



School Improvement Action Plan



School Year:	2024-2025
School Name:	Sedalia Park Elementary School
Principal Name:	William Dryden
Date Submitted:	June 30, 2024
Revision Dates:	August 28, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Sedalia Park Elementary
<i>Team Lead</i>	William Dryden
<i>Position</i>	Principal
<i>Email</i>	William.dryden@cobbk12.org
<i>Phone</i>	770-509-5162
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 leaders began to develop the plan through grade-level Cobb Collaborative Community meetings. Each team analyzed grade level data, school data and discussed any trends and contributing factors. Ideas were shared for professional support in FY25. The MOY and EOY SY24 SIP data was analyzed for trends and patterns to lead to specific root causes. This information was used to create goals and develop action steps. The committee also reviewed school-wide instructional strategies, planned for professional development, and discussed ways to increase parent involvement.

- IDENTIFICATION of STAKEHOLDERS


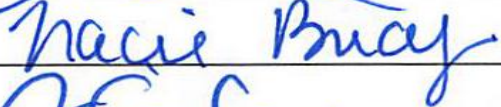
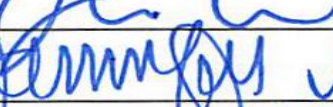
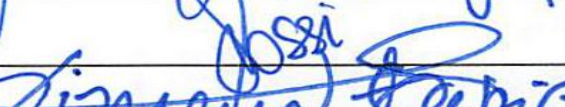
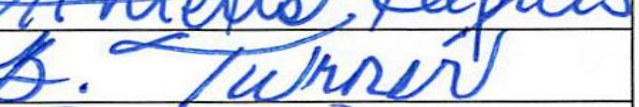
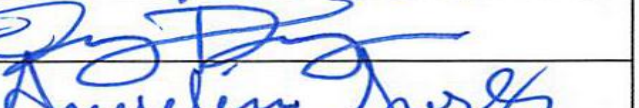
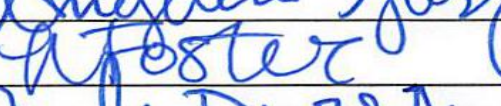

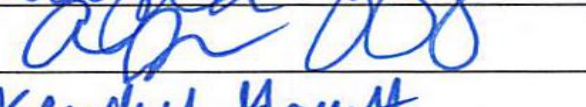
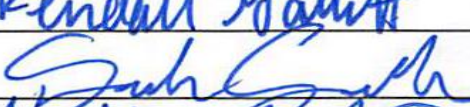


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- Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. 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.

Position/Role	Printed Name	Signature
Principal	William Dryden	
Assistant Principal	Tracie Bucy	
Student and Services Administrator	Jessica Cooper	
Academic Coach	Jennifer Mayo	
Bookkeeper	Sheila DeGrossi	
Parent Facilitator	Ximena Tapia-Gonzalez	
Counselor	Bridgette Turner	
Grade 5 Team Lead	Emily Tongamoa	
Grade 4 Team Lead	Angelica Justiz	
Grade 3 Team Lead	Nicole Foster	
Grade 2 Team Lead	Amanda Durski	
Grade 1 Team Lead	Angela Zogby	
Grade K Team Lead	Allie Traylor	
ESOL Team Lead	Kendall Garrett	
Specialized Instruction Team Lead	Sarah Sofish	
Non-CCSD Employee-Parent	Kathryn Brown	

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	By the conclusion of 2023-2024 school year, 60% of approximately 575 students will score at a proficient level or above. We will measure proficiency using QPS and NSGRA assessments.																																																																																																																																																														
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO																																																																																																																																																															
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If the goal was not met , what actionable strategies could be implemented to address the area of need?	NA
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>Action steps that contributed to the increased student performance as measured by QPS and NSGRA include:</p> <ul style="list-style-type: none"> • Use of CTLS resources and K-2 Early Learning Framework (ELF) for planning, instruction and assessment • Weekly team planning • Quarterly half day collaborations • Cobb Collaborative Community (CCC) data/team meetings • CCC calendar aligned to rotation of intervention • Walkthrough form designed to monitor implementation and fidelity of resources and trainings provided • Administrative instructional guidance and feedback • Monitoring the implementation and use of LEXIA • In-school small group tutoring for striving LEXIA students (K-5) • Grade level spreadsheets to group and monitor progress of students during intervention • Decodables chosen to use with students during Reader’s Workshop were based on current QPS task

Previous Year’s Goal #2	By the conclusion of the 2023-2024 school year, 60% of approximately 575 students will score at a proficient level or above utilizing the Math Inventory.									
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO										
What data supports the outcome of the goal?	Below			On			Above			
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
	K	59%	43%		12%	34%		29%	23%	
	1st	60%	55%	47%	26%	10%	28%	14%	35%	25%
	2nd	55%	53%	48%	18%	8%	27%	27%	39%	25%
	3rd	60%	43%	41%	18%	12%	39%	22%	45%	20%
	4th	52%	52%	41%	16%	5%	23%	32%	43%	36%
5th	51%	44%	49%	35%	17%	34%	14%	39%	17%	

