



Georgia Department of Education

School Improvement Action Plan



School Year:	2024-2025
School Name:	Powers Ferry Elementary
Principal Name:	Elayna Wilson
Date Submitted:	June 6, 2024
Revision Dates:	June 20, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Powers Ferry Elementary
<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 School Leadership Team of Powers Ferry Elementary School, including teachers, administrators, families, and community leaders, met to conduct our Comprehensive Needs Assessment. The data from the 2023-2024 school year was shared and reviewed. The committee analyzed the data and provided input regarding the prioritized needs, root causes and goals/actions for the 2024-2025 school year. The information was then compiled into the School Improvement Plan (document). Pertinent input from stakeholders such as families, community partners, PTA, and school staff members was collected and included within the contents of the School Improvement Plan. Attendance records are maintained on file at the local school.

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):	May 15, June 20, 2024
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Position/Role	Printed Name	Signature
Principal		
Asst. Principal		
Parent		
Kindergarten Teacher		
1 st Grade		
2 nd Grade		
3 rd Grade		
4 th Grade		
5 th Grade		
Counselor		
ESOL Teacher		
Special Education Teacher		
Media Specialist		

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Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	Increase the percentage of students reading on or above grade level from 42% (end of Quarter 4) to 50% on the Reading Inventory by the end of the 2023-2024 school year (Cycle 4 Administration May 2024).
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>According to the RI Data, the percentage of all students scoring Proficient and Advanced on the Reading Inventory increased from 20% (August 2023) to 42% (May 2024)</p> <p>Overall, School RI Data (August 2023 to May 2024)- 20% Proficient/Advanced to 42% (our data remained consistent with our EOY performance from 2022-2023, which yielded no gains or losses in overall performance)</p> <p>K- RI Data (August 2023 to May 2024)- 20% Proficient/Advanced to 42%</p> <p>1st Grade- RI Data (August 2023 to May 2024)- 0% Proficient/Advanced to 30%</p> <p>2nd Grade- RI Data (August 2023 to May 2024)- 14% Proficient/Advanced to 33%</p> <p>3rd Grade- RI Data (August 2023 to May 2024)- 23% Proficient/Advanced to 48%</p> <p>4th Grade- RI Data (August 2023 to May 2024)- 32% Proficient/Advanced to 50%</p> <p>5th Grade- RI Data (August 2023 to May 2024)- 35% Proficient/Advanced to 44%</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>We use Benchmark Phonics, Heggerty Phonics, UFLI, and paraprofessional support in 1st and 2nd grades. We also use READ 180 and System 44 in TSA classrooms. We implemented small group instruction in grades K-5.</p> <p>The continued usage of instructional frameworks, programs, and interventions mentioned above and explicitly focusing on strategies within the following areas: Phonics, Phonemic Awareness, Fluency, Vocabulary, Reading Comprehension, and Writing. We will continue to emphasize ensuring that high-yielding strategies that support vocabulary acquisition and reading comprehension are implemented in all grades, K-5. A specific emphasis will be placed on ensuring language acquisition and writing skills for multilingual learners are addressed through particular</p>

