



School Improvement Action Plan



School Year:	2023-2024
School Name:	Pearson Middle School
Principal Name:	Dean Yoder
Date Submitted:	
Revision Dates:	

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

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

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

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and 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**
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

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	<p>The percentage of students scoring proficient or higher on the reading inventory will increase by 20% from the August 2022 administration to the May 2023 administration.</p> <p>Increase the number of students performing at a level 2 or higher on the ELA Milestones by 10%</p>																																																																																																																					
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<p>What data supports the outcome of the goal?</p>	<p>Proficient/Advanced Growth BOY-EOY: School: +119 6th Grade: +15% 7th Grade: +8% 8th Grade: +8%</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr> <th>RI</th> <th>Number</th> <th>Below Basic %</th> <th>Basic %</th> <th>Proficient %</th> <th>Advanced %</th> <th>Total P/A:</th> <th>Growth:</th> <th></th> </tr> </thead> <tbody> <tr> <td>All Grades - Fall</td> <td>794</td> <td>361 = 45%</td> <td>255 = 32%</td> <td>129 = 16%</td> <td>62 = 8%</td> <td>191 = 24%</td> <td></td> <td></td> </tr> <tr> <td>All Grades - Winter</td> <td>829</td> <td>351 = 42%</td> <td>231 = 28%</td> <td>149 = 18%</td> <td>98 = 12%</td> <td>247 = 30%</td> <td>+50 = +5%</td> <td></td> </tr> <tr> <td>All Grades - Spring</td> <td>823</td> <td>297 = 37%</td> <td>228 = 28%</td> <td>139 = 17%</td> <td>143 = 18%</td> <td>282 = 35%</td> <td>+35 = +5%</td> <td style="background-color: yellow;">Total Growth: +85 = +11%</td> </tr> <tr> <td>Grade 6 - Fall</td> <td>278</td> <td>127 = 44%</td> <td>104 = 36%</td> <td>40 = 14%</td> <td>15 = 5%</td> <td>55 = 19%</td> <td></td> <td></td> </tr> <tr> <td>Grade 6 - Winter</td> <td>293</td> <td>129 = 44%</td> <td>87 = 30%</td> <td>51 = 17%</td> <td>26 = 9%</td> <td>77 = 26%</td> <td>+20 = +6%</td> <td></td> </tr> <tr> <td>Grade 6 - Spring</td> <td>291</td> <td>111 = 39%</td> <td>75 = 26%</td> <td>54 = 19%</td> <td>46 = 16%</td> <td>100 = 35%</td> <td>+23 = +9%</td> <td>Total Growth: +45 = +15%</td> </tr> <tr> <td>Grade 7 - Fall</td> <td>252</td> <td>128 = 49%</td> <td>73 = 28%</td> <td>34 = 13%</td> <td>24 = 9%</td> <td>58 = 22%</td> <td></td> <td></td> </tr> <tr> <td>Grade 7 - Winter</td> <td>261</td> <td>117 = 45%</td> <td>73 = 28%</td> <td>40 = 15%</td> <td>31 = 12%</td> <td>71 = 27%</td> <td>+14 = +4%</td> <td></td> </tr> <tr> <td>Grade 7 - Spring</td> <td>262</td> <td>100 = 39%</td> <td>79 = 31%</td> <td>32 = 12%</td> <td>48 = 19%</td> <td>80 = 31%</td> <td>+9 = +4%</td> <td>Total Growth: +22 = +8%</td> </tr> <tr> <td>Grade 8 - Fall</td> <td>264</td> <td>106 = 40%</td> <td>78 = 30%</td> <td>55 = 21%</td> <td>23 = 9%</td> <td>78 = 30%</td> <td></td> <td></td> </tr> <tr> <td>Grade 8 - Winter</td> <td>275</td> <td>105 = 38%</td> <td>71 = 26%</td> <td>58 = 21%</td> <td>41 = 15%</td> <td>99 = 36%</td> <td>+16 = +5%</td> <td></td> </tr> <tr> <td>Grade 8 - Spring</td> <td>270</td> <td>86 = 33%</td> <td>74 = 28%</td> <td>53 = 20%</td> <td>49 = 19%</td> <td>102 = 39%</td> <td>+3 = +3%</td> <td>Total Growth: +19 = +8%</td> </tr> </tbody> </table>	RI	Number	Below Basic %	Basic %	Proficient %	Advanced %	Total P/A:	Growth:		All Grades - Fall	794	361 = 45%	255 = 32%	129 = 16%	62 = 8%	191 = 24%			All Grades - Winter	829	351 = 42%	231 = 28%	149 = 18%	98 = 12%	247 = 30%	+50 = +5%		All Grades - Spring	823	297 = 37%	228 = 28%	139 = 17%	143 = 18%	282 = 35%	+35 = +5%	Total Growth: +85 = +11%	Grade 6 - Fall	278	127 = 44%	104 = 36%	40 = 14%	15 = 5%	55 = 19%			Grade 6 - Winter	293	129 = 44%	87 = 30%	51 = 17%	26 = 9%	77 = 26%	+20 = +6%		Grade 6 - Spring	291	111 = 39%	75 = 26%	54 = 19%	46 = 16%	100 = 35%	+23 = +9%	Total Growth: +45 = +15%	Grade 7 - Fall	252	128 = 49%	73 = 28%	34 = 13%	24 = 9%	58 = 22%			Grade 7 - Winter	261	117 = 45%	73 = 28%	40 = 15%	31 = 12%	71 = 27%	+14 = +4%		Grade 7 - Spring	262	100 = 39%	79 = 31%	32 = 12%	48 = 19%	80 = 31%	+9 = +4%	Total Growth: +22 = +8%	Grade 8 - Fall	264	106 = 40%	78 = 30%	55 = 21%	23 = 9%	78 = 30%			Grade 8 - Winter	275	105 = 38%	71 = 26%	58 = 21%	41 = 15%	99 = 36%	+16 = +5%		Grade 8 - Spring	270	86 = 33%	74 = 28%	53 = 20%	49 = 19%	102 = 39%	+3 = +3%	Total Growth: +19 = +8%
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Utilizing Measuring Up online component called My Quest to track growth on the milestone's standards what is this? Weekly Teacher-student conferences to discuss progression on standards Intentional focus on vocabulary as the RI assessment focused on vocabulary. Utilizing Membean in Social Studies 3 Times as week. All content area using the Avid vocabulary worksheet. Utilizing the morning news to share a word of the day. Utilizing Academic Coach effectively. Utilizing instructional strategies (comprehension, word study, vocabulary and ESOL) What specific strategies? Do they need to be part of an action step? Utilizing Measuring Up books to deliver teacher lead groups. Resource for small group lessons, should be included in an action step.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Previous Year's Goal #2 The percentage of students scoring proficient or higher on the math inventory will increase by 20% from the August 2022 administration to the May 2023 administration.

