



School Improvement Action Plan



School Year:	2024-2025
School Name:	Bryant Elementary
Principal Name:	Michelle Curry
Date Submitted:	5/30/2024
Revision Dates:	July 16, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Bryant Elementary
<i>Team Lead</i>	Michelle Curry
<i>Position</i>	Principal
<i>Email</i>	Michelle.Curry@cobbk12.org
<i>Phone</i>	770-819-2402
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 Scholars 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: We held a collaborative meeting with teachers, parents, community leaders and parents on the following dates in 2024; October 10, January 3, March 12, March 13, March 14, March 15, March 26, April 8, April 10, May 5

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	October 10, 2024; January 3, 2024; March 12, 2024; March 13, 2024; March 14, 2024; March 15, 2024; March 26, 2024; April 8, 2024; April 10, 2024; May 5, 2024;
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Position/Role	Printed Name	Signature
Principal	Michelle Curry	
Assistant Principal	Alyssa St. Cyr	
Assistant Principal	Anthony Cayetano	
Kindergarten Team Lead	Kriste Wiggs	
1 st Grade Team Lead	Kantrela Price	
2 nd Grade Team Lead	Severina Sawyer-Jones	
3 rd Grade Team Lead	Kimberly Edwards	
4 th Grade Team Lead	Henok Tadesse	
5 th Grade Team Lead	Lambert Bales	
MID Team Lead	Miriam Grant	
Specialists Team Lead	Tiphonie McClenton	
EIP	Roshelle Cater	
Media Specialist	Julie Glaiber	
RTI Specialist	Erika Griffin	
School Counselor	Dr. Roxan Scott	
Parent/Community Stakeholder	Abby Holland	
Parent Facilitator	Sarah Wise	
Academic Coaches	Quanda Brown-Walker/Tania Watson	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	<p>By the end of the 2023-2024 school year 30% of scholars in grades 2nd-5th scoring proficient and advanced will increase by 25%, as measured by the Math Inventory.</p> <p>By the end of 2023-2024 school year 40% of kindergarten scholars will increase their ability to count and recognize numbers 1-20 as measured by schoolwide data binder tracking sheets.</p> <p>By the end of 2023-2024 school year 30% of 1st grade scholars will increase their ability to count numbers 1-100 as measured by schoolwide data binder tracking sheets.</p>
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	BES Title SIP Goals Data 2024.pptx
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?	<p>The following items supported us in meeting or exceeding the goal-</p> <p>Processes: Training on assessing and collecting math fluency data, Academic Math Coach provided differentiated small group grade level training, Vertical collaboration, Mathematical Modeling practices (using the book Mathematical Modeling Teacher)</p> <p>Action steps: Collection and input of Number recognition data into schoolwide spreadsheet, held Peer Observation walks for vocabulary using instructional Environment Look-for Rubrics, provided fact fluency strategies and activities daily within math instruction</p>

	<p>Interventions: Tuesday and Thursday schoolwide intervention block, Moby Max-Small group intervention, Utilized iStation Math lessons/activities during intervention block</p>
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Previous Year's Goal #2	<p>By the end of the 2023-2024 school year, 30% of scholars in grades 2- 5 will demonstrate growth by scoring at the meets or exceeds level as measured by the Next Steps Guiding Reading Online assessment tool.</p> <p>By the end of the 2023-2024 school year, scholars in grades K-1 will show an increase in learning gains by mastering 50 to 100 sight words for the year as measured by schoolwide data binder tracking sheets.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
What data supports the outcome of the goal?	<p>BES Title SIP Goals Data 2024.pptx</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The following items supported us in meeting or exceeding the goal-</p> <p>Processes: Next Steps Guided Reading and Assessment tool training for teachers and paraprofessionals, one on one teacher/coach modeling of guided reading lessons and assessments, Support in building guided reading lesson plans and materials (with examples)</p> <p>Action steps: Collection and input of Sight word recognition data into schoolwide spreadsheet, Collaborative data collecting/analyzing using the NSGRA online platform, Peer Observation Walk on the ELA Look Fors/Teacher Reflection Checklist</p> <p>Interventions: Grade level sight word data walls, Tuesday, and Thursday schoolwide intervention block, using iStation Reading lessons/activities</p>
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<p>Previous Year's Goal #3</p>	<p>By the end of the 2023-2024 school year the percentage of scholars scoring meets and exceeds on Lucy Calkins units of Study On-Demand assessments will increase 15 percentage points, as measured by pre and post Lucy Calkins Units of Study On-Demand assessments.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>BES Title_SIP Goals Data 2024.pptx</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The following items supported us in meeting or exceeding the goal-</p> <p>Processes: Academic ELA Coach provided whole group writing lessons and differentiated small group grade level training, Training on collaborative writing analysis and rubric scoring, 2nd grade model classroom writing lesson with scholars</p> <p>Action steps: Vertical collaboration to trade/score grade level writing and enter data, Writing Walks/Observations with feedback from ELA academic coach, Grade levels created mid-point common assessment check for specified writing domain</p> <p>Interventions: Utilize Writing A to Z for language conventions/vocabulary, Modules in Foundations A to Z and phonics support, Writing Lab teacher collaborated with ELA coach to incorporate Units of Study lesson during enrichment</p>
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<p>Previous Year's Goal #4</p>	<p>By the end of the 2023-2024 school year, the out of school suspension will decrease from 62 to 50 as measured by schoolwide PBIS system data reports.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>BES Title SIP Goals Data 2024.pptx</p>