	<p>strategies offered through ELlevation (ESOL SIP alignment). Also, all K-5th teachers were charged with identifying five (5) students that they would intensively monitor in reading and mathematics, coupled with providing intensified academic intervention through small group instruction (from September 2024- May 2025). The Target 5 Student Monitoring Approach will continue in October 2024 for 2024-2025.</p> <p>For the upcoming 2024-2025 year, we will continue to emphasize and implement the following instructional strategies and/or initiatives with fidelity:</p> <ul style="list-style-type: none"> • -Continue to follow scope and sequence of CCSD Phonics Framework • -Data Team Meetings (Administrators and teachers discuss trends in student performance and identified specific instructional pivots that will contribute to improve students' reading vocabulary and comprehension proficiency levels • -Human Paragraph (promotes comprehension) • -Explicit vocabulary instruction • -CCC Meetings to focus on standards to be taught and include teachers modeling specific strategies for colleagues which yield positive student learning outcomes (embedded PL) • School-wide Intervention/Enrichment Block • - After school tutorials (grades K-5) • - DEAR Time (twice a week- Wednesday and Fridays –8:10-8:45 AM during Intervention/Enrichment Block)
<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>Previous Year's Goal #2</p>	<p>Increase the percentage of on/above grade level quantiles on the Math Inventory from 50% (end of Q4, May 2024) to 55% according to the Spring Math Inventory administration by the end of the 2023-2024 year.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>According to the MI Data, the percentage of all students scoring Proficient and/or Advanced on the Mathematics Inventory increased from 11% (end of Q4, May 2024) to 49% according to the Spring Math Inventory administration by the end of the 2023-2024 school year.</p> <p>Overall, School MI Data (August 2023 to May 2024)- 11% Proficient/Advanced to 49%</p> <p>K- MI Data (August 2023 to May 2024)- 0% Proficient/Advanced to 37%</p> <p>1st Grade- MI Data (August 2023 to May 2024)- 0% Proficient/Advanced to 46%</p> <p>2nd Grade- MI Data (August 2023 to May 2024)- 8% Proficient/Advanced to 44%</p> <p>3rd Grade- MI Data (August 2023 to May 2024)- 13% Proficient/Advanced to 54%</p> <p>4th Grade- MI Data (August 2023 to May 2024)- 18% Proficient/Advanced to 49%</p> <p>5th Grade- MI Data (August 2023 to May 2024)- 30% Proficient/Advanced to 55%</p>
<p style="text-align: center;">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>According to the MI Data, the percentage of all students scoring Proficient and Advanced on the Mathematics Inventory increased from 11% (August 2023) to 49% (May 2024).</p> <p>Usage of Math Workshop Model in grades K-5th. Implementation of Number Talks. Continued usage of DreamBox. Implementation of the Inquiry Method, students were required to provide justifications for their responses.</p> <p>The usage of instructional frameworks, programs and interventions mentioned above and explicitly focusing on strategies to address the Math Domains; 1) Number Sense, 2) Computation, 3) Problem-Solving. We will continue to place specific emphasis on ensuring that high-yielding strategies that support number sense, math computation and problem-solving skills. All K-5th teachers were required to identify five (5) students that they would intensively monitor in reading and/or mathematics, coupled with providing intensified academic intervention through small group instruction (from September 2024- May 2025). The Target 5 Student Monitoring Approach will begin in October 2024</p>

	<p>for the 2024-2025 year. Teachers analyzed students' math inventory, unit tests, quizzes, and District interim tests to differentiate instruction.</p> <p>For the upcoming 2024-2025 year, we will continue to emphasize and implement the following instructional strategies and/or initiatives with fidelity:</p> <ul style="list-style-type: none"> • Number Talks • Trainings offered by District Math Coaches to incorporate Number Talks and effectively analyzing data trends to make immediate instructional adjustments • Data Team Meetings (Administrators and teachers discuss trends in student performance and identified specific instructional pivots that will contribute to improve students' math proficiency levels • Writing in Mathematics (Math Journals)- Students will be required to compose writings to explain or provide a visual image of how they solve mathematical problems (minimum of twice per week), as well as provide a written justification for mathematical solutions
<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>Previous Year's Goal #3</p>	
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</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>Previous Year's Goal #4</p>	
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</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>	

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

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<p>K-2 Early Literacy Assessments (Phonics and Phonemic Awareness)</p> <p>Successful implementation of Heggerty Phonics in grades K-2, Open Court (2nd grade), UFLI trainings for specific 1st and 2nd grade teacher representatives</p> <p>K RI- 20% of students scored Proficient and Advanced for Cycle 1 (August 2023), which increased to 42% for Cycle 4 (May 2024)</p> <p>3rd Grade RI- 23% of students scored Proficient and/or Advanced for Cycle 1 (August 2023), which increased to 48% for Cycle 4 (May 2024)</p> <p>42% of 5th graders scored Proficient and Distinguished on the Milestones</p> <p>Target (ALP) students (87%) increased their RI scores, ranging from an increase of +80 to +213 points (scoring from Proficient to Advanced or Advanced to Advanced higher score)</p>	<p>Based on the RI scores from the Cycle 4 Administration (May 2023), more than 50% of the students are reading below grade level in grades K-5.</p> <p>At the end of the 2023-2024 year, although there were significant increases in the number of students scoring Proficient and Advanced on the RI, the following data shows an immediate need for increases in students’ reading skills (language and vocabulary acquisition and comprehension):</p> <p>K- 58% of students scored Below/Below Basic on the Cycle 4 RI</p> <p>1st- 70% of students scored Below/Below Basic on the Cycle 4 RI</p> <p>2nd- 67% of students scored Below/Below Basic on the Cycle 4 RI</p> <p>3rd- 52% of students scored Below/Below Basic on the Cycle 4 RI</p> <p>4th-50% of students scored Below/Below Basic on the Cycle 4 RI</p> <p>5th- 56% of students scored Below/Below Basic on the Cycle 4 RI</p>	<p>RI</p> <p>Early Literacy Assessments</p> <p>Interim Assessments</p> <p>Writing Rubrics</p> <p>Milestones</p> <p>READ 180/System 44</p> <p>Imagine Learning Reports</p>