Was the goal met? YES NO

What data supports the outcome of the goal?

Proficient/Advanced Growth BOY-EOY:
 School: +17%
 6th Grade: +21%
 7th Grade: +18%
 8th Grade: +11%

MI	Below Basic %	Basic %	Proficient %	Advanced %	Total P/A:	Growth:	
All Grades - Fall	586 = 77%	147 = 19%	27 = 4%	3 = 0%	30 = 4%		
All Grades - Winter	518 = 63%	211 = 26%	70 = 9%	21 = 3%	91 = 12%	+61 = +8%	
All Grades - Spring	387 = 51%	219 = 29%	108 = 14%	49 = 6%	157 = 21%	+66 = +9%	Total Growth: +127 = +17%
MI	Below Basic %	Basic %	Proficient %	Advanced %			
Grade 6 - Fall	198 = 74%	51 = 19%	17 = 6%	0 = 0%	17 = 6%		
Grade 6 - Winter	171 = 59%	77 = 26%	36 = 12%	8 = 3%	44 = 15%	+27 = +9%	
Grade 6 - Spring	121 = 45%	77 = 29%	50 = 19%	22 = 8%	72 = 27%	+28 = +12%	Total Growth: +55 = +21%
MI	Below Basic %	Basic %	Proficient %	Advanced %			
Grade 7 - Fall	190 = 79%	42 = 17%	7 = 3%	3 = 1%	10 = 4%		
Grade 7 - Winter	167 = 65%	59 = 23%	20 = 8%	10 = 4%	30 = 12%	+20 = +8%	
Grade 7 - Spring	125 = 50%	71 = 28%	36 = 14%	19 = 8%	55 = 22%	+25 = +10%	Total Growth: +45 = +18%
MI	Below Basic %	Basic %	Proficient %	Advanced %			
Grade 8 - Fall	198 = 78%	54 = 21%	3 = 1%	0 = 0%	3 = 1%		
Grade 8 - Winter	180 = 66%	75 = 28%	14 = 5%	3 = 1%	17 = 6%	+14 = +5%	
Grade 8 - Spring	141 = 58%	71 = 29%	22 = 9%	8 = 3%	30 = 12%	+13 = +6%	Total Growth: +27 = +11%

Reflecting on Outcomes

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

Improved training with CCC's to look how to use student data to create instruction that matches where the students are currently at.

Retrain all math teachers on 360 math and make sure there are no variations in how it is being taught in every math classroom

100% usage of CTLS assess to pull student data immediately and plan for targeted instruction. Academic coach will monitor CTLS assessment portal, CCC planning and

	data template weekly ensure CTLS usage and lesson planning.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #3	Utilize Positive Behavior Intervention System and Restorative Circles / Conferences to limit the number of students receiving 3 or more discipline referrals to 6% or below for the 2022-2023 school year.
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	
Reflecting on Outcomes	

If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Vocalizing opinions/arguments/claims Narrative writing	Basic writing skills- sentence structure, editing and revising Elaborating on topic, idea, and evidence Comprehending informational text Vocabulary Teachers analyzing data Student accountability Forms Teachers implementing stations within the workshop model	Milestones Formative and Summative assessments RI data Interims Light Sail
Reading	Comprehending Literary text 12% gain on the RI from Fall to Spring 965,326 Minutes read on Light Sail	Comprehending informational text Direct instruction on Tier 1 and 2 Vocabulary Implementing stations within the workshop model Ability to draw inferences Comprehending Central Idea and Details Analyze paired text Inferencing Building Background Knowledge	Milestones Formative and Summative assessments RI data Interims Light Sail Data

Math	Solving simple operations Solving single-step problems	Struggle with fluency of basic facts, connecting mathematical vocabulary and problem-solving skills. Operations with fractions	Milestones Formative and summative assessments MI data Interims
Science	Comprehension/verbal explanation of science concepts	Analyzing informational text. Not aware of the 12 Powerful verbs Using Scientific text to analyze data	Interim, Milestones
Social Studies	Basic Map Skills Understanding of some historical events Knowledge of their own culture	Intermediate Map Skills Content Vocabulary Informational Text Exposure to current issues	Milestones Formative and summative assessments Interims
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?			
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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	Cooperation in timed writing Comprehending literary text Narrative writing Citing Basic Text Evidence	Vocabulary Context Clues Reading Stamina Informational Text Basic Writing Skills	Reading Inventory Light Sail Interim Formative & Summative Assessments Milestones
Reading	<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	Comprehending literary text Citing Basic Text Evidence	Vocabulary Context Clues Reading Stamina Informational Text Listening and Speaking Background Knowledge	Reading Inventory Light Sail Interim Formative & Summative Assessments Milestones
Math	<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	Solving Basic Math word problems Able to dissect and solve simple addition and subtraction word problems.	Math Fluency Facts Multi-Step Problems Reading Fluency Math Word Problems	Math Inventory CTLS Common Formative CCSD Interims
Science	<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	Identifying and explaining science concepts observed during inquiries/experiments.	Reading Fluency Reading Stamina Reading Comprehension	Reading Inventory CCSD Interims CTLS Common Formative
Social Studies	<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	Basic Map Skills	Content Vocabulary Reading Fluency Reading Stamina Comprehending Informational Text	CTLS Common Formative CTLS Common Summative Interims Milestones 8 th Grade

Discipline / School Climate Data	<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			
Professional Learning	<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			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	64% of students are reading below grade level according to the RI assessment, including 65% of 6 th graders, 42% of 7 th graders, and 72% of 8 th graders which impacts the student's ability to achieve a level 2 or higher on the EOG milestones assessments and perform at a proficient level on the CCSD Interim Assessments.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	6 th grade students struggle with the following standards according to the Interim Assessments: <ul style="list-style-type: none"> • ELAGSE6RL2 • ELAGSE6RL3 • ELAGSE6RL6 • ELAGSE6RL9 <ul style="list-style-type: none"> • ELAGSE6RI2 • ELAGSE6RI3 Students struggle with vocabulary as evident on the Reading Inventory.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	7 th grade students struggle with the following standards according to the Interim Assessments: <ul style="list-style-type: none"> • ELAGSE7RL2 • ELAGSE7RL3 <ul style="list-style-type: none"> • ELAGSE7RI6 • ELAGSE7RI9 Students struggle with vocabulary as evident on the Reading Inventory.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	8 th grade students struggle with the following standards according to the Interim Assessments: <ul style="list-style-type: none"> • ELAGSE8RL9 <ul style="list-style-type: none"> • ELAGSE8RI2 • ELAGSE8RI3 • ELAGSE8RI6 • ELAGSE8RI9 Students struggle with vocabulary as evident on the Reading Inventory.
Contributing Factors (Outside of control)	Students do not practice learned skills at home. Students are not reading at home.

