



School Improvement Action Plan



School Year:	FY25
School Name:	Smitha Middle School
Principal Name:	Chris Salter
Date Submitted:	
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Smitha Middle School
<i>Team Lead</i>	Smitha Middle School
<i>Position</i>	William Grant
<i>Email</i>	Assistant Principal
<i>Phone</i>	William.grant@cobbk12.org

**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:

In the spring of 2024, we embarked on a broad-based analysis of Smitha Middle School's educational landscape, combining data from various sources. Spring 2024 EOG and EOC results were meticulously triangulated with three rounds of Reading and Math Inventory screenings, complemented by trend data available through SLDS. Additionally, these results underwent thorough comparison with classroom grades, the Common Summative results of CCCs, and RTI probe data.

The formulation of Smitha Middle School's Title I School Improvement Plan was a collaborative endeavor, guided by the insights of stakeholders and a structured process:

1. In April 2024, all core academic teachers convened within their Cardinal Collaborative Communities (CCCs) to scrutinize Smitha's Title I goals for the school year 2024, juxtaposed against their collective observations of the most persistent instructional challenges. ELA and Reading educators identified literacy deficiencies among students, particularly among SWD and ELL learners. They advocated for continuation of the concerted effort to enhance students' literacy skills, encompassing reading comprehension and writing across various genres. Math instructors highlighted ongoing struggles with math literacy, especially among SWD and ELL students, emphasizing the need for refined instructional strategies. Social Studies and Science educators again underscored vocabulary and contextual reading skills as focal points, prompting interdisciplinary collaboration to enhance literacy instruction across content areas.
2. Following the integration of teacher feedback, school leadership conducted an in-depth analysis of EOG/EOC data and SLDS-derived metrics. A consensus on root causes emerged, paving the way for discussion with the core teacher leadership team.
3. The core leadership team, comprising administrators, academic coaches, the school Special Education Administrator (SSA), guidance counselors, the Media Specialist, and staff specializing in instruction for SWD and ELL students, convened as the CNA Team (Design Team). Their deliberations refined the Comprehensive Needs Assessment (CNA).
4. The revised CNA was presented to local school stakeholders through an electronic meeting platform to solicit further input.
5. Informed by the CNA and stakeholder input, the Title I SIP and associated goals were meticulously crafted, reflecting a collective commitment to addressing the identified challenges.

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):	
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Position/Role	Printed Name	Signature
Chris Salter/Principal	Chris Salter	<i>Chris Salter</i>
William Grant/Assistant Principal	William Grant	<i>William Grant</i>
Sarah Drake/Assistant Principal	Sarah Drake	<i>Sarah Drake</i>
Dr. Amanda Shaw/Assistant Principal	Amanda Shaw	<i>Dr. Amanda Shaw</i>
Joseph McRoberts/Math Chair	Joseph McRoberts	<i>Joseph McRoberts</i>
Bina Patel/ELA Chair	Bina Patel	<i>Bina Patel</i>
Lindsey Thurman/Reading Chair	Linsey Thurman	<i>Linsey Thurman</i>
Kayla Daniel Murphy/Social Studies Chair	Kayla-Danielle Murphy	<i>Kayla-Danielle Murphy</i>
Dean Speer/Science Chair	Dean Speer	<i>Dean Speer</i>
Risa McCowan/6 th Grade Teacher	Risa McCowan	<i>Risa McCowan</i>
Dr. Brian Nichols/Connections Chair	Brian Nichols	<i>Brian Nichols</i>
Design Team Lead		
Angela Burris/Parent Facilitator	Angela Burris	<i>Angela Burris</i>
Parent	Sandra Davis	<i>Sandra Davis</i>