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The percentage of students performing at proficient and advanced levels increased in K-4, our data shows that 45% of students school-wide perform at a basic or below basic level. Actionable strategies:</p> <ul style="list-style-type: none"> • Teachers implement intervention and extension using Zearn and Dreambox with fidelity. • Teachers participate in training on the Core Package. • Refine the discussions during CCC meetings to specify students that need additional support, standards/skills to address, and common strategies to measure growth. • Examine data for commonalities to move more students from Basic and Below Basic to Proficient and Advanced.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Previous Year's Goal #3	<p>By the conclusion of the 2023-2024 school year, 60% of approximately 575 students will write at a proficient level or above as measured by Write Score.</p>																																
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO																																	
<p>What data supports the outcome of the goal?</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="4" style="text-align: center;">Write Score EOY</th> </tr> <tr style="background-color: #d3d3d3;"> <th></th> <th style="text-align: center;">Below</th> <th style="text-align: center;">On</th> <th style="text-align: center;">Above</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">45</td> <td style="text-align: center;">35</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">89</td> <td style="text-align: center;">15</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">74</td> <td style="text-align: center;">24</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">81</td> <td style="text-align: center;">18</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">54</td> <td style="text-align: center;">30</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">26</td> <td style="text-align: center;">34</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>	Write Score EOY					Below	On	Above	K	45	35	1	1st	89	15	1	2nd	74	24	1	3rd	81	18	2	4th	54	30	1	5th	26	34	6
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Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>This was the first year for teachers in grades K-3 to implement Write Score. Our data shows that 69% of our students write below grade level. Actionable strategies:</p> <ul style="list-style-type: none"> • Teachers will engage in virtual professional learning with Write Score. • Teachers will use the Write Score resources to plan instruction. • Teacher teams collaborate to analyze Write Score assessments to inform next steps with whole group and small group instruction.
<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
ELA	<ul style="list-style-type: none"> • Implementation of PIE time for small group systematic phonics instruction • Consistent use of decodable library within Reading Workshop • Use of Sound Walls • Differentiation of instructional planning through CCC collaboration 	<ul style="list-style-type: none"> • Inconsistent use of small group reading instruction • Common understanding of fluent reading • Lack of consistency and continuity during teacher implemented reading assessments 	<ul style="list-style-type: none"> • Quick Phonics Screener • NSGRA • Reading Inventory • Lexia Core 5 • Write Score • ½ day Collaboration agendas/notes

	<ul style="list-style-type: none"> • Consistent professional learning and classroom modeling provided by Academic Coach • Implementation of systematic use of Lexia through our Specials rotations and classroom stations • Tutoring opportunities provided through our After School Program by certified teachers using needs identified through students' Lexia performance • Use of Write Score instructional materials and data 	<ul style="list-style-type: none"> • Limited Sound Wall training and understanding • Inconsistent implementation of writers' workshop and individual conferencing 	
Math	<ul style="list-style-type: none"> • Consistent use of Dreambox and Zearn to design individualized lessons to meet the needs of students • Implementation of PIE time for math intervention • Workshop model with small group instruction for math block 	<ul style="list-style-type: none"> • Inconsistent implementation of interventions through small group and individual instruction • Lack of consistency in the use of manipulatives 	<ul style="list-style-type: none"> • Math Inventory • Dreambox data • Zearn data • ½ day Collaboration agendas/notes
Science	<ul style="list-style-type: none"> • Implementation of a fully functioning and teacher led STEM lab • Becoming a Cobb STEM certified school • Quarterly grade level planning with the STEM teacher 	<ul style="list-style-type: none"> • Inconsistency of scheduling by some grade level classes 	<ul style="list-style-type: none"> • EOG 5th grade • STEM walk feedback • ½ day Collaboration agendas/notes
Social Studies	<ul style="list-style-type: none"> • Variety of resources, both virtual and hands-on 	<ul style="list-style-type: none"> • Lack of professional development in integration of Social Studies standards. 	<ul style="list-style-type: none"> • ½ day Collaboration agendas/notes
Discipline / School Climate Data	<ul style="list-style-type: none"> • All grade levels participate in school-wide behavior plans • PBIS Tier I strategies with embedded school-wide rewards • Implementation of Morning Meetings • School-wide student and community events 	<ul style="list-style-type: none"> • Student behaviors in the cafeteria • Inconsistent use of PBIS points • The chart below shows the number of referrals in each category for the school year: 	<ul style="list-style-type: none"> • PBIS data • CSIS discipline referral data • School Climate survey

		<table border="1"> <thead> <tr> <th>Incidents</th> <th>Number of times</th> </tr> </thead> <tbody> <tr> <td>Improper use of electronics</td> <td>3</td> </tr> <tr> <td>Insubordination</td> <td>40</td> </tr> <tr> <td>Disrespectful Language</td> <td>15</td> </tr> <tr> <td>Disruption</td> <td>51</td> </tr> <tr> <td>Out of Area</td> <td>1</td> </tr> <tr> <td>Physical Aggression</td> <td>31</td> </tr> <tr> <td>Rough and Boisterous</td> <td>4</td> </tr> <tr> <td>Physical Threat</td> <td>1</td> </tr> <tr> <td>Physical Violence</td> <td>5</td> </tr> <tr> <td>Weapon</td> <td>1</td> </tr> <tr> <td>Sexual Misconduct</td> <td>1</td> </tr> </tbody> </table>	Incidents	Number of times	Improper use of electronics	3	Insubordination	40	Disrespectful Language	15	Disruption	51	Out of Area	1	Physical Aggression	31	Rough and Boisterous	4	Physical Threat	1	Physical Violence	5	Weapon	1	Sexual Misconduct	1	
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<p>Professional Learning What's been provided? What is the impact?</p>	<ul style="list-style-type: none"> • The math leads for each team attended the county-provided professional learning on the new Georgia Mathematical Standards. • Consistent professional learning and classroom modeling provided by Academic Coach • Pocket PLs with the Principal (PPP) • ESEA National Conference • STEM Conference • ESOL Conference • Tools4Reading Sound Wall Training 	<ul style="list-style-type: none"> • Implementation of many new initiatives • The challenge of meeting the individual needs of all teachers during the professional learning sessions 	<ul style="list-style-type: none"> • Coaching Questionnaire • School-generated form data 																								
<p>Other</p>																											