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The number of students performing in the Level I band of the ELA EOG will decrease from <u>46%</u> on the May 2023 assessment to 36% for May 2024 assessment.</p> <ul style="list-style-type: none"> • 6th grade will decrease from <u>51% (May 2023)</u> to <u>41% (May 2024)</u> • 7th grade will decrease from <u>46% (May 2023)</u> to <u>36% (May 2024)</u> • 8th grade will decrease from <u>42% (May 2023)</u> to <u>32% (May 2024)</u>
<p>Statement of Concern #2</p>	<p>79% of students are performing below grade level in Math according to the MI, including 73% of 6th graders, 78% of 7th graders, and 88% of 8th graders.</p>
<p>Root Cause #1 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>6th Grade students are struggling with the following standards according to the CCSD Interim Assessments:</p> <ul style="list-style-type: none"> • MGSE6.NS.1 - Dividing fractions • MGSE6.RP.3b - Rate (unit pricing & constant speed) • MGSE6.RP.3c - Percent's • MGSE6.EE.2a - Write expressions • MGSE6.EE.6 - Use & understand variables • MGSE6.EE.9 - Variables representing 2 quantities • MGSE6.EE.9b - Relationship between dependent & independent variables (using graphs & tables) • MGSE6.G.2 - Volume of a rectangular prism

<p>Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>7th grade students are struggling with the following standards according to the CCSD Interim Assessments:</p> <ul style="list-style-type: none"> • MGSE7.NS.1 - Add & Subtract rational numbers • MGSE7.NS.2 - Multiply & divide rational numbers • MGSE7.NS.2a - Properties of operations with rational numbers • MGSE7.NS.2b - Division of integers • MGSE7.NS.2c - Apply properties of operations to multiply & divide rational numbers • MGSE7.NS.2d - Convert rational numbers to decimals • MGSE7.NS.3 - Solve problems with rational numbers • MGSE7.EE.3 - Solve multi-step problems with rational numbers in any form • MGSE7.RP.2 - Represent proportional relationships • MGSE7.RP.2d - Explain meaning of a point on a proportional graph • MGSE7.G.5 - Solve for unknown angles • MGSE7.G.6 - Area, Volume, and Surface area • MGSE7.SP.3 - Assess overlap of data distributions • MGSE7.SP.4 - Measures of center and variability
<p>Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>8th Grade students are struggling with the following standards according to the CCSD Interim Assessments (only units 1-4 given):</p> <ul style="list-style-type: none"> • MGSE8.G.2 - Effects of dilations, translations, rotations, & reflections • MGSE8.G.5 - Angle proofs • MGSE8.G.8 - Pythagorean Theorem • MGSE8.G.9 - Volume of cones, cylinders, & spheres • MGSE8.EE.1 - Equivalent expressions with exponents • MGSE8.EE.2 - Use square & cube root to represent solutions • MGSE8.EE.4 - Add, subtract, multiply, & divide with scientific notation • MGSE8.EE.7a - Linear equations with one solution, no solution, or many solutions • MGSE8.EE.7b - Solve linear equations • MGSE8.NS.1 - Irrational numbers
<p>Contributing Factors (Outside of control)</p>	<p>Students not practicing skills learned while at home to enhance level of mastery.</p>

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The number of students performing in the Level I band of the Math EOG will decrease from <u>47%</u> on the May 2023 assessment to 37% for May 2024 assessment.</p> <ul style="list-style-type: none">• 6th grade will decrease from <u>40 % (May 2023)</u> to <u>30 % (May 2024)</u>• 7th grade will decrease from <u>49 % (May 2023)</u> to <u>34% (May 2024)</u>• 8th grade will decrease from <u>42% (May 2023)</u> to <u>30% (May 2024)</u>
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Statement of Concern #3	Students struggle to write grade-level appropriate texts in all genres as measured on the CCSD Interim and EOG Milestones assessments.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	SY22-23 Interim Assessments: 78% of 6 th graders are writing below grade level on informational texts (Q2). 47% of 6 th graders are writing below grade level on argumentative texts (Q3). 31% of 6 th graders are writing below grade level on narrative texts (Q4).
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	SY22-23 Interim Assessments: 62% of 7 th graders are writing below grade level on informational texts (Q2). 66% of 7 th graders are writing below grade level on argumentative texts (Q3). 44% of 7 th graders are writing below grade level on narrative texts (Q4).
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	SY22-23 Interim Assessments: 75% of 8 th graders are writing below grade level on narrative texts (Q1). 55% of 8 th graders are writing below grade level on informational texts (Q2). 78% of 8 th graders are writing below grade level on argumentative texts (Q3).

Root Cause #4 - (Within control)

Impacts which system(s):

- Coherent Instruction
- Professional Capacity
- Effective Leadership
- Supportive Learning Environment
- Family Engagement

Spring 2022 EOG Data shows that students who scored a zero on the writing tasks met the following conditions -

Sixth Grade:

- Extended Writing Task (14% of students scored a 0):
 - 19 students left the task blank
 - 11 students copied from the source texts
 - 5 were too limited to score
 - 2 were incomprehensible.
- Narrative Writing Task (14% of students scored a 0):
 - 8 students left the task blank
 - 24 students copied from the source texts
 - 3 were too limited to score
 - 1 was not in English
 - 1 was incomprehensible.

Seventh Grade:

- Extended Writing Task (15% of students scored a 0):
 - 13 students left the task blank
 - 22 students copied from the source texts
 - 7 were too limited to score
 - 2 were incomprehensible.
- Narrative Writing Task (7% of students scored a 0):
 - 5 students left the task blank
 - 10 copied from the source text
 - 1 was too limited to score
 - 3 were off-topic
 - 2 were incomprehensible.