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 number of students performing proficient and advanced on the Reading Inventory (RI) assessment by at least 12%; from 38% (309 of 826 students) in August 2023 to 50% of the assessed students by May 2024.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Spring SY24 RI data indicates a 9% increase in students performing at proficient or higher.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>The goal was not met.</p> <ol style="list-style-type: none"> 1. PD that focuses on yearlong teacher development with ELlevation strategies, Specialized Instruction strategies, and AVID strategies should yield a more successful outcome in year two. 2. Intentional focus on data that highlights student performance based on demographics (SWD, ELL...). 3. Monitoring the students' ability to apply ELA and AVID strategies that support comprehension. <p>Increased Use of ELlevation for ESOL Students: The ELlevation platform has been instrumental in providing targeted support for ESOL students. By increasing the utilization of ELlevation, we can further tailor instruction to meet the unique needs of ESOL students. This involves:</p> <ul style="list-style-type: none"> Expanding the integration of ELlevation strategies into daily lessons. Conducting regular data reviews to identify areas where ESOL students need additional support. Providing ongoing professional development for teachers to deepen their understanding and application of ELlevation tools. <p>Implementing AVID Strategies to Increase Rigor and Engagement: Advancement Via Individual Determination (AVID) strategies can help increase rigor and student engagement, thereby improving performance on assessments. To enhance the effectiveness of AVID strategies, we can:</p> <ul style="list-style-type: none"> Integrate AVID methodologies school-wide to promote critical thinking and organizational skills. Facilitate collaborative study groups and peer tutoring sessions.

	<p>Offer continuous AVID training for teachers to ensure consistent implementation of high-impact instructional practices.</p> <p>Specialized Instruction and Differentiation for Students with Disabilities: Specialized instruction and differentiation have been key in supporting students with disabilities. To build on this success, we should:</p> <ul style="list-style-type: none"> Use data from assessments and progress monitoring to create customized learning plans. Provide teachers with advanced training on differentiated instruction techniques. Implement co-teaching models where general and special education teachers collaborate to address diverse learning needs in the classroom. <p>Professional Development for Precision and Intentionality Driven by Data: Professional development is crucial for sustaining and surpassing growth. Focusing on data-driven decision-making, we can:</p> <ul style="list-style-type: none"> Offer workshops on data analysis and interpretation to help teachers identify trends and gaps in student performance. Train teachers on the next level of instructional strategies, ensuring they are equipped to implement these with greater precision and intentionality. <ol style="list-style-type: none"> 4. Establish professional learning communities (PLCs) where teachers can collaborate, share best practices, and continuously refine their instructional approaches based on clear data insights. 5. By reinforcing these strategies and focusing on professional development, Smitha Middle School can build on the impressive growth realized in SY24 and work towards surpassing future performance targets. These actions will not only address the current area of need but also set a foundation for sustained academic achievement. 6.
<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 number of students performing proficient and advanced on the Math Inventory (MI) assessment by at least 30%; from 9% (71 of 787 students) in August 2023 to 39% of the assessed students by May 2024.</p>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <u>ALMOST!!!</u></p>	
<p>What data supports the outcome of the goal?</p>	<p>Spring SY24 MI data indicates a 29% increase in students performing at proficient or higher.</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>Although Smitha Middle School recognized a 29% increase in students performing proficient and advanced on the Math Inventory (MI) assessment, just short of the 30% target, several actionable strategies can be implemented to address this area of need. These strategies leverage successful practices from the past school year and focus on enhancing their precision and intentionality, driven by data:</p> <ol style="list-style-type: none"> 1. Increased Use of ELlevation for ESOL Students: The ELlevation platform has been instrumental in providing targeted support for ESOL students. By increasing the utilization of ELlevation, we can further tailor instruction to meet the unique needs of ESOL students. This involves: <ul style="list-style-type: none"> Expanding the integration of ELlevation strategies into daily lessons. Conducting regular data reviews to identify areas where ESOL students need additional support. Providing ongoing professional development for teachers to deepen their understanding and application of ELlevation tools. 2. Implementing AVID Strategies to Increase Rigor and Engagement: Advancement Via Individual Determination (AVID) strategies can help increase rigor and student engagement, thereby improving performance on assessments. To enhance the effectiveness of AVID strategies, we can: <ul style="list-style-type: none"> Integrate AVID methodologies school-wide to promote critical thinking and organizational skills. Facilitate collaborative study groups and peer tutoring sessions. Offer continuous AVID training for teachers to ensure consistent implementation of high-impact instructional practices. 3. Specialized Instruction and Differentiation for Students with Disabilities: Specialized instruction and differentiation have been key in supporting students with disabilities. To build on this success, we should: <ul style="list-style-type: none"> Use data from assessments and progress monitoring to create customized learning plans. Provide teachers with advanced training on differentiated instruction techniques. Implement co-teaching models where general and special education teachers collaborate to address diverse learning needs in the classroom. 4. Professional Development for Precision and Intentionality Driven by Data: Professional development is crucial for sustaining and surpassing growth. Focusing on data-driven decision-making, we can: <ul style="list-style-type: none"> Offer workshops on data analysis and interpretation to help teachers identify trends and gaps in student performance.