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?	<p>The following items supported us in meeting or exceeding the goal-</p> <p>Processes: PBIS reward platform training (for parents and new staff), Weekly morning announcement grade level recognition, Quarterly PBIS schoolwide celebrations</p> <p>Action steps: Implemented Restorative Practice strategies, Morning/Closing of Day class meetings, PBIS signage displayed in classes/school and positively reinforced daily</p> <p>Interventions: Scholar to Staff Check-ins, PBIS Behavior Specialist Classroom Walkthroughs, Increased parent/teacher communication and check-ins</p>

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> Collaboratively analyzing and scoring writing using UOS rubrics. 	<ul style="list-style-type: none"> Readers require fluency that progresses them in reading levels through differentiated instruction 	<ul style="list-style-type: none"> Next Step Guided Reading Online assessment tool

	<ul style="list-style-type: none"> 92% of teachers show strong practices implementing and using the vocabulary word wall 71% of teachers set up and prepared leveled libraries in the classroom for scholars to use. Subject integration 	<ul style="list-style-type: none"> Comprehension and responding to literary and informational text Limited growth in language conventions in writing across K-5 There is not a presence of the arts integrated into the curriculum to increase differentiation scholar engagement 	<ul style="list-style-type: none"> Units of Study rubrics; Writing Analysis data spreadsheet Peer Observations/Walkthroughs
Math	<ul style="list-style-type: none"> Current unit vocabulary displayed and visible in 94% of classrooms 79% of teachers had guided small group areas present in classrooms Usage of math manipulatives to build conceptual understanding Subject integration 	<ul style="list-style-type: none"> Mathematicians require fluency foundations that strengthen automaticity through differentiated instruction Application and responding to real-world or inquiry-based problem-solving. The need for more math vocabulary usage and application across K-5 There is not a presence of the arts integrated into the curriculum to increase differentiation scholar engagement 	<ul style="list-style-type: none"> Peer Observations/Observations Common planning implementation Focus Group Math Manipulatives Walks/Feedback
Science	<ul style="list-style-type: none"> Strong and efficient collaborative planning for STEM days among grade levels. Posting current unit vocabulary for scholar reference. Incorporating the use of technology for research activities in science Subject integration 	<ul style="list-style-type: none"> Inadequate use of science instructional time. The need for scholar collaboration, hands-on engagement and work time Reinforcement of the application and use of content vocabulary, including the use of visuals There is not a presence of the arts integrated into the curriculum to increase differentiation scholar engagement 	<ul style="list-style-type: none"> Peer Observations/Observations Common planning implementation
Social Studies	<ul style="list-style-type: none"> Using scholar interest surveys to incorporate engagement for social studies. Posting current unit vocabulary for scholar reference. Incorporating the use of technology for research activities in social studies. Subject integration 	<ul style="list-style-type: none"> Inadequate use of social studies instructional time. The need for scholar collaboration, hands-on engagement and work time Reinforcement of the application and use of content vocabulary, including the use of visuals There is not a presence of the arts integrated into the curriculum to increase differentiation scholar engagement 	<ul style="list-style-type: none"> Peer Observations/Observations Common planning implementation
Discipline / School Climate Data	<ul style="list-style-type: none"> Consistent Grade level usage of the PBIS rewards platform. Scholars' interaction with PBIS rewards. Limited incident reports during outside/recess 	<ul style="list-style-type: none"> Attendance concerns due to the number of tardy and absent scholars. High behavior incidents in the cafeteria during lunch periods. 	<ul style="list-style-type: none"> PBIS Rewards Data CCSD Portal Discipline Data

		<ul style="list-style-type: none"> The need for consistent transitions and routine procedures. 	
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> Differentiated small group professional learning opportunities by grade level with teacher reflection/feedback. High engagement in professional learning activities Collaboration with administration, teacher leaders and district coaches to plan and facilitate professional learning. 	<ul style="list-style-type: none"> The need for teachers to plan and implement their next steps after professional learning. Teachers require a level of individualized professional learning. Teachers provide limited enrichment instructional practices within content areas 	<ul style="list-style-type: none"> Professional learning surveys Focus Group Feedback
Other			

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

Data	Scholar 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 checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Usage of scholar-friendly using UOS rubrics. • Scholars using the vocabulary word wall • Scholars understood and were engaged in using the scholar-level classroom library. 	<ul style="list-style-type: none"> • Receiving the required differentiated instruction to increase fluency and progress in reading levels • Comprehension instruction that is data-driven and opportunities to respond to literary and informational text • The need for individual and small group instruction to grow in language conventions for writing across K-5 • Scholars need an integrated arts experience to increase learning and engagement. 	<ul style="list-style-type: none"> • RI, ELF, ACCESS, AMIRA, ITBS, DRA, ELA Interims, Writing Rubrics, • READ 180, System 44
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Scholars using current vocabulary posted during class work session • Scholars engaged in one-on-one small group discussions and activities. • Independent usage of math manipulatives during class math rotations 	<ul style="list-style-type: none"> • Scholars require fluency foundations that will continue to strengthen automaticity through differentiated instruction • Scholars need opportunities to apply and respond to more real world or inquiry-based problem solving. 	<ul style="list-style-type: none"> • MI, MFI, ITBS, Math Interims