Eighth Grade:

- Extended Writing Task (12% of students scored a 0):
 - 11 students left the task blank
 - 18 copied from source texts
 - 3 were too limited to score
 - 2 were incomprehensible
- Narrative Writing Task (15% of students scored a 0):
 - 12 students left the task blank
 - 24 students copied from the source text
 - 6 were too limited to score
 - 1 was off topic
 - 1 was incomprehensible

<p>Contributing Factors (Outside of control)</p>	<p>Students are not practicing skills learned at home.</p>
<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The average scores on the writing and language CCSD Interim Assessments will increase from 2023 to 2024 as follows:</p> <p>6th Grade:</p> <p>Q1 – Writing 53% to 63%: Language NA Q2 – Writing 24% to 34%: Language: 22% to 32% Q3 – Writing 53% to 63%: Language NA</p> <p>7th Grade:</p> <p>Q1 – Writing 38% to 48%: Language 35% to 45% Q2 – Writing 34% to 44%: Language 46% to 56% Q3 – Writing 56% to 66%: Language 44% to 54%</p> <p>8th Grade:</p> <p>Q1 – Writing 25% to 35%: Language 55% to 65% Q2 – Writing 45% to 55%: Language 52% to 62% Q3 – Writing 22% to 32%: Language 53% to 63%</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>The number of students performing in the Level I band of the ELA EOG will decrease from <u>46%</u> on the May 2023 assessment to 36% for May 2024 assessment.</p> <ul style="list-style-type: none">• 6th grade will decrease from <u>51% (May 2023)</u> to <u>41% (May 2024)</u>• 7th grade will decrease from <u>46% (May 2023)</u> to <u>36% (May 2024)</u>• 8th grade will decrease from <u>42% (May 2023)</u> to <u>32% (May 2024)</u>
Goal #2	<p>The number of students performing in the Level I band of the Math EOG will decrease from <u>47%</u> on the May 2023 assessment to 37% for May 2024 assessment.</p> <ul style="list-style-type: none">• 6th grade will decrease from <u>40% (May 2023)</u> to <u>30% (May 2024)</u>• 7th grade will decrease from <u>49% (May 2023)</u> to <u>34% (May 2024)</u>• 8th grade will decrease from <u>42% (May 2023)</u> to <u>30% (May 2024)</u>

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

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?
Math/Science Academic Coach	<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	The math academic coach will support the implementation of the S.I.P. by ensuring that all math teachers understand and know how to implement the Instructional S.O.P., provide math 360 & workshop model training, and demonstrate how to use student data to create individual / small group instruction for student needs. This coach will also be part of the Building Leadership Team. They will report monthly on how teaching looks in all math classrooms and provide data points for the team to see if the new instructional implementation is working as projected.
ELA/Reading/Social Studies Academic Coach	<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	The ELA/reading/social studies academic coach will support the implementation of the S.I.P. by ensuring that all math teachers understand and know how to implement the Instructional S.O.P., provide workshop model training, and demonstrate how to use student data to create individual / small group instruction for student needs. This coach will also be part of the Building Leadership Team. They will report monthly on how teaching looks in all ELA/reading/social studies classrooms and provide data points for the team to see if the new instructional implementation is working as projected.
	<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	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p align="center">GOAL #1</p>	<p>By the end of the 2023-2024 school year, the number of students performing in the Level I band in ELA will decrease from <u>46%</u> to <u>36%</u> as measured by the ELA EOG Assessment.</p> <ul style="list-style-type: none"> • 6th grade will decrease from <u>51%</u> to <u>41%</u> • 7th grade will decrease from <u>46%</u> to <u>36%</u> • 8th grade will decrease from <u>42%</u> to <u>32%</u> 					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>Tier I: Teachers (Reading, ESOL, SWD) will implement the workshop model (itinerary, take off, cruising, landing) daily.</p>	<p>PL on workshop model</p> <p>PL on learning targets</p> <p>Scholastic Scope Magazines</p>	<p>Title 1</p>	<p>Aug. 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> -Teacher boards and lesson plans will include the standard, itinerary (learning target), take off (opening), cruising (work session), and landing (closing) each day. -Itinerary, take off, cruising, and landing will be updated daily on teacher boards. -Opening, work session, and closing will be directly tied to the day's learning target. -Observers will be able to easily tell which part of the lesson they are observing based on the information on the board. <p>Artifacts:</p> <ul style="list-style-type: none"> -Lesson Plans -Walk Forms 	<p>Evaluation of Impact:</p> <p>100% of Reading teachers will implement the workshop model with fidelity daily.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Common assessments data from the CCC -Interim assessments for reading standards -Reading Inventory 	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classes monthly</p> <p>Academic Coaches will walk classrooms Weekly</p>

<p>Tier 1: Reading teachers, ESOL Reading teachers and SWD reading teachers will pull at least 1 small group daily, four days per week.</p>	<p>PL refresher from District Coaches on Standards RL 3 and RI 3</p> <p>Reading A to Z</p> <p>Moby Max</p> <p>Science of Reading</p>	<p>Title</p>	<p>August 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> -Small groups are created based on common formative assessments and CCSD Interim assessments. -Teachers may use Scope/Storyworks/Moby Max to remediate specific grade level standards, as needed during small group lessons. -Teachers will use Reading A to Z to instruct the small teacher lead groups students reading at 500 Lexile and below. <p>Artifacts:</p> <ul style="list-style-type: none"> -CCC Template -Walk Forms -Data dig sheets & small group rosters/plans 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> -Students will increase their scores on common formative assessments when retested after small group instruction. <p>Evidence:</p> <ul style="list-style-type: none"> -Data dig sheets that show initial test score and reassessment score 	<p>Admin will walk classes monthly</p> <p>Academic Coaches will walk classrooms Weekly</p>
<p>Tier 1: 6th grade Reading teachers, ESOL Reading teachers and SWD reading teachers will focus on instructional strategies identified on the Ellevation Platform using the following standards:</p> <p>RL/RI1 – Cite text evidence RL2 – Central Idea/Theme RL3 – Character change over time</p> <p>RI2 – Main Idea/Supporting Details RI3 – How ideas develop throughout a text</p>	<p>Reading A to Z</p> <p>PI from District Coaches on standards RL3 and RI3</p> <p>Ellevation PL from ESOL Consultant</p>	<p>Title 1</p>	<p>August</p>	<p>Implementation:</p> <ul style="list-style-type: none"> -Small groups will utilize a variety of fiction and informational texts. -At least one lesson per week will focus on one of the focus standards. <p>Artifacts:</p> <ul style="list-style-type: none"> -Lesson plans/CCC template -Walk forms -Student work 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Students will improve their ability to perform on grade level on the focus standards. <p>Evidence:</p> <ul style="list-style-type: none"> -Quarterly common formative assessments based on focus standards. -Interim Assessments 	<p>Admin will walk classes monthly</p> <p>Academic Coaches will walk classrooms Weekly</p>