	<p>Train teachers on the next level of instructional strategies, ensuring they are equipped to implement these with greater precision and intentionality.</p> <p>Establish professional learning communities (PLCs) where teachers can collaborate, share best practices, and continuously refine their instructional approaches based on clear data insights.</p> <p>By reinforcing these strategies and focusing on professional development, Smitha Middle School can build on the impressive growth realized in SY24 and work towards surpassing future performance targets. These actions will not only address the current area of need but also set a foundation for sustained academic achievement.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Previous Year's Goal #3	From the start of the 2023 school year to end of the 2024 school year, increase the percentage of students with zero referrals all year (69%, 615 of 891 students) by at least 10% as measured by the Comprehensive Discipline Summary Report.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	CSIS PBIS Referral Data 71% of students ended SY24 with zero referrals
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	While not realizing our goal of increasing the number of students with zero referrals, Smitha did realize a 32% reduction in referrals overall. Smitha's continued utilization of Common Expectations, PBIS Rewards, Cardinal Class, and Counseling Groups along with the addition of PBIS in the Classroom will contribute to continued improvements in our behavior data.
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 #4</p>	<p>By the end of SY 2024, the AVID elective teacher and at least 50% of content level teachers schoolwide will routinely incorporate WICOR strategies to increase access to rigor as measured by lesson plans and classroom walk throughs.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Lesson plan and classroom focus walk data.</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>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>Smitha Middle School successfully met the goal of having the AVID elective teacher and at least 50% of content-level teachers schoolwide routinely incorporate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. The achievement of this goal was the result of several key processes, action steps, and interventions that will continue to be implemented to sustain and build upon this progress:</p> <ol style="list-style-type: none"> 1. Comprehensive Professional Development: The foundation of our success was a robust professional development program focused on WICOR strategies. This involved: <ul style="list-style-type: none"> Regular training sessions for all teachers, emphasizing practical applications of WICOR strategies in various content areas. Ongoing workshops and refresher courses to ensure teachers remained current on best practices. Mentorship programs where experienced AVID teachers coached their peers on effective WICOR integration. 2. Data-Driven Instruction: Data played a crucial role in guiding instructional practices and ensuring the effective incorporation of WICOR strategies. We implemented: <ul style="list-style-type: none"> Frequent reviews of lesson plans and classroom walkthroughs to monitor the application of WICOR strategies. Data analysis sessions where teachers could discuss student performance and adjust their instructional approaches accordingly. Utilization of student feedback to refine and enhance WICOR-based instruction. 3. Collaborative Planning and Support: Collaboration among teachers was essential for the widespread adoption of WICOR strategies. We fostered: <ul style="list-style-type: none"> Regular collaborative planning meetings where teachers could share ideas and develop WICOR-infused lessons together.