			<ul style="list-style-type: none"> • The need for more math vocabulary usage and application activities across K-5 • Scholars need an integrated arts experience to increase learning and engagement. 	
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Scholar group collaborative during STEM days. • Referencing and using current unit vocabulary for scholar work. • Engaging in technology for research activities in science 	<ul style="list-style-type: none"> • The need for adequate science instructional time. • The need for scholar collaboration and hands on engagement and work time • Opportunity to use and apply content vocabulary including the use of visuals • Scholars need an integrated arts experience to increase learning and engagement. 	<ul style="list-style-type: none"> • Common Assessments • Interim Assessments
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Referencing and using current unit vocabulary for scholar work. • Engaging in technology for research activities in social studies. 	<ul style="list-style-type: none"> • The need for adequate social studies instructional time. • The need for scholar collaboration and hands on engagement and work time • Opportunity to use and apply content vocabulary including the use of visuals • Scholars need an integrated arts experience to increase learning and engagement. 	<ul style="list-style-type: none"> • Common Assessments • Interim Assessments

Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Interest and engagement in PBIS • Scholar goal monitoring with PBIS rewards. • Growth in parent/scholar participation in app usage. 	<ul style="list-style-type: none"> • High number of tardies and absences • High behavior incidents in the cafeteria during lunch periods • The need for understanding clear expectations of consistent transitions and routine procedures. 	<ul style="list-style-type: none"> • PBIS Rewards Data • CCSD Portal Discipline Data
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Elevation Training • ELA Training (NSGRA/UOS) • Math Training (Math in Practice/Math Small Group) • Restorative and Behavioral Practices District Training 	<ul style="list-style-type: none"> • The need for scholars to be implemented into next steps after professional learning • Scholars require a level of individualized and differentiated learning. • Scholars are receiving limited enrichment opportunities within content areas 	<ul style="list-style-type: none"> • CTLS, ELF, MFI, CCC minutes, RTI portal, PBIS data
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	Milestone data indicates at least 80% (pending EOG data) of scholars at all grade levels are scoring below proficient in Math.
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	Mathematicians need fluency foundations that strengthen automaticity through differentiated instruction
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	Scholars need opportunities to apply and respond to real-world or inquiry-based problem-solving that incorporates an integrated arts experience.
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	Scholars need more opportunities for math vocabulary usage and application across K-5
Contributing Factors (Outside of control)	Scholar attendance (tardiness/truancy)

Goal

*Specific, Measurable, Achievable, Relevant,
Timebound*

Kindergarten Math Goal

Kindergarten students scoring on grade level or higher will increase by 20 percentage points from the August 2024 BEACON math assessment to the May 2025 BEACON math assessment.

1st Math Goal

1st grade students scoring on grade level or higher will increase by 20 percentage points from the August 2024 BEACON math assessment to the May 2025 BEACON math assessment.

2nd Math Goal

2nd grade students scoring on grade level or higher will increase by 20 percentage points from the August 2024 BEACON math assessment to the May 2025 BEACON math assessment.

Statement of Concern #2	Milestone data indicates at least 79% (pending EOG Data) of scholars at all grade levels are scoring below proficient in ELA.
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	Reader’s fluency skills need to be developed in a way that progresses them in reading levels through differentiated instruction
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	Scholars need instructional opportunities to practice comprehension and responding to literary/informational text that can also incorporate an integrated arts experience.
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	The data shows that there is limited growth in language conventions in writing across K-5, according to our Units of Study rubric scoring data.
Contributing Factors (Outside of control)	Scholar attendance (tardiness/truancy)
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p><u>K-2 Literacy Goal</u> The percent of 1st – 2nd grade scholars scoring between and above will increase from <u>53%</u> to <u>68%</u> as measured by the 2024-2025 Amira Assessment.</p> <p><u>3-5 Literacy Goal</u> The percent of scholars scoring proficient and distinguished will increase from <u>21%</u> to <u>31%</u> as measured by the 2024-2025 EOG ELA Assessment.</p>

Statement of Concern #3	There are many incidents reported by scholars.
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	There is a loss of time in the instructional day for many scholars.
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	There is a high number of behavioral incidents occurring in the cafeteria during lunch periods.
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	Teachers must practice consistent transitions and routine procedures throughout the school day and building.
Contributing Factors (Outside of control)	Scholar attendance (tardiness/truancy) Parent involvement
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The number of scholar incident reports will decrease from __159__ to __139__, as measured by the schoolwide PBIS system data reports, by the end of the 2024-2025 school year. Changed amount to number.