<p>Tier 1: 7th grade Reading teachers, ESOL Reading teachers and SWD reading teachers will focus on instructional strategies identified on the Ellevation Platform using the following standards:</p> <p>RL/RI1 – Cite text evidence</p> <p>RL2- Central Idea/Theme RL3- Elements of a story or drama interact</p> <p>RI6- Author’s POV or Purpose in text RI9- Two or more authors writing shape the key information</p>	<p>Reading A to Z</p> <p>PI from District Coaches on standards RI 6 and RI9</p> <p>Ellevation PL from ESOL Consultant</p>	<p>Title 1</p>	<p>August</p>	<p>Implementation:</p> <ul style="list-style-type: none"> -Small groups will utilize a variety of fiction and informational texts. -At least one lesson per week will focus on one of the focus standards. <p>Artifacts:</p> <ul style="list-style-type: none"> -Lesson plans/CCC template -Walk forms 	<p>Evaluation of Impact:</p> <p>Students will improve their ability to perform on grade level on the focus standards.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Quarterly common formative assessments based on focus standards. -Interim Assessments 	<p>Admin will walk classes monthly</p> <p>Academic Coaches will walk classrooms Weekly</p>
<p>Tier 1: 8th grade Reading teachers, ESOL Reading teachers and SWD reading teachers will focus on instructional strategies identified on the Ellevation Platform using the following standards:</p> <p>RL/RI1 – Cite text evidence RI/ RI2- Determine a central Idea or Theme</p> <p>RL9: Modern works of fiction draws on themes, patterns of events or characters</p> <p>RI9- Analyze a case where two or more texts provide conflicting information on same topic</p>	<p>Reading A to Z</p> <p>PI from District Coaches on standards RL9and RI9</p> <p>Ellevation PL from ESOL Consultant</p>	<p>Title 1</p>	<p>August</p>	<p>Implementation:</p> <ul style="list-style-type: none"> -Small groups will utilize a variety of fiction and informational texts. -At least one lesson per week will focus on one of the focus standards. <p>Artifacts:</p> <ul style="list-style-type: none"> -Lesson plans/CCC template -Walk forms 	<p>Evaluation of Impact:</p> <p>Students will improve their ability to perform on grade level on the focus standards.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Quarterly common formative assessments based on focus standards. -Interim Assessments 	<p>Admin will walk classes monthly</p> <p>Academic Coaches will walk classrooms Weekly</p>
<p>Tier 2: Students will spend 30 minutes 3x ? times a week during Pilot block on Moby Max receiving support on foundational skills based on the RI and Milestones data</p>	<p>PL form local academic coaches on how to use Newsela articles to cite text evidence, identify central idea and summarize</p>	<p>Title Funds</p> <p>Title Funds Moby Max</p>		<p>Implementation:</p> <ul style="list-style-type: none"> -Students will be placed in PILOT blocks based on RI Lexile levels. Students scoring below a lexile of 500 will be placed with a reading teacher. -All teachers will cover literacy standards using Scholastic magazine and or Reading A to Z on Wednesday and Thursday. 	<p>Desired Outcome:</p> <p>Students will increase their literacy skills.</p> <p>Students will increase their ability to read and comprehend content-based, grade-level texts.</p> <p>Students will increase on the Reading Inventory</p> <p>6th Grade: 15 percent 7th Grade: 20 percent</p>	<p>Admin will walk classes monthly</p> <p>Academic Coaches will walk classrooms Weekly</p> <p>Academic Coaches will</p>

	Moby Max Software			<p>-All teachers will cover math standards using CTLS resources on Monday and Tuesday.</p> <p>-Teachers will work with a small group for 15 minutes while other students complete Moby Max. Then, groups will switch for the second 15 minutes.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> -Moby Max Usage Reports -PILOT block student folders/goal setting sheet -Walk forms 	<p>8th Grade 15 percent</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Moby Max progress reports -PILOT block student folders/goal setting sheet over when students move from one group to another based on instructional needs -Reading Inventory Growth 	<p>pull data weekly</p>
<p>Social Studies teachers and IRR teachers will implement weekly reading tasks aligned to content standards. They will focus on instructional strategies identified on the Ellevation platform and or Membean.</p>	<p>District Academic Coaches</p> <p>Local School Academic Coaches</p> <p>Membean; Title 1 Resource</p> <p>ESOL Consultant</p>		<p>August</p> <p>Implementation:</p> <ul style="list-style-type: none"> -SS teachers will receive PL on content literacy standards and skills during month of August -Lesson plans will reflect at least 1 reading task per week aligned to content standards. -Lesson plans will reflect a variety of reading tasks over time. -Common summative assessments will include at least 3 questions based on a content-aligned reading passage. -SS teachers will receive PL on Ellevation from ESOL Consultant in August 2023 -SS teachers will receive PL on Membean in August 2023 <p>Artifacts:</p> <ul style="list-style-type: none"> • PL agenda and sign-in sheet • CCC Minutes <p>Lesson plans</p>	<p>Desired Outcome:</p> <p>Students will increase their ability to read and comprehend content-based, grade-level texts.</p> <p>Students will increase on the Reading Inventory</p> <p>6th Grade: 10 percent</p> <p>7th Grade: 10 percent</p> <p>8th Grade 10 percent</p> <p>Evidence:</p> <p>Common summative assessment scores (reading questions only)</p> <p>Reading Inventory Beginning of the Year compared to End of Year</p> <p>Monthly Membean Scores and Progress</p>	<p>Admin will check lesson plans monthly.</p> <p>Academic coach will check common summative assessments for compliance.</p> <p>Teachers will report common summative assessment reading scores on a common data sheet.</p>	