<p style="text-align: center;">Math</p>	<p>At the end of the 2023-2024 year, there were significant increases in the number of students scoring Proficient and Advanced on the MI; the following data shows an increase in students' number sense, computation, and problem-solving skills:</p> <p>3rd Grade MI- 13% of students scored Proficient and Advanced on the Cycle I MI (August 2023), which increased to 54% for Cycle 4 (May 2024)</p> <p>4th Grade MI- 18% of students scored Proficient and Advanced on the Cycle I MI (August 2023), which increased to 49% for Cycle 4 (May 2024)</p> <p>Target (ALP) students (100%) increased their MI scores ranging from an increase of + 80 to +306 points (scoring from Proficient to Advanced or Advanced to Advanced higher score)</p> <p>5th Grade MI- 30% of students scored Proficient and Advanced on the Cycle I MI (August 2023), which increased to 55% for Cycle 4 (May 2024)</p>	<p>Students have trouble with comprehension of word problems</p> <p>Lack of fluency in basic adding/subtracting up to 1,000</p> <p>Lack of number sense (decomposing numbers) grades K-1</p> <p>Lack of automaticity of basic addition and multiplication facts (in grades 4th and 5th)</p> <p>Inconsistent exposure to math manipulatives</p>	<p>MI Interim Assessments Milestones DreamBox Reports Common Assessments</p>
<p style="text-align: center;">Science</p>	<p>Embedding math/science lessons</p> <p>Utilizing STEM activities and school-wide events that extend to feeder and other CCSD high schools (STEM Symposium at Wheeler HS), Walton HS Robotics collaboration</p> <p>District Science Coach conducted PL with 5th grade teachers to review the framework of science lessons to promote critical thinking, habits of the mind and composition of Milestones questions</p>	<p>Inconsistent use of science lab activities</p> <p>Science infrequently taught in connection with other subjects to establish connectivity among content areas</p> <p>Limited vocabulary acquisition and exposure to content specific background knowledge</p> <p>There is a need for increased time for students to discover and learn through exploration</p>	<p>Interim Assessments Milestones Common Assessments</p>

	23% percent of 5 th graders scored Proficient and Distinguished on the 5 th Grade Milestones (Science)		
Social Studies	<p>Teachers embed ELA and Social Studies standards.</p> <p>Cross-curricular connections</p> <p>Use of nonfiction texts being used during literacy block to teach text features</p>	<p>Students lack conceptual knowledge and need to be exposed to increased opportunities to participate in simulations</p> <p>Increased need of spiraling of prior content as students are matriculating from grade to grade</p> <p>Need to align formative/summative assessments</p>	<p>Interim Assessments</p> <p>Common Assessments</p>
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	<p>The below professional development workshops were facilitated for teachers to yield student growth and achievement:</p> <ul style="list-style-type: none"> • 10/2023- Increasing Student Engagement (Equity Sticks, No Hands Classroom) • 11/2023- Improving Students' Comprehension Strategies (Human Paragraph, Capsule Summary) • 3/2024- Constructed Responses Using Paired Texts (Milestones Prep), Extending Narrative Writing • LETRS Cohort #1 & 2 • Dyslexia Endorsements • Teacher Leader Academy 	<p>All K-5 teachers must implement strategies with fidelity.</p>	<p>Effective implementation of strategies</p> <p>Walkthrough Data</p>

	<ul style="list-style-type: none"> • UFLI observation at Sope Creek ES • CCSD Math Trainings (new standards implementation) <p>Impact- Increase in students' proficiency levels to read/comprehend passages and respond to questions related to text</p> <p>District Science Coaches provided training for 5th grade teachers</p> <p>Impact- An increase in the number of students who scored Distinguished Learner (Level 4 on Milestones)</p>		
Other			