Statement of Concern #4	
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	
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	
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 style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;"><i>Goal</i></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p><u>K-2nd Math Goal</u> The students scoring on grade level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p><u>3rd-5th Math Goal</u> The percent of students scoring proficient and distinguished will increase from <u>20%</u> to <u>30%</u> as measured by the 2024-2025 EOG Math Assessment.</p>
Goal #2	<p><u>K-2nd Literacy Goal</u> The percent of 1st – 2nd grade scholars scoring between and above will increase from <u>53%</u> to <u>68%</u> as measured by the 2024-2025 Amira Assessment.</p> <p><u>3rd -5th Literacy Goal</u> The percent of scholars scoring proficient and distinguished will increase from <u>21%</u> to <u>31%</u> as measured by the 2024-2025 EOG ELA Assessment.</p>
Goal #3	<p><u>PBIS Behavior Goal</u> The amount of scholar incident reports will decrease from <u>159</u> to <u>139</u> as measured by the schoolwide PBIS system data reports by the end of the 2024-2025 school year.</p>
Goal #4	

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Provides monthly professional development in the instructional areas that correlate with the goals.</p> <p>Attends and supports grade level CCC's (goals, norms, analyzing data).</p> <p>Supports teachers and staff by modeling lessons, sharing strategies and resources to enhance the instructional program. Leads New Teachers Academy providing mentors and ongoing professional development.</p> <p>Plan/support remedial programs, tutoring and summer enrichment.</p>
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Help parents understand how to access and navigate CTLS Parent and CTLS scholars to support their scholar's academic goals.</p> <p>Support parents with translations and interpretation to communicate with all the Staff at meetings/Events.</p> <p>Facilitate with parent's phone calls to support Staff, Scholars, and Administration.</p> <p>Help to improve the communication among school personnel and non-English speaking parents.</p> <p>Facilitates and participates in different school events and workshops like Math Night, Literacy Night, Science Night and shares resources in English and Spanish.</p> <p>Provide necessary materials and handouts for our families during conference week, meetings, and activities to help families work with their children.</p> <p>Translates the school resources in a language that the families can understand.</p>

Push in Tutor	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation to support scholars scoring low percentages in academic areas.</p> <p>Collaborates with grade level teachers to parallel teach or remediate scholars in math, reading and writing. Works one on one with scholars or in small groups.</p> <p>Creates a lesson plan that differentiates the needs of scholars based on data.</p>
Targeted Support Staff (Teacher)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p><u>Supports grade levels K-5th</u> . Works with small groups during center rotations for reading, phonics, and math.</p> <p>Blend model of push in/pull out support for EIP scholars. Monitors progress of scholar learning. Supports during guided reading by reading with the scholars and completing reading comprehension activities.</p> <p>Supports during guided math by reviewing the previously taught standard, working on math facts, word problems or anything that the scholars may need extra support in outside of whole group.</p> <p>Ensures that a scholar navigates the room safely and the environment around is suitable to meet needs</p>
Targeted Support Staff (Paraprofessional)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p><u>Supports grades levels K-5th</u> Works with small groups during center rotations for reading, phonics, and math.</p> <p>Blend model of push in/pull out. Monitors progress of scholarly learning. Supports during guided reading by reading with the scholars and completing reading comprehension activities.</p> <p>Supports during guided math by reviewing the previously taught standard, working on math facts, word problems or anything that the scholars may need extra support in outside of whole group.</p> <p>Ensures that a scholar navigates the room safely and the environment around is suitable to meet needs.</p>

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<p style="text-align: center;">GOAL #1</p>	<p>Kindergarten Math Goal Kindergarten students scoring on grade level or higher will increase by 20 percentage points from the August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>1st Math Goal 1st grade students scoring on grade level or higher will increase by 20 percentage points from the August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p> <p>2nd Math Goal 2nd grade students scoring on grade level or higher will increase by 20 percentage points from the August 2024 BEACON math assessment to the May 2025 BEACON math assessment.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Res our ces</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p>K-5 grade level teachers will use Moby Max Math daily to build fluency foundations during the math-differentiated small group instruction, as indicated by Moby Max data reports.</p>	<p>Mo by Ma x, CTL S MF F Ass ess me nts, CTL S Res our ces</p>	<p>Title 1</p>	<p>August</p>	<p>Implementation Performance Target: 100% of K-5 grade level teachers will use Moby Max daily by April 2025, as evidenced by monthly reports.</p> <p>Implementation Plan: Preplanning Teachers will be provided with the following strategies to support Moby Max implementation: diagnostic assessments, assigning individualized learning practice, progress monitoring, and real-time data analysis</p> <p>August</p> <ul style="list-style-type: none"> MFF assessment review training <p>September</p> <ul style="list-style-type: none"> Moby Max training Assign Moby Max diagnostic assessments <p>October- December</p>	<p>Evaluation Performance Target: By April 2025, 75% of students will demonstrate proficiency or higher on grade level MFF assessments (K-2nd: addition and subtraction) (3rd-5th: multiplication and division).</p> <p>Evaluation plan: August</p> <ul style="list-style-type: none"> 1st, 2nd, 4th and 5th MFF Pre Checkpoint for scholars (grade level specific assessment) <p>September- March</p> <ul style="list-style-type: none"> Sept- Scholars will complete Moby Max diagnostic assessments Sept-March Scholars complete daily Moby Max fluency practice based current level during math rotations 	<p>Teachers, Paraprofessionals, Math Lab, Academic Coaches</p>

