Curriculum during Morning Meetings	Second Steps Curriculum	CCSD Title I	Aug 2022	**Implementation**: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2022-May 2023). Homeroom teachers will implement a daily Morning Meeting. **Artifacts/Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	**Desired Outcome**: for students to identify their emotions and regulate it. **Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	Principal AP: Arends, Hinton Lead Counselor: Jones Classroom Teachers
Implement a Jaguar (Student) of the week per class. Celebrate the students through parades, recognition, prizes, etc. school-wide.	Cardstock and ink for awards (certificates)	CCSD Title I	Aug 2022	**Implementation**: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2022-May 2023). Homeroom teachers will implement a daily Morning Meeting. **Artifacts/Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL	**Desired Outcome**: for students to identify their emotions and regulate it. **Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	Specialists Librarian: Patti Scollan Classroom Teachers

				data results, discipline referral data		
Build capacity in the master schedule for a 20-minute Morning Meeting each day in each homeroom class.		CCSD Title I	Aug 2022	**Implementation**: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2022-May 2023). Homeroom teachers will implement a daily Morning Meeting. **Artifacts/Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	**Desired Outcome**: for students to identify their emotions and regulate it. **Evidence:** walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	Principal AP: Arends, Hinton
Monitor the implementation and provide ongoing feedback to teachers regarding the school-wide discipline matrix/plan.		CCSD Title I	Aug 2022	**Implementation**: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2022-May 2023). Homeroom teachers will implement a daily Morning Meeting. **Artifacts/Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	**Desired Outcome**: for students to identify their emotions and regulate it. **Evidence:** walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	Principal AP: Arends, Hinton

Continue to Implement the Bucket Filling mantra by adding visual or physical displays in hallways and quarterly pep-rally/student recognition. Focus for K-2: self-awareness and self-management. Focus for 3 – 5: social awareness, relationship skills, responsible decision making.	Materials to create displays in hallways. (poster paper, butcher paper, cardstock, masking tape, etc) & Bucket Filling/SEL Books	Title I	Aug 2022	**Implementation**: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2022-May 2023). Homeroom teachers will implement a daily Morning Meeting. **Artifacts/Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	**Desired Outcome**: for students to identify their emotions and regulate it. **Evidence:** walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	Specialist Teachers
Use school website, take-home folders to highlight school-wide behavior initiatives & SEL skills.	Take Home Folders	Title I	Aug 2022	**Implementation**: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2022-May 2023). Homeroom teachers will implement a daily Morning Meeting. **Artifacts/Evidence**: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	**Desired Outcome**: for students to identify their emotions and regulate it. **Evidence:** walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	Lead Counselor: Jones Classroom Teachers
Implement a Recovery Room staffed by a certified teacher to teach/reinforce SEL and appropriate school behavior. The Recovery Room will also be where students serve an ISI discipline consequence.	SEL materials/resources	Title I	Aug. 2022	**Implementation:** Administrators will assign students to the Recovery Room; teachers will send students for a time-out; counselors will recommend students. **Artifacts/Evidence:** attendance log, student discipline data	**Desired Outcome:** Appropriate student behavior and implementation of self-regulation and SEL. **Evidence:** SEL data results, students discipline data	Recovery Room Teacher: Sharp Administrators

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	Action steps to improve/support achievement of student groups	Resources	Funding Source
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Introduce and Implement Mableton Mentor Program where staff are focusing on a relationship between students and staff. There will be a monthly activity for mentors to do with their mentees.	Activities for mentor and mentee to do monthly. (board games, markers, cookie decorating, etc.)	Title 1
☒ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Newcomers will meet with the Targeted Support Teacher daily to learn academic and social English vocabulary.	Flashcards, manipulatives, letter tiles, magnetic letters, books, etc.	Title 1
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required State of the School Meeting – Deadline September 30, 2022 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.			☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 9/23/22 | PL#2 12/9/22 | PL#3 2/17/23 | PL#4 4/28/23			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:**			☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	***List documents translated for parents:***		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Provide resources and strategies to parents as needed to support behavior in the home. (ebooks, SES materials)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					
Provide four Curriculum Nights sessions for parents to learn strategies to implement at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4					
Use school website, take-home folders to highlight school-wide behavior initiatives & SEL skills.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ 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:

Mableton Elementary school will integrate state and local funds and community support in several ways. Title III will provide language proficiency support. Mableton will utilize Twenty- day funds for tutoring support of our students struggling to meet state standards. The Positive School Culture team will provide support for the school's implementation of the SEL programs and incentives. Mableton's STEM donation fund will provide science and STEAM materials and resources. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*
6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.** *SWP Checklist 4*
Evaluation of the Schoolwide Plan - *34 CFR § 200.26*
7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*
<mark>**SCHOOL RESPONSE**</mark>:
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)*
<mark>**SCHOOL RESPONSE**</mark>:
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)*
<mark>**SCHOOL RESPONSE**</mark>:
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)*   <mark>SCHOOL RESPONSE</mark>:
14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments<u>, and to recruit and retain effective teachers</u>, particularly in high need subjects. *SWP Checklist 2.c(iv)*   <mark>SCHOOL RESPONSE</mark>:
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)*   <mark>SCHOOL RESPONSE</mark>:
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)*   <mark>SCHOOL RESPONSE</mark>:
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*