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

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	Multilingual students have been showing English proficiency. There were 19 of our students who tested out of ESOL. Our Newcomer students are also progressing.	We have many newcomers who enroll with limited English proficiency and are new to the U.S. Although our students make significant gains it is not directly reflected in our data.	RI Data Interim Assessments Common Assessments ACCESS scores Imagine Learning Data Reports

<p>Math</p>	<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	<p>Overall student data yields math (universal language) as a strength.</p>	<p>We have many newcomers who enroll with limited English proficiency. Although our students make significant gains it is not directly reflected in our data.</p>	<p>MI Data Interim Assessments Common Assessments ACCESS scores Imagine Learning Data Reports</p>
<p>Science</p>	<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	<p>Embedding math/science lessons</p> <p>Utilize teachers who expressed a zeal for teaching science to plan STEM activities and school-wide events that extend to feeder and other CCSD high schools (Wheeler STEM Symposium, Walton HS Robotics collaboration</p> <p>Walton STEM and Robotics members assist with facilitating activities for ASP students</p>	<p>Limited use of science lab activities</p> <p>Schedule inconsistency with allocating ample time to scientific concepts</p>	<p>Interim Assessments Common Assessments</p>
<p>Social Studies</p>	<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	<p>Teachers embed social studies concepts in reading (use of nonfiction texts during small group instruction)</p> <p>Teachers explicitly teach key vocabulary</p>	<p>Increased need of spiraling of prior content as students are matriculating from grade to grade. Need to align formative/summative</p>	<p>Interim Assessments Common Assessments</p>
<p>Discipline / School Climate Data</p>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<p>Professional Learning</p>	<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			
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Statement of Concern #1	56% of students (overall) performed Below Basic and Basic in reading according to the Cycle 4 RI Administration (May 2024).
Root Cause #1 - (Within control) Impacts which system(s): <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	Students lack strong vocabulary acquisition skills, fluency, and reading comprehension. 70% of the first graders scored Below Basic and Basic on the Cycle 4 RI Administration (May 2024). 67% of the 65 fifth graders scored Below Basic and Basic on the Cycle 4 RI Administration (May 2024). Teachers require additional training to provide a systematic process for effectively teaching phonics, phonemic awareness and reading comprehension.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers require guidance and time to seamlessly implement the new literacy allotment of time for each component of the block to maximize teaching and learning to provide high-quality instruction and adequate practice for vocabulary, fluency, phonics, phonemic awareness to build students’ efficacy and confidence to read, interpret and thoroughly comprehend a variety of texts (seek support from District Coaches-complete PL Request Form).
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	
Contributing Factors (Outside of control)	Inconsistent student attendance Transiency rate of students Language acquisition

Goal

***Specific, Measurable, Achievable, Relevant,
Timebound***

Statement of Concern #2	51% of students (overall) performed Below Basic and Basic in reading according to the Cycle 4 MI Administration (May 2024).
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	Students lack strong foundational skills in numeracy and fact fluency which creates barriers when they are required to solve math computation and word problems. Inconsistent implementation of Number Talks in grades K-5.
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	Inconsistent use of manipulatives in grades K-5.
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	Inconsistent implementation of Number Talks in grades K-5. Teachers require additional training to provide a systematic process for teaching number sense via Number Talks (seek support from District Math Coaches- (complete PL Request Form)).

Contributing Factors (Outside of control)	Inconsistent student attendance Transiency rate of students Language acquisition
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	

Statement of Concern #3	
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;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

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;">Goal</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