				<ul style="list-style-type: none"> Individualized Moby Max fluency and math assignments given based to all math classes MFF checkpoints taken 1st, 2nd, 4th and 5th grade During Data CCC analyze Moby Max math fluency reports and MFF assessment data end of each month Usage checks monthly <p>January</p> <ul style="list-style-type: none"> Mid-year Moby Max Check-In to verify the effectiveness and next steps Moby Max fluency assignments given to all math classes MFF checkpoints taken Kdg, 1st, 2nd, 3rd 4th and 5th grade During Data CCC analyzes Moby Max math fluency reports and MFF assessment data end of each month <p>February-March</p> <ul style="list-style-type: none"> Midyear Moby Max Check-In to verify effectiveness and next steps Moby Max fluency assignments given to all math classes MFF checkpoints taken Kdg, 1st, 2nd, 3rd 4th and 5th grade During Data CCC analyzes Moby Max math fluency reports and MFF assessment data end of each month Usage monthly check <p>April</p>	<ul style="list-style-type: none"> Sept. 3rd Grade MFF Pre Checkpoint for scholars (grade level specific assessment) Oct. 1st, 2nd, 3rd and 4th and 5th MFF Checkpoint for scholars (grade level specific assessment) Dec. Kdg MFF Pre Checkpoint for scholars (grade level specific assessment); 1st, 2nd, 3rd 4th and 5th MFF Checkpoint for scholars (grade level specific assessment) Jan. Kdg. 1st, 2nd, 3rd 4th and 5th MFF Checkpoint for scholars (grade level specific assessment) March Kdg. 1st, 2nd, 3rd 4th and 5th MFF Checkpoint for scholars (grade level specific assessment) <p>Evidence: Moby Max reports, MFF Data</p>	
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				<ul style="list-style-type: none"> • Moby Max fluency assignments given to all math classes • MFF checkpoints taken Kdg, 1st, 2nd, 3rd, 4th and 5th grade • During Data CCC analyze Moby Max math fluency reports and MFF assessment data end of each month • End of year Moby Max Check-In to verify effectiveness and next steps <p>Artifacts: Lesson Plans, MFF Assessments</p>		
K-5 grade level teachers will implement math standard-aligned learning tasks for an application and respond to real-world or inquiry-based problem-solving monthly during math instruction, as indicated by instructional walk data.	CTL S Res our ces, GA DO E res our ces	Title 1, Local School	August	<p>Implementation Performance Target: 100% of K-5 grade level teachers will implement math standard-aligned learning tasks by February 2025, as evidenced by monthly instructional walks.</p> <p>Implementation Plan: Preplanning: Grade Level Review of Learning Tasks Resources during Summer Collaboration</p> <p>August-January</p> <ul style="list-style-type: none"> • Team CCC planning to incorporate math learning tasks and arts integration activities (outlined in math lesson plan) 	<p>Evaluation Performance Target: By February 2025, 50% of K-5 scholars will demonstrate proficient or higher on grade level common assessments that include applying skills & knowledge, strategic and extensive thinking questions.</p> <p>Evaluation plan: August-</p> <ul style="list-style-type: none"> • Scholars complete Pre-Assessment prior to start of Math Unit 1 • Scholars engage and complete math learning task for Math Unit 1 <p>September- February</p> <ul style="list-style-type: none"> • Sept. Scholars complete Post common 	Teachers, Paraprofessionals, Academic Coaches, District Coaches

				<ul style="list-style-type: none"> • Team CCC planning to create common assessments for each math unit (common assessments created prior to start of the unit during quarterly grade level collaboration -dates TBD by school calendar and Team CCC as needed) • Revision and implementation of Common Assessments • Implement learning tasks and arts integration activities (September-January) • Monitor, analyze and respond to learning tasks and unit common assessments during Data CCC • September Instructional Walk • November Instructional Walk • January Instructional Walk <p>Artifacts: Lesson Tasks, Common Assessments</p>	<p>assessment for Math Unit 1</p> <ul style="list-style-type: none"> • Oct.-Feb. Scholars complete Pre-Assessment prior to the start of each math unit (assessment determined by math unit start on Math Teaching and Learning Framework and grade level Scope and Sequence) • Scholars engage and complete math learning tasks for the current math unit • Oct.-Feb Scholars complete Post common assessment for each current math unit (assessment determined by math unit start on Math Teaching and Learning Framework and grade level Scope and Sequence) <p>Evidence: Common Assessment Data, Instructional Walk Data</p>	
K-5 grade level teachers will reinforce vocabulary instruction to foster vocabulary usage and application daily during the math differentiated small group segment as indicated by walk-through data.	CTL S			<p>Implementation Performance Target: 100% of K-5 grade level teachers will reinforce vocabulary instruction by February 2025, as evidenced by walk-through data.</p> <p>Implementation Plan: Preplanning</p>	<p>Evaluation Performance Target: By February 2025, 80% of K-5 scholars will engage in vocabulary embedded math activities as evident by walk through data.</p> <p>Evaluation plan: August -February</p>	Teachers, Paraprofessionals, Math Lab, Academic Coaches, District Coaches