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 checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Implementation of PIE time for small group systematic phonics instruction • Consistent use of decodable library within Reading Workshop • Use of Sound Walls • Differentiation of instructional planning through CCC collaboration • Implementation of systematic use of Lexia through our Specials rotations and classroom stations • Tutoring opportunities provided through our After School Program by certified teachers using needs identified through students' Lexia performance • Use of Write Score instructional materials and data 	<ul style="list-style-type: none"> • Inconsistent use of small group reading instruction • Common understanding of fluent reading • Lack of consistency and continuity during teacher implemented reading assessments • Limited Sound Wall training and understanding • Inconsistent implementation of writers' workshop and individual conferencing 	
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"> • Consistent use of Dreambox and Zearn to design individualized lessons 	<ul style="list-style-type: none"> • Inconsistent implementation of interventions through small group and individual instruction 	<ul style="list-style-type: none"> • Math Inventory • Walkthrough data • Dreambox data • Zearn data

		<p>to meet the needs of students</p> <ul style="list-style-type: none"> • Implementation of PIE time for math intervention • Workshop model with small group instruction for math block 	<ul style="list-style-type: none"> • Lack of consistency in the use of manipulatives 	
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"> • Implementation of a fully functioning and teacher led STEM lab • Becoming a Cobb STEM certified school • Quarterly grade level planning with the STEM teacher 	<ul style="list-style-type: none"> • Inconsistency of scheduling by some grade level classes 	<ul style="list-style-type: none"> • Observational data • STEM walk feedback
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Variety of resources, both virtual and hands-on 	<ul style="list-style-type: none"> • Lack of professional development in integration of Social Studies standards. 	<ul style="list-style-type: none"> • Observation data • TKES data • ½ day Collaboration agendas/notes
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"> • All grade levels participate in school-wide behavior plans • PBIS Tier I strategies with embedded school-wide rewards • Implementation of Morning Meetings • School-wide student and community events 	<ul style="list-style-type: none"> • Cafeteria behavior • The increase of overall number of discipline incidents • Inconsistent use of PBIS points 	<ul style="list-style-type: none"> • PBIS data • Discipline referral data • TKES data • School Climate survey • Parent survey
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"> • The math leads for each team attended the county provided 	<ul style="list-style-type: none"> • Implementation of many new initiatives 	<ul style="list-style-type: none"> • Coaching Questionnaire

		<p>professional learning on the new Georgia Mathematical Standards.</p> <ul style="list-style-type: none"> • Consistent professional learning and classroom modeling provided by Academic Coach • Pocket PLs with the Principal (PPP) • ESEA National Conference • STEM Conference • ESOL Conference • Tools4Reading Sound Wall Training 	<ul style="list-style-type: none"> • The challenge of meeting the individual needs of all teachers during the professional learning sessions 	<ul style="list-style-type: none"> • School generated form data
<p>Other</p>	<p><input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless</p> <p><input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant</p>			

<p>Statement of Concern #1</p>	<p>Approximately 70% of students in grades 3-5 are writing narratives in the below average range as measured on the Georgia Milestones.</p> <p>Milestone Writing Student Performance Data:</p> <p>Grade 3 – 74% (79 of 107 students) remediate or monitor achievement levels.</p> <p>Grade 4 – 70% (70 of 100 students) remediate or monitor achievement levels.</p> <p>Grade 5 - 63% (52 of 82 students) remediate or monitor achievement levels.</p>
<p>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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Striving student performance improves during the school year. However, those with significant learning gaps remain in below-grade level achievement bands.</p> <p><i>All students, especially striving students, need structured whole-group instruction and targeted small-group lessons in writing to respond to text. Teams need more professional learning to build their agency to provide students with the support needed to read and write at and above grade level. Teachers in grades K-5 need additional professional development to provide foundational writing instruction to students whose performance indicates learning gaps.</i></p>
<p>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</p>	<p>Striving student performance improves during the school year. However, those with significant learning gaps remain in below-grade-level achievement bands.</p> <p><i>To accelerate performance growth, intentional use of individual student data is needed. Instructional Teams need more support to use specific data over time to plan explicit, differentiated, and engaging workshop model-based instruction.</i></p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Striving student performance improves during the school year. However, those with significant learning gaps remain in below-grade-level achievement bands.</p> <p><i>Students must systematically use CTLS and standards-based support resources for instruction, intervention, and extension. Instructional teams need professional learning and support to be intentional with the focused use of vertically aligned learning resources.</i></p>

<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Attendance challenges: Students miss school or arrive late. Parent excuse correspondence includes medical appointments before school, car issues, and oversleeping.</p> <p>Attendance rate: 93.6%</p> <p>Transiency challenges:</p> <p>Transiency rate: 30.7%</p> <p>Students are challenged by learning gaps from previous years.</p> <p>Students are challenged by the complex task of writing.</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the conclusion of the 2024-2025 school year, 60% (374) of approximately 623 students will score proficient or above as measured by their grade level rubric.</p>