<p>Data summits facilitated by administrators and instructional coach using CCSD Interim and data to identify and address specific needs and track student growth</p>	<p>Academic Coach</p>	<p>Title 1</p>	<p>August 2023</p>	<p>Implementation: Administration and academic coaches will conduct data summit after each Unit Interim attended by teachers and CCSD Title 1 Coaches</p> <p>Artifacts: After the meeting there will be a list of instructional focus that teachers will use to work on going forward. Academic Coach will support the team in implementing instructional suggestions given during the meeting. (CCC data dig template)</p>	<p>Desired Outcome: Teacher growth in implementing instructional strategies and data usage to drive student growth.</p> <p>Evidence: Student reassessment list and outcomes</p>	<p>Academic Coach will facilitate data summits quarterly to analyze Interim data</p> <p>Admin will review Interim data quarterly</p>
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<p>GOAL #2</p> <p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>By the end of the 2023-2024 school year, the number of students performing in the Level I band in Math will decrease from <u>47%</u> to <u>37%</u> as measured by the Math EOG Assessment.</p> <ul style="list-style-type: none"> 6th grade will decrease from <u>40%</u> to <u>30%</u> 7th grade will decrease from <u>49%</u> to <u>34%</u> 8th grade will decrease from <u>42%</u> to <u>30%</u> 					
	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	People Responsible
<p>Tier 1: Teachers will implement the workshop model (itinerary, take off, cruising, landing) daily.</p>	Title 1 Coach		August 2nd	<p>Implementation: -Teacher boards and lesson plans will include the standard, itinerary (learning target), take off (opening/using 360 boards), cruising (work session will be differentiated activity), and landing (closing) each day.</p> <p>-Itinerary, take off, cruising, and landing will be updated daily on teacher boards.</p> <p>-Opening, work session, and closing will be directly tied to the day's learning target.</p> <p>-Observers will be able to easily tell which part of the lesson they are observing based on the information on the board.</p> <p>Artifacts: -Lesson Plans -Walk Forms -Itinerary on the board</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Students in all grade levels will increase their ability to perform proficiently on grade level standards. <p>Evidence:</p> <ul style="list-style-type: none"> Interim assessments on shared data form Common formative assessments on shared data form MI scores Math EOG scores 	<p>District coaches (in collaboration with admin and/or local coach) will walk classrooms quarterly.</p> <p>Classroom teachers will record Interim and common formative assessment data on a common data form at the end of each unit.</p> <p>The local coach will pull MI scores 3x/year.</p>

<p>Tier 2: Math teachers will lead PILOT block daily.</p>	<p>Title 1 Coach Moby Max</p>	<p>Title Funds</p>	<p>September</p>	<p>Implementation: Students will be placed in various math classes based on EOG and MI data. Students that score level 1 on Math EOG and Below Basic on MI will be assigned to teachers that are math certified. Students that are proficient will work with content teachers on Math EOG questions of higher level. Groups will be changed quarterly.</p> <p>Artifacts: Moby Max Usage Reports -PILOT block student folders/goal setting sheet -Walk forms</p>	<p>Evaluation of Impact: Students increasing common assessment scores and Math Inventory scores</p> <p>Evidence: Math Inventory & Common Assessment Scores, Moby Max progress reports, CTLS Formative Scores,CCSD Interims and Math EOG scores</p>	<p>Academic Coach Admin Math Teachers</p>
<p>Tier 1: Math teachers will pull at least 1 small group daily, four days per week.</p>				<p>Implementation: Students identified by CTLS data and teacher observation will be placed into small groups for instruction.</p> <p>Small groups are created based on common formative assessments and CCSD Interim assessments.</p> <p>Other students will work in different groups such as math 360, MobyMax, or collaborative peer groups.</p> <p>Artifacts: -CCC Template -Walk Forms -Data dig CCC template</p>	<p>Evaluation of Impact: Students increasing common assessment scores and Math Inventory scores</p> <p>Evidence: Math Inventory & Common Assessment Scores, CTLS Formative Scores, CCSD Interims and Math EOG scores</p>	<p>Academic Coach Administration</p>

Commented [MF1]: @Laura Franco I would like a review for math also.

<p>Tier 1: Math teachers will utilize 360 boards daily.</p>				<p>Implementation: Teachers will implement the following instructional focus: 1) Opening at the boards 3-5 minutes (includes students working and teacher going over mistakes if necessary) 3 problems getting progressively harder (2 DOK level 1 or 2) (1 DOK level 3)</p> <p>2) Mini lesson at seats</p> <ul style="list-style-type: none"> • Real world application (why for the day - objective) • Vocabulary needed for that day addressed • Teacher records big ideas visually (may create an anchor chart, or refer to the one already made) <p>3) Work session at Boards -</p> <ul style="list-style-type: none"> • Whole group practice problems • Differentiated practice problems (Mild, Medium, Hot) • Higher order thinking problems <p>4) Work session at Seats/station</p> <ul style="list-style-type: none"> • Small Group-reteach with teacher (previous content or current content) or small group to differentiate instruction 	<p>Evaluation of Impact: Students increasing common assessment scores and Math Inventory scores</p> <p>Evidence: Common Assessment Scores, CTLS Formative Scores and CCSD Interims</p> <p>Assessments will be tracked in CTLS assessment portal. The assessments will be used to measure student growth/averages that will be used for instructional planning.</p>	<p>Title 1 Coach will attend weekly collaboration meetings and provide evaluative feedback and assist with weekly implementation of Math 360</p>
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				<ul style="list-style-type: none"> • Anecdotal notes...identify student weaknesses and misconceptions • Station- general practice • Station-investigation to extend thinking • Could be group thinking time for a task (3 students) <p>5)Closing at seat/boards</p> <p>Evidence: CCC Notes –Notes will display misconceptions discovered during warmup and work-sessions. Notes will also display students name that are targeted for support and their progress or lack of. Content Walk forms</p>		
Teachers will consistently implement new math standards utilizing the instructional SOP.	District Math Coaches (provide PL and walk classrooms)			<p>Implementation: All math teachers will receive quarterly training on the new math standards for the upcoming quarter with district coaches and Academic Coaches F2F focusing on unpacking new standards and addressing teacher misconceptions.</p> <p>Math lessons will be aligned to new math standards and frameworks.</p> <p>Artifacts: PL sign-in sheets and agendas Lesson Plans Walk Forms</p>	<p>Desired Outcome: Students in all grade levels will increase their ability to perform proficiently on grade level standards.</p> <p>Evidence: Interim assessments on shared data form Common formative assessments on shared data form</p>	<p>District coaches (in collaboration with admin and/or local coach) will walk classrooms quarterly.</p> <p>Classroom teachers will record Interim and common formative assessment data on a common data form at the end of each unit.</p> <p>Academic Coach will collaborate weekly with each grade level to ensure instructional expectations with new standards.</p>