			<p>CTLS Vocabulary Review and School Resource Review</p> <p>August-November</p> <ul style="list-style-type: none"> • Team CCC lesson planning aligning vocabulary with current math unit. • Team modeling of vocabulary activities • August Vocabulary Walks/Walk Feedback • October Vocabulary Walks/ Feedback <p>December-February</p> <ul style="list-style-type: none"> • Team modeling of vocabulary activities • December Vocabulary Walks • February Vocabulary Walks <p>Artifacts: Vocabulary Activities, Common Assessments</p>	<ul style="list-style-type: none"> • Scholars will engage in vocabulary activities throughout math block • Scholars will complete math common assessments (Pre and Post (assessments determined by math unit start on Math Teaching and Learning Framework and grade level Scope and Sequence) that will include vocabulary skills and application questions <p>Evidence: Common Assessments, Walk-through Data</p>	
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<p align="center">GOAL #2</p>	<p>K-2 Literacy Goal The percent of 1st – 2nd grade scholars scoring between and above will increase from <u>53%</u> to <u>68%</u> as measured by the 2024-2025 Amira Assessment.</p> <p>3-5 Literacy Goal The percent of scholars scoring proficient and distinguished will increase from <u>21%</u> to <u>31%</u> as measured by the 2024-2025 EOG ELA Assessment.</p>					
	<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>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>
<p>K-5 teachers will use Reading A to Z to provide fluency skills practice daily to increase reading level growth during the uninterrupted literacy block as indicated by Reading A to Z data reports.</p>	<p>Reading A to Z, Decodable Readers, Literacy Word Study Kits</p>	<p>Title I Local School</p>	<p>September</p>	<p>Implementation Performance Target: 100% of teachers will provide fluency skills practice to increase reading level growth by March 2025 as evidenced by quarterly teacher reading level data reports.</p> <p>Implementation Plan:</p> <p>Pre-planning- Provide teachers with fluency skills strategies and physical resources to incorporate during the literacy block.</p> <p>September-</p> <ul style="list-style-type: none"> • K-5th Teachers will receive training on Reading A to Z using fluency assessments. • Teachers will plan daily fluency practice during the literacy block. • Teachers will add fluency assessment dates as a grade level to their scope and sequence. <p>October-</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will increase by 1 reading level.</p> <p>Evaluation plan:</p> <p>By October 1, 2024, K-5 teachers will administer fluency assessments and determine current reading levels.</p> <p>The data will be analyzed during their weekly CCC data meetings. Teams will decide if instructional methods and intervention strategies should be adjusted and plan for them the data will be recorded and shared with grade level administrators at the beginning and end of each quarter.</p> <p>Evidence: Reading level data reports/data spreadsheets Reading A to Z data reports</p>	<p>Teachers, Paraprofessionals, Literacy Interventionist, Academic Coaches</p>

				<ul style="list-style-type: none"> Review Reading A to Z data reports. Teachers record current reading levels at the end of the 1st 9 weeks. <p>January-February-</p> <ul style="list-style-type: none"> Continue Reviewing Reading A to Z data reports Teachers plan and administer fluency assessments and monitor reading levels. <p>Artifacts: Fluency Assessments, Lesson Plans</p>		
K-5 grade teachers will use grade-level appropriate literature to teach comprehension and respond to literary/informational texts daily during the uninterrupted literacy block, as indicated by common assessments.	CTLS, Reading A to Z	Title I	September	<p>Implementation Performance Target: 100% of K-5 grade teachers will use grade-level appropriate literature to teach comprehension and responding to text by January 2025, as evidenced by the beginning, mid, and end of the year common assessment.</p> <p>Implementation Plan:</p> <p>Pre-planning-</p> <ul style="list-style-type: none"> Teachers will plan during the 1st 9 weeks collaboration to create comprehension common assessments in CTLS to administer 3 times during the school year. A common checkpoint should be scheduled at the 4 ½ week mark. Teachers will plan, develop and utilize 	<p>Evaluation Performance Target: By January 2025, 50% of our students K-5 will score at least 75% on the midyear common assessment for comprehension and responding to text.</p> <p>Evaluation plan:</p> <p>By creating or selecting 8 comprehension questions as the common assessment, that identify specific skills from a passage such as inferencing, key details, main idea etc. it will allow teachers to assess students in 3 administration cycles. A common check point is used for evaluation of the goal each 4 ½ weeks.</p> <p>Grade Levels collaborate during CCCs what strategies are working well, literary or informational focus, current</p>	Teachers, Paraprofessionals, Literacy Interventionist, Academic Coaches

				<p>various resources to collect a set of comprehension literature to use during the literacy block.</p> <p>August-</p> <ul style="list-style-type: none"> • Teachers will administer beginning of the year common assessment for comprehension. • Teachers will collaborate and plan arts integration activities during team CCC meetings. <p>September-January</p> <ul style="list-style-type: none"> • Teachers will plan and adjust materials, instructional strategies and activities for comprehension and responding to text during CCC meetings. • Teachers will implement Arts integration program and curriculum resources into comprehension and response activities to increase student learning engagement. <p>January-</p> <ul style="list-style-type: none"> • Teachers will administer mid-year comprehension common assessment. Analyze data and collaborate on next steps. 	<p>needs and assessments. Discuss Arts Integration material needs and/or adjustments. The CCC minutes will note the data review to be shared with administration.</p> <p>Evidence: Common Assessments data in CTLS</p>	
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				<ul style="list-style-type: none"> Artifacts: Grade Level Literature (articles, passages, text, newspapers, poems etc.), Common Assessments 		
K-5 grade teachers will use Units of Study resources to teach concrete examples language conventions weekly during the uninterrupted literacy block as indicated by walk through data.	Units of Study, CTLS, Literacy Word Study Kits	Title I Local School	October	<p>Implementation Performance Target: 100% of K-5 grade teachers will use UOS resources to teach concrete examples of language conventions by January 2025 as evidence by walk through data.</p> <p>Implementation Plan:</p> <p>Preplanning:</p> <ul style="list-style-type: none"> During grade level collaboration, Academic ELA coach will work with grade levels to access Units of Study lessons, materials and planning overviews. Teachers will also review any writing supplement or resources lessons in CTLS. Grade level teams will review On Demand assessments, scoring rubrics and plan them into scope and sequence. Teachers will plan activities to address language conventions in the 1st 9 weeks. 	<p>Evaluation Performance Target: By January 2025, 65% of K-5 students will score meets or exceeds in language conventions according to the Units of Study rubric.</p> <p>Evaluation plan:</p> <p>By end of Q1 teachers will have assessed 3 of 6 On Demand quarterly pre/post assessments. At this point they will determine if the language conventions strategies have been effective according to the data.</p> <p>The data is specifically collected on the language conventions section of the Units of Study Rubrics. The walkthrough data will be shared with teachers and administrators to help determine next steps.</p> <p>Evidence: Walkthrough data, Units of Study Rubrics/data spreadsheets</p>	Teachers, Paraprofessionals, Literacy Interventionist, Academic Coaches, District Coaches