Statement of Concern #2	<p>During the 23-24 school year, PBIS office discipline referrals rose by 58.1% from 49 to 79. Additionally, out of school suspensions rose by 25.6% from 50 to 64.</p>
<p>Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p><i>The Positive Behavior Interventions and Supports framework has not been used with fidelity. This includes a lack of emphasis on classroom, cafeteria, restroom, and hallway behavior procedures. Students and teachers both need clear instruction of classroom management procedures and behavioral expectations. A monitoring plan through administrative support and teacher collaboration during CCC's should improve engagement and reduce behavior.</i></p>
<p>Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p><i>The lack of consistent utilization of the PBIS rewards app has resulted in teachers either creating a system of rewards or attempting to turn over discipline matters to school administration. Furthermore, the actual rewards in the PBIS store have not been replenished, and positive behavioral incentives for school-wide behavior have not been created.</i></p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p><i>Lack of engaging instruction aligned to priority standards and assessments has resulted in escalated classroom disruption incidents. Administration will guide teachers through a reinvigorated and concrete set of steps for conducting effective CCC's.</i></p>
<p>Contributing Factors (Outside of control)</p>	<p>Our school transient rate has remained at 30% over the past 4 years. This affects our procedural integrity. The introduction of regularly scheduled reminders of school-wide behavior procedures should provide consistency.</p>
<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the conclusion of the 2024-2025 school year, Positive Behavior Intervention and Supports office discipline referrals (ODR's) will decrease from 11% (69) of 623 students to 8% (49) through daily classroom, cafeteria, and hallway procedural instruction during morning meeting</p>

<p>Statement of Concern #3</p>	<p>Approximately 39% of students in grades 3-5 are reading in the below average range as measured on the Georgia Milestones.</p> <p>Milestone Reading Student Performance Data:</p> <p>Grade 3 – 45% (48 of 107 students) remediate or monitor achievement levels.</p> <p>Grade 4 – 43% (43 of 100 students) remediate or monitor achievement levels.</p> <p>Grade 5 – 27% (22 of 82 students) remediate or monitor achievement levels.</p>
<p>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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands.</p> <p><i>All students, especially striving students, need structured whole group, scaffolded small group lessons in phonics, phonemic awareness, and word work aligned to their reading stage. Teams need more professional learning to build their agency to provide students with the support needed to read at and above grade level. Teachers in grades 3-5 need additional professional development to provide foundational reading instruction to students whose performance indicates learning gaps.</i></p>
<p>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</p>	<p>Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands.</p> <p><i>Intentional use of individual student data is needed to accelerate performance growth. Instructional Teams need more support to use specific data over time to plan explicit, differentiated, and engaging reading workshop model-based instruction.</i></p>
<p>Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands.</p> <p><i>Students need systematic use of CTLS, supplemental curriculum, and digital adaptive reading support for instruction, intervention, and extension. Instructional teams need more support to be intentional with the focused use of learning resources and the data produced to improve learning outcomes.</i></p>

<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Attendance challenges: Students miss school or arrive late. Parent excuse correspondence includes medical appointments before school, car issues, and oversleeping.</p> <p>Attendance rate: 93.6%</p> <p>Transiency challenges:</p> <p>Transiency rate: 30.7%</p> <p>Students are challenged by learning gaps from previous years.</p> <p>Students are challenged by the complex task of reading.</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the conclusion of the 2024-2025 school year, 60% (193) of approximately 321 students in grades K-3 will score at or above benchmark on the May AMIRA end of year assessment. Additionally, 60% (181) of approximately 302 students in grades 4-5 will score on target according to the BEACON assessment by the end of the year.</p>

<p>Statement of Concern #4</p>	<p>Approximately 58% of (163 of 282) students in grades 3-5 are scoring in the below average range in mathematics as measured on the Georgia Milestones.</p> <p>Milestone Math Student Performance Data:</p> <p>Grade 3 – 57% (59 of 105 students) remediate or monitor achievement levels.</p> <p>Grade 4 – 52% (41 of 80 students) remediate or monitor achievement levels.</p> <p>Grade 5 - 65% (63 of 97 students) remediate or monitor achievement levels.</p>
<p>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 type="checkbox"/> Family Engagement</p>	<p>Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands.</p> <p><i>Students need instruction and practice using the concrete-representational-abstract model. Teams need additional professional learning to confidently use manipulatives, model drawing, and vocabulary with fidelity. This agency helps them to provide students with the necessary support to reach grade level and above mathematical understanding.</i></p>
<p>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</p>	<p>Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands.</p> <p><i>Intentional use of individual student data is needed to accelerate performance growth. Instructional Teams need more support to use specific data over time to plan explicit, differentiated, and engaging workshop model-based instruction.</i></p>
<p>Root Cause #3 - (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 type="checkbox"/> Family Engagement</p>	<p>Striving student performance improves during the school year. However, the performance of students with significant learning gaps is still below grade-level achievement bands.</p> <p><i>Students need systematic use of CTLS, supplemental curriculum, and digital adaptive reading support for instruction, intervention, and extension. Instructional teams need more support to be intentional with the focused use of learning resources and the data produced to improve learning outcomes.</i></p>

<p align="center">Contributing Factors (Outside of control)</p>	<p>Attendance challenges: Students miss school or arrive late. Parent excuse correspondence includes medical appointments before school, car issues, and oversleeping.</p> <p>Attendance rate: 93.6%</p> <p>Transiency challenges:</p> <p>Transiency rate: 30.7%</p> <p>Students are challenged by learning gaps from previous years.</p>
<p align="center">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the conclusion of the 2024-2025 school year, 60% of approximately 536 students in grades 1-5 will score on target according to the BEACON assessment by the end of the year. Additionally, 60% of 87 students in kindergarten will score proficient on GKIDS 2.0 math assessments by the end of the year.</p>

<p align="center">School Improvement Goals <i>Include goals on the parent compacts and policy</i></p>	
<p>Goal #1</p>	<p>By the conclusion of the 2024-2025 school year, 60% (374) of approximately 623 students will score proficient or above in writing as measured by their grade level rubric.</p>
<p>Goal #2</p>	<p>By the conclusion of the 2024-2025 school year, Positive Behavior Intervention and Supports office discipline referrals (ODR's) will decrease from 11% (69) of 623 students to 8% (49) through daily classroom, cafeteria, and hallway procedural instruction during morning meeting.</p>

Goal #3	By the conclusion of the 2024-2025 school year, 60% (193) of approximately 321 students in grades K-3 will score at or above benchmark on the May AMIRA end of year assessment. Additionally, 60% (181) of approximately 302 students in grades 4-5 will score on target according to the BEACON assessment by the end of the year.
Goal #4	By the end of the 2024-2025 school year, 60% (322) of approximately 536 students in grades 1-5 will score in the prepared range according to the BEACON assessment. Additionally, 60% (52) of 87 kindergarten students will score proficient on GKIDS 2.0 math assessments by the end of the year.