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	<p>The percent of K-2 students scoring proficient (overall RI baseline 20%) will increase to 20% Lexile target on the Beacon Assessment.</p> <p>The percent of students (grades 3, 4, 5) scoring proficient in reading will increase from 57% to 62% as measured by the 2024-2025 ELA Milestones.</p>
Goal #2	<p>The percent of K-2 students scoring proficient (overall MI baseline 11%) will increase to 20% target on the Beacon Assessment).</p> <p>The percent of students (grades 3, 4, 5) scoring proficient in mathematics will increase from 59% to 64% as measured by the 2024-2025 Math Milestones.</p>
Goal #3	
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?
Instructional Paraprofessional (part-time)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input 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 type="checkbox"/> Family Engagement	Employ part-time paraprofessional to offer support in literacy in grades 1 and 2. Monitor the Return on Investment (ROI) through classroom observations, walkthroughs, and students' data (as it relates to the Beacon Assessment).
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input 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	A full-time Parent Facilitator will be hired to increase family and community engagement. The Parent Facilitator will establish a home/school connection for our families who speak other languages. The Parent Facilitator will host trainings for families such as English classes and ELA and Math resources and trainings to empower parents to help their students master grade level standards.
	<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>The percent of K-2 students scoring proficient (overall RI baseline 20%) will increase to 25% Lexile target on the Beacon Assessment.</p> <p>The percent of students (grades 3, 4, 5) scoring proficient in reading will increase from 57% to 62% as measured by the 2024-2025 ELA Milestones.</p>					
<p align="center">Action Step(s)</p> <p align="center"><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)</p> <p align="center"><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?</p> <p align="center"><i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</p> <p align="center"><i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p align="center">People Responsible</p>
<p>K-2 Teachers will implement explicit phonemic awareness and phonics instructional strategies daily during the literacy block by teaching students uppercase and lowercase letter recognition, the relationship between graphemes and morphemes (teacher states letters and students are able to transfer auditory form to print form), segmenting and blending, substitution/deleting, decoding and word recognition, vowel teams (ow, ou, ai), digraphs</p>	<p>Decodable texts Classroom Libraries Heggerty Phonics Manual</p>	<p>Title I County Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <p>Implementation Plan: Teachers will participate in monthly trainings facilitated by District Literacy Coaches (August 2024)</p> <p>Teachers will effectively implement daily phonemic awareness lessons via the use of LETRS strategies and Heggerty Phonics (beginning August 2024)</p> <p>Artifacts: Dated PL Agendas, Walkthrough forms targeting phonemic awareness, fluency, and comprehension strategies</p>	<p>Evaluation Performance Target:</p> <p>Evaluation plan: 100% of all K-2 teachers will implement effective phonics strategies by September 9, 2024.</p> <p>80% of all students will pass phonics assessments (CCSD) administered bi-weekly.</p> <p>(Data collected with language newcomers' performance and without language newcomers' performance)</p> <p>Evidence: LETRS and Heggerty phonics walkthrough data summaries, common phonics assessments summary data</p>	<p>Teachers District Literacy Coaches</p>

All teachers will participate in ongoing, monthly literacy professional development sessions focusing on literacy strategies to implement based on results gathered from walkthroughs and assessments (K-5) and to include learning about how to frame questions in the format found on the Milestones assessment	District Coaches LETRS Manual Decodable texts Blueprints from Milestones	Title I Funds	August 2024	Implementation Performance Target: Implementation Plan: Teachers will participate in monthly trainings facilitated by District Literacy Coaches (August 2024) Artifacts: Dated PL agendas, lesson plans, walkthrough forms	Evaluation Performance Target: Evaluation plan: 100% of teachers will effectively provide instruction including literacy strategies which aligned to students' current needs based on walkthrough and assessment data Evidence: Walkthrough data results, grade level phonics and interim assessments	District Literacy Coaches Teachers
Incorporate school-wide DEAR time to increase students' reading stamina, fluency, and comprehension levels and use the framework of Guided Readers and Writers (Fountas & Pinnell)- The First 20 Days of School	Decodable texts Leveled readers Reading/Writing journals Framework from Guided Readers and Writers book	Title I County Funds	September 2024	Implementation Performance Target: Implementation Plan: 100% of teachers (grades 3,4, 5) will implement DEAR time at least 2 times per week for 15-30 minutes	Evaluation Performance Target: Evaluation plan: Students' reading stamina, fluency and comprehension will increase as shown by teachers' observations and student reading logs and reflection sheets.	

				<p>Artifacts: Daily Instructional Schedule DEAR Reading Observation walkthrough checklists Student reading logs SMART Goal sheet</p>	<p>Evidence: Reading logs indicating frequency and duration of reading</p>	
<p>ELA Interventionist will Implement an intervention ELA/Reading block for the lowest 10% of students in grades (3, 4, and 5) as identified by Beacon and Milestones Math data</p>	<p>Decodable texts Reading texts and passages iReady</p>	<p>Local Funds</p>	<p>September 2024</p>	<p>Develop a rank order of students in grades 3rd-5th using Milestones ELA Data and/or RI (Cycle 4 2024) to identify the lowest 10% of students in each grade level by September 4.</p> <p>Schedule the identified students into a 50-minute reading intervention block using iReady</p>		