				<p>August-</p> <ul style="list-style-type: none"> • Academic Coach will train teachers on using UOS assessments and collaborative scoring. • Teachers will give the On Demand Assessment and collaboratively score and analyze the data, focusing on language and conventions. <p>October-</p> <ul style="list-style-type: none"> • Walkthroughs and teacher feedback <p>November-</p> <ul style="list-style-type: none"> • Walkthroughs and teacher feedback <p>January-</p> <ul style="list-style-type: none"> • Teachers will do a Midpoint check for language and conventions using an On Demand assessment. Review and analyze data during CCC meetings. <p>Artifacts: If, Then Curriculum book, UOS Scoring Rubric</p>		
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GOAL #3	PBIS Behavior Goal The amount of scholar incident reports will decrease from <u>159</u> to <u>139</u> as measured by the schoolwide PBIS system data reports by end of 2024-2025 school year.					
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
K-5 grade level teachers, and parents/guardians will complete scholar attendance survey quarterly to support in monitoring the loss of instructional time for scholars indicated by school attendance reports.	Microsoft forms, Synergy	Title I Local School	August	<p>Implementation Performance Target: 100% of K-5 grade level teachers, and parents/guardians will complete scholar attendance survey quarterly by February 2025 as evidence by school attendance reports.</p> <p>Implementation Plan:</p> <p>August</p> <ul style="list-style-type: none"> Scholar attendance survey created by academic coaches and parent facilitator Admin, teachers and support staff review scholar attendance data during CCC (identify attendance concerns) Teachers complete scholar attendance survey <p>September- February</p> <ul style="list-style-type: none"> Admin, teachers and support staff analyze scholar attendance data (review attendance concerns) once a month in CCC Teachers completed bi-quarterly scholar attendance check ins for scholar attendance concerns 	<p>Evaluation Performance Target: 50% of scholar truancy attendance will decrease by February 2025 as evidence of school attendance reports.</p> <p>Evaluation plan: August- February</p> <ul style="list-style-type: none"> Aug- 1st initial attendance survey by teachers (Mid/End of Q1) Oct.- attendance survey completion from teachers & parents/guardians (Mid/End of Q2) Dec.- comparison of student attendance from Q1 & Q2; attendance survey completion from teachers & parents/guardians Feb.- comparison of student attendance <p>Evidence: School Attendance Reports, Scholar Attendance Survey Data</p>	Teachers, Parent Facilitator

				<ul style="list-style-type: none"> Parents/Guardians of identified scholars will complete quarterly scholar attendance survey and be provided with feedback <p>Artifacts: Attendance Survey, Instructional Block Schedule</p>		
<p>K-5 grade level teachers will reinforce cafeteria expectations daily during class meeting as indicated by PBIS walk through data.</p>	<p>Cafeteria behavior plan, Traffic Light with signals, PBIS signs/posters of cafeteria expectations</p>	<p>Title I Local School</p>	<p>September</p>	<p>Implementation Performance Target: 100% of K-5 grade teachers will reinforce cafeteria expectations daily by February 2025 as evidence by PBIS walkthrough data.</p> <p>Implementation Plan: Preplanning:</p> <ul style="list-style-type: none"> PBIS training staff <p>August- February</p> <ul style="list-style-type: none"> Review of PBIS expectations daily during class meeting Sept. Implementation of class mangers for specific areas cafeteria, to assist with expectation reminders Analyze monthly with CCC incident reports and next steps Continued PBIS quarterly data review with staff Monthly exceptional ROAR transitions grade level recognition Monthly PBIS walk thorough by PBIS Team 	<p>Evaluation Performance Target: 25% of incident reports will decrease by February 2025 as evidence of PBIS data.</p> <p>Evaluation plan: August- February:</p> <ul style="list-style-type: none"> Bi-monthly review of PBIS walks from high transition areas Quarterly incident report review <p>Evidence: PBIS walk-through data, PBIS incident report data</p>	<p>Teachers, PBIS team</p>