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input 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>This position establishes and maintains positive relationships with families to increase student achievement. The support helps families understand what their children need to know to be successful learners. Our Parent Facilitator assists in coordinating family/community outreach sessions to ensure families are aware of available resources. She is also available to help families as the need arises during the school year.</p> <p>This position bridges school, family, and community to impact student achievement.</p>
Instructional Para	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>This position will work in cooperation and with guidance from the classroom teacher to co-teach lessons, lead small groups, and provide individual instruction. The instructional para will also assist with classroom management and organizing materials.</p>
Classroom Teacher grade 3	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>This position provides smaller class sizes for the grade level. The teacher increases the opportunity to tailor Tier I whole group instruction through formative assessments. This action also allows the teacher to meet more frequently with targeted small groups during Reading, Math, and Writing instructional blocks.</p>
	<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	

GOAL #1	By the conclusion of the 2024-2025 school year, 60% (374 students) of approximately 623 K-5 students will score proficient or above as measured by the grade level rubrics in CTLS.					
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 34 CFR § 200.26</i>	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>	People Responsible
1. Teachers in grades K-5 will implement and evaluate explicit writing instruction during the daily ELA block as evidenced by the grade level rubrics.	Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL, Professional Conferences) Job-imbedded professional learning (subs) CCSD provided writing resources (Writing Revolution)	CCSD/ Title I Title I Title I	August 2024	<p>Implementation: By January 2025, 100% of teachers will implement and evaluate explicit writing instruction as measured by walkthrough data.</p> <p>Implementation Plan: Grade level teams will engage in grade level specific professional learning August 2024, October 2024, January 2025, and March 2025.</p> <p>Beginning September 2024, teachers will implement strategies learned in professional learning during daily ELA block.</p> <p>Team leads will engage in CCSD virtual professional learning monthly from August 2023-April 2024.</p> <p>Academic Coach and Administration will conduct informal observations during writing segments and review local classroom assessment</p>	<p>Evaluation Performance Target: By January 2025, 45% of students will demonstrate proficiency as measured by grade level rubrics.</p> <p>Evaluation Plan: All teachers will use baseline data from grade level rubrics to align writing instruction.</p> <p>Students' writing scores will increase as measured by CTLS reports.</p> <p>Impact will be evaluated by walk-through observations during writing segments, review of local classroom assessment data, and the associated rubrics.</p> <p>Evidence: 1. Collaboratively scored student submissions 2. Grade level rubrics 3. Reports generated by CTLS</p>	Administrative Team Academic Coach K-5 Teachers

				<p>data & associated rubric to determine next steps.</p> <p>Artifacts:</p> <ol style="list-style-type: none">1. Agendas2. Lesson Plans3. Collaboration sign in sheets4. Walk through data		
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GOAL #2	By the conclusion of the 2024-2025 school year, documented Positive Behavior Intervention and Supports office discipline referrals (ODR's) will decrease from 11% (79) of 717 students to 8% (60) through procedural instruction during morning meeting.					
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
<p>School administration will utilize the morning news broadcast and morning meeting to show appropriate behavior in the classroom. Incident report data will be collected in the PBIS app and in the CSIS discipline module.</p>	<p>Instructional videos</p> <p>JCDA-1 Cobb County Student Code of Conduct</p>	<p>Title I</p>	<p>August 1st, 2024</p>	<p>Implementation Performance Target: From August 1st to August 23rd, 2024, video instruction for appropriate behavior in the classroom will be delivered through the morning news broadcast and reinforced during morning meetings.</p> <p>Additionally, the administration will re-broadcast the video and instructions on the morning news for one week after the fall, Thanksgiving, holiday, winter, and spring breaks.</p> <p>Quarterly PBIS team meetings will analyze discipline referral data in the PBIS and CSIS.</p> <p>Implementation Plan: The media specialist and the principal will create grade-level appropriate video lessons demonstrating acceptable behavior. The video will be shown and discussed through Friday August 23rd, 2024.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> Separate classroom, cafeteria, hallway, and restroom videos 	<p>Evaluation Performance Target: The PBIS team will evaluate PBIS data quarterly. The administration will monitor CSIS discipline module weekly through May 21st, 2025.</p> <p>A review of mid-year progress will be conducted during a PBIS team meeting. By the conclusion of the 2024-2025 school year, we will utilize the PBIS end of year report to evaluate goal achievement.</p> <p>Evaluation plan: The effectiveness of procedural video instruction will be evaluated through incident report data in CSIS and the PBIS app.</p> <p>Evidence:</p> <ul style="list-style-type: none"> PBIS End of Year data report PBIS app incident report data 	<p>School administration PBIS team K-5 teachers District PBIS staff</p>