	<p>Professional Learning Communities (PLCs) that focused specifically on WICOR strategies, allowing teachers to collaborate on challenges and successes.</p> <p>Peer observations and feedback sessions to promote continuous improvement and shared learning experiences.</p> <p>4. Administrative Support and Monitoring: Strong support from school administration ensured the sustained focus on WICOR strategies. This included:</p> <p>Clear expectations and accountability measures set by the administration for incorporating WICOR strategies into daily teaching practices.</p> <p>Regular classroom walkthroughs and observations by administrators to provide feedback and support to teachers.</p> <p>Recognition and celebration of teachers who effectively implemented WICOR strategies, fostering a culture of excellence and motivation.</p> <p>5. Integration of AVID and Schoolwide Initiatives: Aligning AVID strategies with broader school initiatives helped in embedding WICOR practices across the school. We achieved this through:</p> <p>Coordinating AVID training with other school improvement efforts to ensure a cohesive approach to increasing rigor.</p> <p>Integrating WICOR strategies into schoolwide goals and objectives, ensuring all staff were aligned in their efforts.</p> <p>Promoting AVID strategies during school meetings and professional development days to reinforce their importance and encourage widespread adoption.</p> <p>Sustaining Progress:</p> <p>To sustain and build upon this progress, Smitha Middle School will continue to focus on these successful strategies.</p> <p>Future plans include:</p> <p>Expanding professional development opportunities to delve deeper into advanced WICOR strategies.</p> <p>Maintaining strong data-driven practices to continuously monitor and enhance the implementation of WICOR strategies.</p> <p>Encouraging ongoing collaboration among teachers through PLCs and peer coaching.</p> <p>Ensuring consistent administrative support and recognition for effective teaching practices.</p> <p>By maintaining these processes, action steps, and interventions, Smitha Middle School will not only sustain but also enhance the effective incorporation of WICOR strategies, continuing to provide students with increased access to rigorous and engaging learning experiences.</p>
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Students are better able to cite textual evidence. • Teachers are more confident in their ability to support students with their writing. • Students are becoming better writers because they are writing and conferencing more. 	<p><u>ELA</u></p> <ul style="list-style-type: none"> • Students struggle to determine a theme and/or central idea of a text and how it is conveyed through particular details. • Students struggle to compare and contrast texts in different forms or genres <p><u>Schoolwide RI Proficiency:</u></p> <ul style="list-style-type: none"> • SWD Proficient or Above – 23% • ELL Proficient or Above – 40% <p>Advanced 24% - 209 students Proficient 23% - 199 students Below Basic 22% - 193 students</p>	<p>SY23 Spring RI SY24 Spring RI Common Formative Common Summative</p>
<p align="center">Math</p>	<p>6th Measure of center and variation 7th Volume & Area. Ratios & Proportions, Cross sections 8th Pythagorean Theorem</p> <p>16% overall schoolwide increase in proficient or higher (133 students) 22% increase in proficient or higher in 8th grade (53 students) ESOL students recognized a 16% Increase in Proficient or Higher (88 students).</p> <p>Spring SY24 Disaggregated MI .pptx</p>	<p>6 Fact Fluency, Decimal/Fraction/Precents, using formulas, evaluating expressions 7 Fact Fluency, Integer Rules 8 Fact Fluency, Integer Rules, System of Equations</p> <p>7th Grade only recognized a 12% increase in proficient or higher (67 students). This grade level accounts for 44% of all referrals in the building.</p> <p>While recognizing a 16% Reduction in Below Basic (21 students), 47% of SWD students (143 students) remain Below Basic at Spring SY24 MI administration.</p> <p>SWDs Below Basic by grade level: 6th Grade SWDs 65% BB (24 students) 7th Grade SWDs 71% BB (30 students) 8th Grade SWDs 41% BB (12 students)</p>	<p>MI, iXL, Interims, Common Formative, Common Summative</p> <p>Advanced 19%, 163 students Proficient 17%, 145 students Basic 28%, 242 students Below Basic 37%, 320 students</p>

Science	AVID strategies have allowed students to comprehend science concepts. ELlevation strategies have allowed our ESOL students to understand science vocabulary Science Fair provided opportunities for students to showcase what they learned in science	A need to incorporate writing assignments that require students to explain concepts, describe experiments, and reflect on their learning. This reinforces their understanding and helps them articulate their thoughts. More hands-on experiments which allows students to participate in experiments and practical activities. This experiential learning helps them understand abstract concepts by seeing them in action.	
Social Studies	AVID strategy: Costa's Levels of Questions has helped SS teachers provide students with higher DOK questions	DOK for common assessments are not rigorous Use open-ended questions that require students to analyze, evaluate, and synthesize information.	
Discipline / School Climate Data	Smitha decreased the number of referrals from SY 23 with 816 SY 24 we had 558 referrals	Distribution of illegal substance and insubordination were our top two infractions	SY23 Percentage of students with zero referrals 69% SY24 Percentage of students with zero referrals 71%
Professional Learning What's been provided? What is the impact?	PROVIDED: Yearlong ELlevation PD Yearlong Individualized Instruction PD Targeted AVID PD	ARTIFACT: Smitha Middle School English Learner Focused Learning Walk.xlsx SpEd Professional Development Plan 2023_2024 SMS Title I 2023_2024 AVID_2023_2023.doc	IMPACT: Fall SY24 SPED MI Proficient or higher Spring SY24 SPED MI Proficient or higher Fall SY24 ESOL MI Proficient or higher Spring SY24 ESOL MI Proficient or higher