				<p>Artifacts: PBIS expectation posters, Cafeteria Traffic Light tool w/rules and expectation plan</p>		
<p>K-5 grade teachers will use the PBIS app platform to practice transitions and routine procedures daily during classroom transitions and routines as indicated by PBIS rewards data.</p>	<p>PBIS Rewards App, PBIS signs/posters of hallway and classroom expectations</p>	<p>Title I Local School</p>	<p>September</p>	<p>Implementation Performance Target: 100% of K-5 grade teachers will use the PBIS app platform by March 2025, as evidenced by PBIS rewards data.</p> <p>Implementation Plan: Planning:</p> <ul style="list-style-type: none"> • PBIS Rewards App training <p>August- March</p> <ul style="list-style-type: none"> • Teachers will implement use of the PBIS rewards app daily • Teachers and class will verify PBIS rewards status weekly during class meeting • Sept. Implementation of class managers for specific areas cafeteria, hallway and restroom to assist with expectation reminders • Analyze monthly with CCC incident reports and next steps • Continued PBIS quarterly data review with staff • Monthly exceptional ROAR transitions grade level recognition • Monthly PBIS walk thorough by PBIS Team 	<p>Evaluation Performance Target: 75% of K-5 scholar PBIS reward points will increase by March 2025 as evidence of PBIS rewards data.</p> <p>Evaluation plan: August – March</p> <ul style="list-style-type: none"> • PBIS Reward status weekly check in during class meeting monthly • Quarterly PBIS class point check <p>Evidence: PBIS Reward App Data</p>	<p>Teachers, Admin, PBIS Team</p>

				Artifacts: PBIS Expectation Posters, PBIS rewards App		
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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 Performance Target: Implementation Plan: Artifacts:	Evaluation Performance Target: Evaluation plan: Evidence:	
				Implementation Performance Target: Implementation Plan: Artifacts:	Evaluation Performance Target: Evaluation plan: Evidence:	
				Implementation Performance Target: Implementation Plan: Artifacts:	Evaluation Performance Target: Evaluation plan: Evidence:	

Actions to Support Scholar Groups in Meeting School Improvement Goals

Scholar Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of scholar groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Increase the intentional use of pictures and visual representation of vocabulary, word meanings and connect them to building background knowledge. Providing more opportunities for speaking and listening with peers.</p> <p>Extend and provide differentiated professional learning opportunities for classroom teachers to support ESOL scholars.</p>	ESOL teachers Academic Coaches, Admin, and classroom teachers. Word Study Kits, Reading A to Z, Imagine Learning	ESOL Department and Local school Title I
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Continue to educate teachers to ensure Best Practices are used for planning and executing high quality instruction for all scholars.</p> <p>Provide quarterly parent sessions and resources that include technology training and assistance with instructional strategies in math, reading, and writing to assist their scholars at home.</p>	Admin, Academic Coaches, Parent Facilitator	Local School and District Support, Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Differentiated professional learning opportunities and peer observations provided by the SSA. Continue developing teachers to support the various teaching models and strategies to support SWD and their goals and objectives.</p>	SSA, Admin, District Support	Local school, District, Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Provide support through school counselors, Community in Schools, social worker, and access to community resources</p>	Admin, Counselors, social worker, Community in Schools	Local School, Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Engage staff in culturally relevant opportunities and activities for inclusiveness. Continue to provide cultural sensitivity training for staff.</p>	Admin, Counselors, Parent Facilitator, Teachers	Local School, Title I

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

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>			<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</u></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 <u>Transition Activities for parents of scholars entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>			<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
Family Literacy Night (2)	<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 checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. - PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator
Family Math Night (2)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I EIP Funds		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. - PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator
Family STEM Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator

Working on Wednesdays for Scholar Success Parent Meetings (WOW)	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS support for parents to utilize app with consistency.	Academic Coach; Parent Facilitator
English Classes for Spanish Speaking Families	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator
Donuts with Dad	<input checked="" 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	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Academic Coach; Parent Facilitator
Muffins with Mom	<input checked="" 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	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Academic Coach; Parent Facilitator

Chat & Chew with the Principal	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Admin
Masquerade Ball	<input checked="" 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	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I EIP Funds		-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator

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 Scholar 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, scholars, 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 scholar needs to ensure that all scholars 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: This plan was developed with staff, parents, and community leaders. District initiatives (MFF, ELF, READ 180, System 44, PBIS, LETRS) were supported with Title I funds.

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 plan is reviewed with all stakeholders at the end of each quarter. Results are shared with staff and next steps determined to maintain progress toward meeting goals.

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

SCHOOL RESPONSE: Data is reviewed regularly in CCC meetings or Team meetings and instructional next steps and interventions implemented as needed

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

SCHOOL RESPONSE: The schoolwide plan is revised periodically with the support of our Title I supervisor and adjustments made at our midyear conference.

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 scholar groups page specifically identifying supports to assist various scholar 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 scholars' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

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

SCHOOL RESPONSE: We utilize a holistic approach to addressing the behavioral concerns of our scholars. We provided SEL support at the tier 1 level with the use of Quaver and Second Step. Tier 2 was supported by the counselors through group sessions and interventions (Check in/Check out). Tier 3 was supported through Check and Connect and individualized meetings with the counselors. The PBIS team monitored and tracked the referral data from CSIS and the PBIS rewards app. This data was reported to admin. Interventions were put in place to address the behaviors through individualized interventions.

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: Professional Development offered: Para University, New Teacher Academy, Front office staff training, differentiated PL options for staff, ELF PL, MFF PL, Math 360 PL, and technology training

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

SCHOOL RESPONSE: 5th grade students have 3-4 virtual visits from middle school. The topics range from (Meeting the Principal, enrichment options, extracurricular activities and clubs). There is one physical visit to the middle school at the end of the year where they showcase their students and activities.

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 scholars' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

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

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