				<ul style="list-style-type: none"> Daily classroom walks during morning meeting conducted by school administration 	<ul style="list-style-type: none"> CSIS discipline module data 	
<ul style="list-style-type: none"> Kindergarten through 5th grade teams will provide consistent daily PBIS reward points to students demonstrating ready, respectful, and responsible behavior. Points will be documented in the PBIS reward app. 	<p>PBIS Rewards app</p> <p>PBIS Rewards for School Store</p>	Title 1	July 25 th , 2024	<p>Implementation Performance Target: During pre-planning, the PBIS store rewards and maximum daily point goal per grade level will be decided by the PBIS team. Grade level teams will determine reward criteria and when points are distributed.</p> <p>Implementation plan: Upon completion of the pre-planning activities, teachers will begin administering PBIS reward points based.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> JCDA-1 Student Code of Conduct Instructional video created by school administration and PBIS reward app data. 	<p>Evaluation Performance Target: The PBIS team will meet quarterly to review grade level reward consistency.</p> <p>Evaluation of Impact:</p> <p>Evidence:</p> <ul style="list-style-type: none"> PBIS reward app data Reduced office discipline referrals in the CSIS discipline module 	<p>School administration</p> <p>PBIS team</p> <p>K-5 teachers</p> <p>District PBIS staff</p>

GOAL #3	By the conclusion of the 2024-2025 school year, 60% of approximately 321 students in grades K-3 will score at or above benchmark on the May AMIRA end of year assessment. Additionally, 60% of approximately 302 students in grades 4-5 will score on target according to the BEACON assessment by the end of the 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
<p>Teachers in grades K-5 will implement and evaluate explicit and systematic phonics instruction during the daily intervention block as evidenced by AMIRA.</p>	<p>QPS standard version packet</p> <p>Professional Learning</p> <p>Heggerty Phonemic Awareness System</p> <p>UFLI Foundations program of instruction</p> <p>Job-imbedded professional learning (subs)</p>	<p>n/a</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target: By September 2024, 100% of K-5 teachers will prioritize and differentiate instruction as evidenced by the grade level spreadsheets. New teachers will undergo PL for the QPS process.</p> <p>Implementation Plan: Initial QPS screening will occur during the daily intervention block (August 2024).</p> <ul style="list-style-type: none"> All available non-classroom teachers will support the screening implementation. The QPS screening will be administered as new students register. <p>Teachers will review and analyze results from QPS formative assessments from September 2024-April 2025</p> <p>Instructional decisions will be discussed and analyzed during CCC meetings and will be carried out through small group instruction from September 2024-April 2025</p>	<p>Evaluation Performance Target: By January 2025 73% of students will demonstrate proficiency as measured by QPS assessments.</p> <p>Evaluation plan: All teachers will use QPS to determine accurate reading levels and make instructional decisions as evidenced by QPS data sheet.</p> <p>Students' phonics skills will increase as measured by the QPS data sheet.</p> <p>Evidence:</p> <ul style="list-style-type: none"> QPS data summary Observation from formative and walkthrough observations as part of the TKES evaluation process 	<p>Teachers</p> <p>Academic Coach</p> <p>Administrative team</p>

				<p>Academic Coach will conduct weekly walk-through observations to support teachers to calibrate instruction and assessment.</p> <p>Artifacts: 1. Spreadsheet with QPS task data 2. Meeting Agendas</p>		
<p>Teachers in grades K-5 will utilize decodable readers and/or decodable passages to support and align with daily instruction as evidenced by small group lesson plans.</p>	<p>Whole Phonics decodable libraries</p> <p>Just Right Readers</p> <p>UFLI Foundations program of instruction</p>	<p>Title I</p> <p>Title</p> <p>Title I</p>	<p>August 2024</p>	<p>Implementation Performance Target: By September 2024, 100% of K-5 teachers will prioritize and differentiate small group instruction as evidenced by teacher lesson plans.</p> <p>Implementation Plan: Initial QPS screening will occur during small group as evidenced by lesson plans (August 2024).</p> <ul style="list-style-type: none"> All available non-classroom teachers will support the screening implementation. The QPS screening will occur immediately as new students register. <p>Teachers will review and analyze results from QPS formative assessments from September 2024-April 2025</p> <p>Instructional decisions will be discussed and analyzed during CCC meetings and will be carried out through small group</p>	<p>Evaluation Performance Target: By January 2025 73% of students will demonstrate proficiency as measured by QPS assessments.</p> <p>Evaluation plan: All teachers will use QPS to determine the appropriate decodable reader/passage and make instructional decisions utilizing QPS data.</p> <p>Students' phonics skills will increase as measured by the QPS data sheet.</p> <p>Evidence:</p> <ul style="list-style-type: none"> QPS data summary Observation from formative and walkthrough observations as part of the TKES evaluation process 	

				<p>instruction from September 2024- April 2025</p> <p>Academic Coach will conduct weekly walk-through observations to support teachers to calibrate instruction and assessment.</p> <p><u>Artifacts:</u> 1.Spreadsheet with QPS task data 2.Meeting Agendas</p>		
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GOAL #4	By the conclusion of the 2024-2025 school year, 60% of approximately 536 students in grades 1-5 will score in the proficient range according to the BEACON assessment by the end of the year. Additionally, 60% of 87 students in kindergarten will score proficient on GKIDS 2.0 math assessments by the end of the 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
<p>Teachers in grades K-5 will receive, deliver, and participate in quarterly professional learning in Georgia Mathematical Standards.</p>	<p>Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL, Professional Conferences)</p> <p>Job-imbedded professional learning (subs)</p> <p>STEM/STEAM conference</p>	<p>Title I/ CCSD</p> <p>Title I</p>	<p>July 26th, 2024</p>	<p>Implementation performance target: Beginning July 26th at the learning engagement institute, math CCC leads will receive math standard professional learning.</p> <p>Implementation plan: Between July 26th, 2024 and March 28th, 2025 Grade-level/course CCC leads, and the academic coach will attend quarterly professional learning on New Math Standards from District Professional Learning Coordinators.</p> <p>Between July 26th, 2024, and March 28th, 2025, Grade-level/course CCC leads, and the academic coach will redeliver quarterly training to teachers.</p> <p>Select teachers and one admin will attend the GA STEM/STEAM conference and redeliver to staff ways to teach math content through other content areas (Logic Model)</p>	<p>Evaluation performance target: Beginning September 4th, grade level teams will discuss and document application of standards during weekly CCC meetings.</p> <p>Evaluation plan: All teachers will convey new math standards in their daily lessons.</p> <p>Review and analyze data from quarterly interim assessments to identify students for acceleration and remediation.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Data from CTLS Insight Analytics • Observation from formative and walkthrough observations as part of the TKES evaluation process 	<p>Administrative Team</p> <p>Academic Coach</p> <p>Teachers</p>