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input 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	Schoolwide - Gifted 6% increase 91% Proficient or Higher F23 96% Proficient or Higher S24 Schoolwide - LEP 11% increase 29% Proficient or Higher F23 40% Proficient or Higher S24 Schoolwide – African American 14% increase 43% Proficient or Higher F23 57% Proficient or Higher S24	6 th Grade - SWDs 5% Proficient or Higher 7 th Grade - SWDs 34% Proficient or Higher 8 th Grade – SWDs 32% Proficient or Higher	RI Fall2023 RI Spring 2024
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 checked="" type="checkbox"/> Migrant	SWD -Operations with Fractions, decimals and percentages improvement 27% overall schoolwide increase in proficient or higher 40% increase in proficient or higher in 8 th grade ESOL students recognized a 24% increase in Proficient or Higher.	SWD – 61% below basic (6) ESOL – 40% below basic (202) 1. Basic Math facts: Multiplication Facts, Long Division (Numbers and Operations) 2. Integer rules in isolation 3. Integer rules in equations Smitha Math Focus Priority Standards SY24.docx	MI Spring SY24 Advanced 19%, 163 students Proficient 17%, 145 students Basic 28%, 242 students Below Basic 37%, 320 students

				iXL, Dreambox, RTI Probes CSIS, Interims
Science	<input type="checkbox"/> Econ. Disadvantaged English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity Migrant			
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged English Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity Migrant	<p>69% of our students have had zero referrals all year.</p> <p>6th 84% with zero referrals 7th 55% with zero referrals 8th 68% with zero referrals</p>	Core groups of students resistant to change and compliance. Need for better agreement about common expectations, their enforcement, and our tiered consequence plan.	CSIS PBIS Rewards
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity Migrant	<p>Yearlong ELlevation PD Yearlong Individualized Instruction for SPED PD Targeted AVID PD Targeted Technology PD</p> <p><u>ELA & Math</u> Professional development opportunities have been critical in improving our Math and ELA instruction this year. We participated in workshops, trainings, as well as CCC collaboration. We implement what we learned by incorporating new strategies, technology, and assessments into our teaching practice including.</p> <p><u>ELA</u> Constructed Response writing, Monitoring Student Strategy Application</p>	SPED, ESOL & GenEd teachers need continued professional development to better serve our Els and SWDs so that we can build on the growth recognized this year as evidence by surveys, walkthroughs and assessment data.	SY24 MI Growth Data Overall - 27% increase in students scoring proficient or higher SWD 13% increase in students scoring

		<u>Math</u> The 5 Practices in Practice, Thinking 360 Math Classrooms, Opening Math Problems.		proficient or higher ESOL 24% increase in students scoring proficient or higher Gifted 33% increase in students scoring proficient or higher
Other	<input type="checkbox"/> Econ. Disadvantaged English Learners <input type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity Migrant			

Statement of Concern #1	Schoolwide we still have 20% (175/861) of our students performing at Below Basic on the RI at the Spring administration.
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 need more frequent feedback on the ability to effectively respond to text.
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	Students should be monitored as they apply comprehension and writing strategies.
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	Students need to see the wide use of vocabulary terms across content areas.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	A limited group of students use websites to practice skills outside of school; language proficiency for students in which English is their second language; student motivation.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The number of students scoring Level 3 or Higher will increase from 33% to 43% as measured by the 2025 Georgia Milestone Assessment for Reading.