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GOAL #3	<p>The average scores on the writing and language standards on the CCSD Interim Assessments will increase 10% as follows:</p> <p>6th Grade: Q1 – Writing 53% to 63%: Language NA Q2 – Writing 24% to 34%: Language: 22% to 32% Q3 – Writing 53% to 63%: Language NA</p> <p>7th Grade: Q1 – Writing 38% to 48%: Language 35% to 45% Q2 – Writing 34% to 44%: Language 46% to 56% Q3 – Writing 56% to 66%: Language 44% to 54%</p> <p>8th Grade: Q1 – Writing 25% to 35%: Language 55% to 65% Q2 – Writing 45% to 55%: Language 52% to 62% Q3 – Writing 22% to 32%: Language 53% to 63%</p>					
	Action Step(s) <small>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</small>	Resources	Funding Source(s) <small>SWP Checklist 5.e</small>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <small>SWP Checklist 3.a</small>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <small>SWP Checklist 3.a</small>
Tier I: ELA Teachers will implement the workshop model (itinerary, take-off, cruising, landing) daily.	PL on workshop model PL on learning targets WriteScore Purchase with Title Funds	Title	Aug. 2023	Implementation: -Teacher boards and lesson plans will include the standard, itinerary (learning target), take off (opening), cruising (work session), and landing (closing) each day. -Itinerary, take off, cruising, and landing will be updated daily on teacher boards. -Opening, work session, and closing will be directly tied to the day's learning target.	Evaluation of Impact: 100% of ELA teachers will implement the workshop model with fidelity daily. Evidence: -Walk Forms	Admin will check lesson plans monthly Academic Coaches will check lesson plans weekly Admin will walk classrooms monthly

				<p>-Observers will be able to easily tell which part of the lesson they are observing based on the information on the board.</p> <p>Artifacts: -Lesson Plans -Walk Forms</p>		Academic Coaches will walk classrooms weekly
<p>Tier 1: ELA teachers, ESOL ELA teachers and IRR teachers will pull at least 1 small group daily, four days per week.</p>	<p>PL refresher on small group instruction from District Coaches</p> <p>PL on Write Score</p>	Title		<p>Implementation: -Small groups are created based on common formative assessments, CCSD Interim assessments and Write Score practice assessments.</p> <p>-Teachers will use Write Score data to remediate specific grade level standards, as needed.</p> <p>-Teachers will conference with students based on their performance with a writing task</p> <p>Artifacts: -CCC Template -Walk Forms</p>	<p>Evaluation of Impact: -Students will increase their scores on common formative assessments when retested after small group instruction.</p> <p>Evidence: -Data dig sheets that show initial test score and reassessment score</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>
<p>6th Grade ELA teachers, ESOL ELA teachers and IRR teachers will focus on the following Language Standards using instructional strategies from the Ellevation platform.</p> <p>ELAGSE6L5 ELAGSE6L6</p>	Write Score	Title	August	<p>Implementation:</p> <ul style="list-style-type: none"> - Small groups are created based on common formative assessment, interim assessments, and Write Score practice assessments. <p>Teachers will use Write Score to remediate specific grade level standards.</p>	<p>Evaluation of Impact: - Students will increase their scores on common formative assessments when re-tested after small group instruction.</p> <p>Evidence:</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p>

				<p>Teachers may use Springboard as needed.</p> <p>How do the above expectations align to this action step?</p> <p>Ellevation will be used to provide instructional strategies, graphic organizers and videos of how to use in the classroom</p> <p>-Teachers will use daily edits/task cards as an opening Monday-Thursday</p> <p>Artifacts: CCC Planning Template Walk Forms</p>	<p>Data Dig sheets that show initial test score and reassessment score.</p> <p>EOG Language Domain Milestones data # of students</p>	<p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>
<p>7th Grade ELA teachers, ESOL ELA teachers and IRR teachers will focus on the following Language Standards using instructional strategies from the Ellevation platform.</p> <p>ELAGSE7L5</p>	Write Score	Title	August	<p>Implementation:</p> <ul style="list-style-type: none"> - Small groups are created based on common formative assessment, interim assessments and Write Score practice assessments. <p>Teachers will use Write Score to remediate specific grade level standards.</p> <p>Teachers may use Springboard as needed.</p> <p>How do the above expectations align to this action step?</p> <p>Artifacts: CCC Template Walk Forms</p>	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> - Students will increase their scores on common formative assessments when re-tested after small group instruction. - Increase the number of students scoring a level 2 and above on the EOG Writing Milestones by _____ <p>Evidence:</p> <p>Data Dig sheets that show initial test score and reassessment score.</p> <p>EOG Language Domain Milestones data # of students</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>

<p>8th Grade ELA teachers, SESOL ELA teachers and IRR teachers will focus on the following Language Standards using instructional strategies from the Ellevation platform.</p> <p>ELAGSE8L5</p> <p>ELAGSE8RL9</p>	Write Score	Title	August	<p>Implementation:</p> <ul style="list-style-type: none"> - Small groups are created based on common formative assessment, interim assessments, and Write Score practice assessments. <p>Teachers will use Write Score to remediate specific grade level standards.</p> <p>Teachers may use Springboard as needed.</p> <p>How do the above expectations align to this action step?</p> <p>Artifacts: CCC Template Walk Forms</p>	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> - Students will increase their scores on common formative assessments when re-tested after small group instruction. <p>Increase the number of students scoring a level 2 and above on the EOG Writing Milestones by _____</p> <p>Evidence:</p> <p>Data Dig sheets that show initial test score and reassessment score.</p> <p>EOG Language Domain Milestones data # of students</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>
<p>6th Grade ELA teachers, ESOL ELA teachers and IRR teachers will focus on the following Writing standards pacing using instructional strategies from the Ellevation platform.</p> <p>6W2</p> <p>6W5</p>	Write Score PI writing conferences	Title	August	<p>Implementation:</p> <ul style="list-style-type: none"> - Small groups are created based on common formative assessment, interim assessments, and Write Score practice assessments. <p>Teachers will use Write Score to remediate specific grade level standards.</p> <p>Teachers may use Springboard as needed.</p> <p>Artifacts: CCC Template Walk Forms</p>	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Students will increase their scores on common formative assessments when re-tested after small group instruction. <p>Increase the number of students scoring a level 2 and above on the EOG Writing Milestones by _____</p> <p>Evidence:</p> <p>Data Dig sheets that show initial test score and reassessment score.</p> <p>EOG Writing Milestones data # of students</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>