GOAL #2	The percent of K-2 students scoring proficient (overall MI baseline 11%) will increase to 20% target on the Beacon Assessment). The percent of students (grades 3, 4, 5) scoring proficient in mathematics will increase from 59% to 64% as measured by the 2024-2025 Math Milestones.					
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
Teachers will participate in bi-monthly Number Talks and the Math Workshop professional development sessions as indicated by classroom walkthroughs	Number Talks book Math manipulatives	Title I County Funds	August 2024	<p>Implementation Performance Target:</p> <p>Implementation Plan: 100% of teachers will participate in Number Talks and Math Workshop trainings offered by District Math Coaches</p> <p>Artifacts: Dated Number Talks and Math Workshop Agendas, Walkthrough forms with specific number talks strategies listed</p>	<p>Evaluation Performance Target:</p> <p>Evaluation plan: 100% of students will participate in math discussions which promote number sense and problem-solving skills as identified by walkthrough data</p> <p>Evidence: Walkthrough summary data</p>	District Math Coaches Administrator
Math Interventionist Teacher will Implement an intervention math block for lowest 10% of students in grades (3, 4 and 5) provide instruction based on skill gaps identified by Beacon and Milestones Math data	Dreambox Math manipulatives	County Funds	September 2024	<p>Implementation Performance Target:</p> <p>Implementation Plan: Develop a rank order of students in grades 3, 4, 5 using Milestones Math Data and Beacon to</p>	<p>Evaluation Performance Target:</p> <p>Evaluation plan: 80% of all students will increase fact fluency, math computation skills as evidenced by Beacon and Dreambox score reports</p>	Teachers Math TSA Administrator

				<p>identify the lowest 10% of students in each grade by September 2, 2024</p> <p>Artifacts: Dreambox rosters Math classroom rosters</p>	<p>Evidence: Summary of student usage reports (average time and number of sessions completed by each student weekly)</p> <p>Summary of Beacon and Dreambox score reports</p>	
<p>K-5 Teachers will implement school-wide writing (at least twice per week) in mathematics where students develop metacognitive skills (monitoring their thinking) as they compute problems, answering the questions, WHY and HOW do you know?</p>	<p>Math journals</p>	<p>County Funds</p>	<p>September 2024</p>	<p>Implementation Performance Target:</p> <p>Implementation Plan: 100% of students will develop written responses in math journals to math problems at least twice per week</p> <p>Artifacts: Math journal entries</p>	<p>Evaluation Performance Target:</p> <p>Evaluation plan: 100% of students will compose written and visual explanations (beginning of year for K-1 students)</p> <p>Evidence: Examples of students' written explanations</p>	

GOAL #3						
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:	

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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:	

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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 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	Administrators and Parent Facilitator will provide resources and supplies to parents via Parent University and Words with Wilson Principal Parent Meetings to ensure families are equipped with the necessary materials, strategies to support mastery of student grade level standards in reading, writing and mathematics.	Books on Parental Engagement	District and Title I Funds
<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	ESOL teachers will implement Imagine Learning lab sessions with students to increase students' English proficiency in reading, writing, speaking, and listening.	ELlevation Imagine Learning	Title III
<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	Social worker and counselors will maintain an awareness of students'/family needs through a systematic, checks and monitoring system when homeless and/or foster children are registered for our school.	Daily Attendance Reports	District
<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	Special Education Lead Teachers, SSA and Administrators will meet bi-weekly to ensure IEP goals/objectives are adhered to and revised in a timely manner to meet students' needs. SSA and Special Education Teachers will host Parent Sessions to ensure parents possess a thorough understanding of the rights to themselves	IEP Plans Meeting agendas	IDEA
<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	SSA will host meetings with Special Education Teachers and their co-teachers to ensure teachers implement the appropriate components of the co-teaching model (placing specific emphasis on reciprocal teaching) at Powers Ferry Elementary.	SSA Lesson Plans Co-Teaching Models book	IDEA

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 30, 2024</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>	September 19, 2024		<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 November 4, 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>	October 14-18 (Conference Week) October 25 th (during Fall Festival)		<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 30, 2025</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>	March 13, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>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 9/20/24 PL#2 12/6/24 PL#3 2/1/25 PL#4 4/25/25</u></p>	PL #1- 9/4/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	PL#2- 11/6/2024		
	PL#3- 1/29/2025		
	PL#4- 4/2/2025		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <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> School/Parent Compact for Achievement Family, School Engagement Policy for Shared Success All school event announcements Principal’s Weekly Communication and documents from monthly parent meetings</p>	<table> <tr> <td><input type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input checked="" type="checkbox"/> 5</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> </tr> </table>	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 6
<input type="checkbox"/> 1	<input type="checkbox"/> 4							
<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5							
<input type="checkbox"/> 3	<input type="checkbox"/> 6							