Statement of Concern #2	A significant number of students in 6 th , 7 th and 8 th grade are performing at below basic (39% 114-6 th , 47% 143-7 th , 26% 81-8 th) and basic (29% 84-6 th , 33% 85-7 th , 40% 123-8 th) levels in mathematics.
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	The students' deficiency lies in understanding integer rules and fundamental computational skills. Smitha Math Focus Priority Standards SY25.docx
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	Students are provided with intervention and assistance determined by their performance threshold on an assessment, rather than targeting specific misunderstandings or problem-solving methods they may have.
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	Students do not get instant feedback and commentary on their work, especially during the work session. Teachers require further training in organizing and linking priority standards to 360 classroom implementation in order to assist students who haven't mastered standards.
Contributing Factors (Outside of control)	The reading level students possess when they enter Smitha Middle. Their previous achievements in math. Family support in math and/or literacy. Attendance, disinterest, moving frequently, and low involvement.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of students scoring level 3 or higher will increase from 22% to 32% as measured by the 2024-2025 math milestones.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	The percentage of students scoring level 3 or higher will increase from 33% to 43% as measured by the 2024-2025 ELA milestones.
Goal #2	The percentage of students scoring level 3 or higher will increase from 22% to 32% as measured by the 2024-2025 math milestones.
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?
Math Academic Coach	<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	<ul style="list-style-type: none"> •Provide job embedded professional learning and differentiated instructional strategies •Facilitate CCC's with a focus on data analysis and developing lessons to address learning deficits and achievement gaps. •Monitor and support teacher implementation of evidence-based interventions.
	<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	
	<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	The percentage of students scoring level 3 or higher will increase from 33% to 43% as measured by the 2024-2025 ELA 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 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
6-8 Grade Shared ELA Classroom Teachers will use specialized instruction strategies to provide concrete examples weekly during ELA intervention sessions as indicated by walk through data and lesson plan review.	District Staff Progress Learning IXL WriteScore	Title 1 IDEA	<p>August 8th Thursday Full Day - Shared Teaching Overview. Models we expect to see. Shared Instruction Survey [Policies, Procedures, Roles & Responsibilities]</p> <p>August 19th Digital Learning Day – Reading and Math Strategies to support Specialized Instruction</p> <p>September 18th - Bramblett and Tate conduct Focus Walks: “Shared Teaching Partners: Models, Engagement & Specialized Instruction”</p> <p>November 5th 1:00 - 4:00 - Assessment Building – Data Collection.</p>	<p>Implementation Performance Target:</p> <p>By December 1, 2024, all shared ELA classroom teachers will implement specialized instructional strategies.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • During weekly Collaborative Planning, teachers will use Common Formative Assessment data to develop lesson plans to support the needs of students with disabilities (SWD) on current curriculum topics. • The team will determine and log the strategies selected based upon CFA data in the CCC minutes. • The plans will use specialized instruction strategies, such as providing concrete examples, to guide students through the writing processes. • During instruction teachers will implement the identified instructional strategy. 	<p>Evaluation Performance Target:</p> <p>(Need an evaluation target) For example, 70% of SWD students will score proficient on ELA Unit Assessments.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Analyze student performance data from ELA Intervention sessions and classroom assessments to track progress and identify areas for improvement. <p>Evidence:</p> <ul style="list-style-type: none"> • BEACON Screener Growth Reports • ELA Unit Assessment Summaries 	SSA District SPED Staff Academic Coach ELA Teachers

			<p>Tuesday January 28th -Bramblett and Tate joins CCCs</p> <p>Wednesday February 5th - Focus Walks with Coach and Admin: "Grouping & Data Utilization".</p>	<ul style="list-style-type: none"> • CCC teams will debrief monthly on the selected strategies and use CFA data to determine strategy effectiveness. <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC Minutes indicating strategies and their effectiveness • Walk through data 		
<p>ELA Teachers will use Tier 2 ELlevation strategies to support the needs of EL students daily/weekly as indicated by ELlevation usage reports.</p>	<p>District ESOL Staff</p> <p>ELlevation</p>	<p>Title 3</p>	<p>Aug 8th Full Day Grade Level Sessions:</p> <p>ELlevation Refresher</p> <p>New Features</p> <p>Deeper Dive with the new staff</p> <p>Nov 5th 1:00-4:00 pm</p> <p>Linking student needs (as identified by CFA) to ELlevation Strategies</p> <p>Creating common needs groups in ELlevation</p> <p>Jan 28th Full Day</p>	<p>Implementation Performance Target: By January 2025, all ELA teachers will be able to effectively use Tier 2 ELlevation strategies to improve ESOL student achievement, as indicated by quarterly assessment data and focus walk observations.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • During regular PD sessions, provide training on ELlevation tools and strategies. • Incorporate ELlevation strategies into weekly lesson plans during collaborative planning sessions. • Record selected strategies in CCC minutes. • Use ACCESS and CFA data to identify and group students needing additional support. • Facilitate regular quarterly focus walks to observe the 	<p>Evaluation Performance Target: At least a 10% increase in the number of students showing growth on common formative assessments.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Analyze student performance data from CFA, ACCESS, EOG, and BEACON assessments to measure progress. <p>Evidence:</p> <ul style="list-style-type: none"> • ELA Common Assessment Data for EL students • BEACON Screener Growth Reports, • Spring SY25 EOG Performance Reports, • ACCESS test results 	<p>ESOL Consultants</p> <p>Admin,</p> <p>Academic Coach,</p> <p>Lead ESOL Teacher</p> <p>ELA Teachers</p>