				<p>Teachers will implement strategies from quarterly math trainings in daily math lessons.</p> <p>Academic Coach and Administrators will monitor implementation through classroom walks</p> <p>Academic Coach will model lessons in CCC meetings and visit classrooms to provide support as needed.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Agendas • Lesson Plans 		
<p>Teachers in grades K-5 will utilize Zearn to support daily instruction and Dreambox for intervention with Beacon or GKids 2.0 Math data as evidenced by small group lesson plans.</p>	<p>Tutoring focused on math intervention</p> <p>DreamBox Math web-based subscription) K-5</p>	<p>CCSD/ Title I</p> <p>CCSD/ Title I</p>	<p>August 2024</p>	<p>Implementation performance target: By September 2024, grade level CCC meetings teams will couple math instruction with content and strategies</p> <p>Implementation: Instructional decisions will be discussed and analyzed during CCC meetings and will be carried out through small group instruction</p> <p>Administration will also conduct informal walk-through observations from September 2024-April 2025</p> <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Agendas/CCC Reports 	<p>Evaluation performance target: By September 2024, grade level teams will discuss and document the application of digital math platforms during weekly CCC meetings.</p> <p>Evaluation of Impact: All teachers will analyze data from digital learning platforms and provide feedback for students.</p> <p>K-5 students will spend a minimum of 45 minutes each week using digital platforms.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Walk-through data 2. Usage reports 	<p>Administrative Team</p> <p>Academic Coach</p> <p>K-5 Teachers</p>

				2. Learning plan templates 3. Small group plans		
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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 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>Professional support for educators facilitating instruction for Multilingual Learners to scaffold and gradually release participation in engaging and rigorous grade-level learning. ESOL Team leads professional learning sessions on Elevation Platform: It provides ACCESS scores on demand and strategies for instruction that corollate with their scores.</p> <p>Provide home-school communication in students’ first language and interpreters for meetings, as needed.</p> <p>Collaborate with International Welcome Center (IWC) to secure translators as needed throughout the school year.</p> <p>Provide protected time for ESOL teachers and general education teachers to collaborate and address students’ strengths and weaknesses.</p> <p>Provide family workshops to support learning.</p> <p>Incorporate Imagine Learning for Multi-lingual newcomers identified as striving with English language development by the WIDA screener and ACCESS scores.</p>	<p>ESOL Team Academic Coach</p> <p>Parent Facilitator</p> <p>International Welcome Center</p> <p>CCC Schedule</p> <p>Academic Coach</p> <p>Parent Facilitator</p> <p>Imagine Learning (web-based subscription) WIDA Resources</p>	<p>Title I CCSD CCSD</p> <p>Title I</p> <p>CCSD</p> <p>N/A</p> <p>Title I</p> <p>Title I</p> <p>CCSD</p>
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> / Ethnicity <input type="checkbox"/> Migrant	<p>Professional support for educators facilitating instruction for students of all backgrounds to scaffold and gradually release participation in culturally responsive, engaging, and rigorous grade-level learning.</p> <p>Analyze data by student groups and address trends.</p> <p>Provide timely feedback to families regarding student progress.</p>	<p>Academic Coach Supplemental Resources</p> <p>CTLS Assess</p> <p>CTLS Parent</p>	<p>CCSD Title I</p> <p>CCSD</p> <p>CCSD</p>

	Provide literature that represents diversity and is culturally responsive for read-alouds, mentor texts, guided reading, and classroom libraries.	Preferred Family Contact Method Classroom libraries Schoolwide Bookroom	CCSD Title I CCSD 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	Professional support for educators facilitating instruction for Specialized Learners to scaffold and gradually release participation in engaging and rigorous grade-level learning. Provide timely feedback to families regarding student progress. Analyze data by student groups and address trends. Special Education IRR teachers consistently collaborate with co-teachers to ensure support of students’ instructional needs. Special Education Case Managers will meet with families at least once a school year to provide learning progress on Individualized Educational Program (IEP) Goals and strategies for academic success.	Services and Support Administrator CTLS Parent Preferred Family Contact Method CTLS Assess Special Education Teachers Classroom Teachers Services and Support Administrator	CCSD CCSD CCSD CCSD CCSD
<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	Counselors and Social Workers facilitate small groups to address individual student needs. Contact the Homeless Education Program to provide needed resources as appropriate.	Guidance Counselors School Social Workers	CCSD CCSD