<p>7th Grade ELA teachers will focus on the following Writing Standards using instructional strategies from the Ellevation platform.</p> <p>7W3 7W5 7W2 7W1</p>	<p>Write Score</p> <p>PI writing conferences</p>	<p>Title</p>	<p>August</p>	<p>Implementation:</p> <ul style="list-style-type: none"> - Small groups are created based on common formative assessment, interim assessments and Write Score practice assessments. <p>Teachers will use Write Score to remediate specific grade level standards.</p> <p>Teachers may use Springboard as needed.</p> <p>Artifacts: CCC Template Walk Forms</p>	<p>Students will increase their scores on common formative assessments when re-tested after small group instruction.</p> <ul style="list-style-type: none"> - Increase the number of students scoring a level 2 and above on the EOG Writing Milestones by _____ <p>Evidence:</p> <p>Data Dig sheets that show initial test score and reassessment score.</p> <p>EOG Writing Milestones data # of students</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>
<p>8th Grade ELA teachers will focus on the following Writing Standards: using instructional strategies from the Ellevation platform.</p> <p>8W1 8W2 8W3 8W5</p>	<p>Write Score</p> <p>PI writing conferences</p>	<p>Title</p>	<p>August</p>	<p>Implementation:</p> <ul style="list-style-type: none"> - Small groups are created based on common formative assessment, interim assessments and Write Score practice assessments. <p>Teachers will use Write Score to remediate specific grade level standards.</p> <p>Teachers may use Springboard as needed.</p> <p>Artifacts: CCC Template Walk Forms</p>	<p>Students will increase their scores on common formative assessments when re-tested after small group instruction.</p> <p>Increase the number of students scoring a level 2 and above on the EOG Writing Milestones by _____</p> <p>Evidence:</p> <p>Data Dig sheets that show initial test score and reassessment score.</p> <p>EOG Writing Milestones data # of students</p>	<p>Admin will check lesson plans monthly</p> <p>Academic Coaches will check lesson plans weekly</p> <p>Admin will walk classrooms monthly</p> <p>Academic Coaches will walk classrooms weekly</p>

<p>Data summits facilitated by administrators and instructional coach using CCSD Interim and data to identify and address specific needs and track student growth</p>	<p>Academic Coach</p>	<p>Title 1</p>	<p>August 1</p>	<p>Implementation: Administration and Academic Coaches will conduct data summit after each Unit Interim attended by teachers and CCSD Title 1 Coaches</p> <p>Artifacts: After meeting there will a list of instructional focus that teachers will use to work on going forward. Academic Coach will support team in implementing instructional suggestions given during meeting.</p>	<p>Desired Outcome: Teacher growth in implementing instructional strategies and data usage to drive student growth.</p> <p>Evidence: CTLS assessment data</p>	<p>Academic Coach Admin</p>
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GOAL #4						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
				Implementation: Artifacts:	Evaluation of Impact: Evidence:	

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<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 (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required Annual Title I Meeting – Deadline September 29, 2023 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>			<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 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>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required 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 <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>			<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
<p>5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>			<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
	<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 type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					
	<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 type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					
	<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 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: Pearson Middle school will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Pearson will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school’s implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Woodmen Financial, Arc City Church, Francosi Vending, Keller Williams EF2, and Gracepoint Church) will provide volunteers and support for our parent literacy nights and our parent university nights. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: The Pearson administrative team and faculty will regularly monitor the growth of the students through formative, summative and standardized assessments and adjust instructional strategies as needed. The Pearson administrative team will provide the time for and monitor weekly professional learning communities where the teachers regularly monitor and discuss student progress, appropriate strategies, and adjustments to instructional practices.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: Through pre and post scores on local and state assessments, student and parent surveys, classroom observations.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

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

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

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

- Fresh Air Friday
- Grade level dances
- Monthly/Quarterly celebrations/festivals
- Afterschool clubs and activities
- Field Trips (aligned with grade-level standards, and college visits to promote education after high school)

Additionally, Pearson Middle implements Restorative Circles and Restorative Conferencing that work to strengthen relationships between individuals as well as social connections within communities, thereby reducing the amount of traditional discipline. Our counselors provide professional learning based on culturally responsive frameworks to support the whole child. Lastly, Pearson Middle will fully implement AVID (Advancement Via Individual Determination) to its Academy classes to provide additional academic and social emotional support to help improve student achievement and peer-to-peer relationships.

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

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

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

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

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

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

SCHOOL RESPONSE: SCHOOL RESPONSE: 8th Grade Articulation

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

- Vertical Alignment with 9th grade teachers

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

- Families with rising 9th graders are provided the opportunity to attend a Welcome and Orientation evening where graduation requirements, course offerings, CITA (Cobb Innovation and Technology Academy) program opportunities, and general information is provided.
- 8th Grade CTAE Pathways Fair with Osborne and Campbell High Schools

Pearson offers the following classes to all students grades 6-8 that will lead into the high school CTAE courses and increase awareness of opportunities for post-secondary education and the workforce.

- o Business education and computer science
- o Engineering
- o Family and Consumer Science

Families also can attend the CTAE pathways fairs at both Osborne and Campbell High Schools

- 8th Grade Magnet Presentation

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

- 8th Grade CITA Presentation (Cobb Innovation and Technology Academy)

District leaders' partner with local school counselors to provide students with an overview of the different CITA program opportunities and the application process.

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

- Counselors visit students in classrooms throughout the year to assist students in establishing Naviance accounts and review Naviance lessons. Naviance is a planning tool that prepares students for college, career, and life readiness after high school. It creates connections between their strengths and interests to success after high school. Each year from 6th grade through 12th grade students will participate in various learning activities that will introduce them to both career opportunities, colleges of interest, and life skills. Students can access Naviance from home and school using their school login. (Sample lessons include learning styles inventory, career matchmaker, strengths explorer, dual enrollment, advanced placement, and Individualized Graduation Plan (IGP))
- 6th Grade Open House - End of August

Families are invited to attend a meeting where they will meet their student's teachers, learn about grade level curriculum, and school wide expectations.

- Rising 6th Grade School Visits in March or April

5th graders from our feeder elementary school will take a bus over to Pearson and take a tour of the building and hear essential information from our faculty and administration.

- Rising 6th Grade Informational Night in May

Hosted by the school administration to provide families with grade level curriculum standards, school wide expectations, and answer questions.

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:

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**