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
Academic Nights (STEM/Math 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 type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	STEM/Math Activities Manipulatives	Title I	1/23/2025	Parent Feedback via surveys Meeting Agenda PPT presentation	Teachers Parent Facilitator Media Specialist
Words with Wilson Monthly Parent Meetings (Academic Strategy Sessions)- parents learn about current strategies students are learning in reading and mathematics	<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	Principal and Parent Facilitator host information sessions with parents to discuss relevant, current topics (academic updates, upcoming events), with the school community.	Title I	8/14/2024 9/11/2024 11/13/2024 12/4/2024 1/15/2025 2/5/2025 3/5/2025 4/2/2025 5/7/2025	Parent Feedback via surveys, CTLS messages	Parent Facilitator Administrators
	<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)
<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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)</p>

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: Powers Ferry Elementary School will integrate state and local funds and support from the community in a variety of ways to support student learning. Powers Ferry Elementary has a current participation in the following CCSD initiatives, which are directly funded by Title I; LETRS, READ 180/System 44, ELF. Title I Funds will provide professional development opportunities for teachers. Title III provides English language proficiency support and resources, including, but not limited to, ESOL resources. Powers Ferry ES will request and utilize 20-Day/Extended Day funds received to provide accelerated instruction and interventions such as K-2 and 3rd-5th after-school tutoring for students to yield positive learning outcomes. The Office of Student Support supports the school's effective implementation of the Positive Behavioral Intervention and Supports Program (PBIS) and Restorative Practices. Partners in Education provides both capital and human resources to support parent and student literacy and math proficiencies. These programs work collaboratively to meet the needs of the students and their families identified in the CNA and data collected from parent surveys throughout the year.

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: Powers Ferry Elementary uses quantitative and qualitative data to regularly monitor the schoolwide plan's implementation. Data from the Reading and Math Inventories and EOG Milestones are analyzed to help identify areas of potential and necessary growth for the upcoming school year. Staff and parent surveys are administered. Qualitative data from these sources are utilized to identify school areas for needed improvement to increase the home/school connection.

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: Powers Ferry administrators and building leadership team reviews the action steps in the plan and determine The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards by analyzing various data sources (RI/MI, District Interim Assessments, Common Formative Assessments). The school disaggregates various data sources over the year, tracks students' performance during the interim cycles throughout the year and determines if SIP goals that were established in the beginning of the year have been met. Instructional pivots are made throughout the year to increase desired outcomes.

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 schoolwide plan is revised during the school year. Interim checkpoints are conducted after each administration of the Scholastic Reading and Math Inventory Assessments. Administrators, staff, and parents/community members discussed students' progress during the Title I Fall and Spring Forums, as well as during Principal Advisory Council meetings.

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: Powers Ferry is a PBIS school and uses the elements within this initiative to encourage positive behavior in students. Students are acknowledged and rewarded for their demonstration of the practices related to PBIS. Students who demonstrate behavior and academic challenge are identified and supported through a multi-tiered (Tiers 1-4- least to greatest levels of support) approach. A school committee, along with parents of identified students meet to discuss concerns. Intervention strategies are developed, implemented, and monitored to determine their effectiveness. Based on the learner's response to the strategies, he/she moves along the tiered continuum and continues to receive intensified support (interventions are tailored to his/her learning or behavior areas of need) and/or Tier 1 instruction.

and recruit and retain effective teachers, particularly in high-need

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 teacher's district-wide and in the individual schools need to know and be able to do for their students. 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 ongoing 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)

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: Powers Ferry Elementary will provide opportunities for Pre-K students to have an early print-rich environment and access to math resources via the availability of resources from our Parent Resource Room. Our Parent Facilitator will contact and invite parents of children in our 4-year-old classes offered at nearby preschools to our Open House to ensure parents have access to resources prior to their children beginning school. Counselors assist parents/families and students as they prepare for transitioning to middle school by organizing school visits, transition events with our feeder middle school, as well as disseminate pertinent information to families.

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

SCHOOL RESPONSE:

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

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