<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>Provide opportunities and resources to help students access resources to support practice of learning after school.</p> <p>Provide school supplies, backpacks, and school uniforms as needed.</p>	<p>Teachers</p> <p>Teachers Parent Facilitator</p>	<p>CCSD</p> <p>CCSD Title I</p>
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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 20, 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 3 rd , 2025		<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>	October 15 th , 2024, October 18 th , 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>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>	March 20 th , 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:</u> PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	September 11 th , 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	November 6 th , 2024		
	January 22 nd , 2025		
	April 2 nd , 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> Rising Kindergarten orientation</p>	April 17, 2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>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> <ul style="list-style-type: none"> • Digital Documents sent via CTLS Parent • Family Compacts • Family Policy • Flyers and surveys for Family Engagement Activities- 	<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	

	<ul style="list-style-type: none">• -Math, ELA, and STEM Nights• Flyers and surveys for Title I Collaboration Meetings• Annual Title I Meeting• Fall Input/Survey Evaluation• Spring Input meeting and Survey <p>Flyers and surveys for student transition meetings</p>	
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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 Engagement – STEM and Literacy 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 type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Materials for each grade level’s make/take math and literacy activities	Title I		Adult attendees sign-in Following Math and Literacy Night, attendees complete a survey to determine the impact of the event and the provided resources. Sign- in Sheets Photographs Survey results	Materials for each grade level’s make/take math and literacy activities
Family Engagement – STEM and 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 checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Materials for families in each grade level to create a structure (Straws, marshmallows, toothpicks, pencils, paper, card stock...)	Title I		Adult attendees sign-in following STEM night, attendees complete a survey to determine the impact of the event and the provided resources. Sign in sheets Photographs Survey results	Materials for families in each grade level to create a structure <ul style="list-style-type: none"> • (Straws, marshmallows, toothpicks, pencils, paper, card stock...)

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>
<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. <i>SWP Checklist 5(e)</i></p> <p>SCHOOL RESPONSE: Title I funding for CCSD academic initiatives provides additional student resources and professional learning support. This support builds educator agency to improve instruction so students can overcome learning loss and make adequate progress in the core academic areas. The CCSD</p>

learning structures include Amira, iReady and BEACON assessments, Whole Phonics Libraries, UFLI manuals, Heggerty manuals, Language Essentials for Teachers of Reading and Spelling (LETRS), DreamBox, and Math Fluency Framework (MFF).

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 Guiding Coalition (Administrative Team, Academic Coach, and Team Leaders) participate in learning walks to observe and provide feedback to educators as they implement the action plan. Teachers, team leaders, and the Instructional Leadership Team collect data through CTLS and teacher notes each quarter.

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: The Guiding Coalition examines student growth measures and determines if grade levels, classrooms, and student groups are progressing adequately toward the school-wide goals.

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 Guiding Coalition assesses SIP data to provide input on next steps and decide if implementation revisions are needed. If revision is required, then the Instructional Leadership Team (Administrative Team and Academic Coach) creates the revisions, shares them with Sedalia Park educators. They will also support implementation with professional learning, small group and individual coaching, and feedback.

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

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

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

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

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

SCHOOL RESPONSE: The Sedalia Park staff works diligently to maintain a positive learning environment. The school counselors and PBIS committee play a vital role in helping to cultivate that positive environment by spearheading our school-wide positive behavior initiative: Positive Behavioral Interventions and Supports or PBIS. PBIS weaves evidence-based behavioral interventions into learning to maximize student academic and social behavior outcomes. It makes targeted behaviors less effective, efficient, and relevant and desired behavior more functional.

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

Focused professional learning and collaboration based on engaging instruction and student learning are essential to improve teaching and increase student achievement. Developing and maintaining effective Cobb Collaborative Communities that focus on learning and are results oriented is essential for meeting the needs of our students.

The following are research-based practices in professional development that support the career-long development of teaching and student learning:

- Administration schedule time to teacher teams to build effective Cobb Collaborative Communities
- Develop and maintain Cobb Collaborate Community structure
- Create a comprehensive assessment plan for priority standards including learning target and research-based instructional strategies
- Create SMART goals related to the standard
- Create common formative assessments and grading policies that are practiced across each team
- Use rubrics and exemplars as artifacts for monitoring
- Set time aside to allow teachers to implement new techniques learned, reflect on the impact, and plan collaboratively
- Conduct Pocket PL's and book studies on topics related to our academic and socioeconomic needs (i.e Trauma-based practices, classroom management procedures, and cultural practices)

Recruitment and Retention

Cobb County School District strives to hire the best-qualified candidate for all teaching positions. Sedalia Park personnel recruit prospective teachers through professional learning networking, administrative CCC meetings, and CCSD job fairs. Newly hired teachers participate in CCSD New Teacher Institute in mid-July. Support for new teachers during the institute and within Panther Pride, an ongoing induction program, includes pairing them with experienced teachers for individualized mentorship.

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: Students in grade 5 grade participate in grade 5 to 6 articulation activities. This includes students visiting feeder middle schools (East Cobb and JJ Daniell Middle Schools) to experience a day in middle school. Students have an opportunity to participate in academic and connection classes (band, chorus, orchestra, etc.), learn about extracurricular clubs, and view the cafeteria. Our Parent Facilitator and counselors collaborate with middle school personnel to greet and support rising sixth graders and their families during a spring evening orientation.

Rising Kindergarten students are invited in with their parents every spring to learn more about Kindergarten and summer strategies to help prepare for the Pre-K to Kindergarten transition. Flyers and information are posted to CTLS Parent and shared with older siblings in the building. Parents and students tour the Kindergarten wing to view classrooms, meet teachers, and see other areas of the school, including the Learning Commons, carpool lane, and cafeteria. Kindergarten Families also return for Open House to gain additional support for the transition to elementary school. Our goal is to make parents and students feel comfortable as they begin their academic careers.

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

SCHOOL RESPONSE: n/a

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

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