			<p>McIntire Join CCCs: Identifying student needs (as indicated by ACCESS) to be addressed in support of Unit Priority Standards</p> <p>Feb 5th Full Day</p> <p>ELlevation Focus Walks -Are the strategies discussed in collaborative planning being utilized with fidelity with identified students</p>	<p>implementation of ELlevation strategies in classrooms.</p> <ul style="list-style-type: none"> • Debrief on the effectiveness of ELlevation strategies selected and implemented using CFA data and focus walks. • Survey teachers and review feedback on effectiveness of strategies and training. <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC Minutes indicating strategies selected and effectiveness • Focus walk observation form and data • ELlevation usage reports • Survey data 		
<p>ELA teachers will implement WICOR strategies during daily/weekly instruction as evidenced by quarterly focused walks observational data.</p>	<p>District Personnel</p> <p>AVID Allotment</p>	<p>Title 1</p>	<p>July 30th 1:00-2:00 C.E.R. Protocols PD for ELA Teachers</p> <p>August 7th 8:00 am ELA & Reading Teachers Critical Reading Strategies PD</p> <p>August 19th C.E.R. Protocols PD for <u>ALL</u> Teachers</p> <p>September 10th – Full day – (District AVID Coordinator) joins CCCs</p>	<p>Implementation Performance Target:</p> <p>By January 2025, <u>all</u> ELA teachers will implement WICOR strategies during daily/weekly instruction to improve student achievement as evidenced by quarterly focused walk data.</p> <p>Implementation Plan:</p> <p>Professional Development Sessions:</p> <ul style="list-style-type: none"> • Conduct scheduled professional development sessions focusing on AVID WICOR strategies (Writing, 	<p>Evaluation Performance Target:</p> <p>At least 70% of students will increase scores from pre to posttest.</p> <p>Evaluation plan:</p> <p>Statistical analysis of student achievement data, including pre- and post-implementation comparisons and subgroup analyses.</p> <p>Comparative analyses demonstrating changes in student achievement over</p>	<p>Avid Admin</p> <p>Academic Coach</p> <p>AVID Dept. Chair</p> <p>District AVID Coordinator</p>

			<p>September TBD - Focus Walks AVID “look-fors”</p> <p>November TBD - Collaborative Study Groups PD</p>	<p>Inquiry, Collaboration, Organization, and Reading)</p> <ul style="list-style-type: none"> • Monitor the progress of AVID WICOR strategy implementation through quarterly Focus Walks using the AVID implementation rubric conducted by district personnel. • During CCCs, teachers will provide input on the effectiveness and alignment of the integration of AVID strategies into their teaching practices. (District AVID Coordinator to attend) <p>Artifacts:</p> <ul style="list-style-type: none"> • Implementation Rubric Scores • CCC minutes indicating teacher input resulting from the use of AVID strategies. 	<p>time attributable to AVID implementation.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Pre and Post student data summaries 	
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GOAL #2	The percentage of students scoring level 3 or higher will increase from 22% to 32% 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
Math Teachers will implement structured peer review sessions with rotational feedback in a 360-math classroom as indicated by observational data.	District Personnel	Title 1	August 8th Thursday Full Day - Shared Teaching Overview. Models we expect to see. Shared Instruction Survey [Policies, Procedures, Roles & Responsibilities] August 19th Digital Learning Day – Reading and Math Strategies to support Specialized Instruction September 10th - Bramblett and Tate conduct Focus Walks:	Implementation Performance Target: 100% of math teachers will implement a structured peer review session with rotational feedback utilizing the 360-math classroom. Implementation Plan: <ul style="list-style-type: none"> • In August, Math Academic Coach will train math teachers on structured peer review session using 360 boards- • August/September: Math coach & Teacher Leaders will model the structured peer review strategy in classrooms. • August-May: Teachers will share strategies and discuss student progress with structured peer review strategy during monthly CCC meetings. • October-March: Math Academic Coach, Teacher Leaders, and Administrators will conduct quarterly walks to observe peer review strategy and develop a plan for teachers needing 	Evaluation Performance Target: 70% of students will show growth from pre assessment to post assessment Evaluation Plan Teachers will analyze pre- and post-assessment Scores measure improvement in understanding and problem-solving skills during in CCC meetings. Evidence: Pre/Post Assessment Summaries	Math Teachers Academic Coach

		<p>“Shared Teaching Partners: Models, Engagement & Specialized Instruction”</p> <p>November 5th 1:00 - 4:00 - Assessment Building – Data Collection.</p> <p>Tuesday January 28th - Bramblett and Tate joins CCCs</p> <p>Wednesday February 5th - Focus Walks with Coach and Admin: “Grouping & Data Utilization”.</p>	<p>additional support with implementing the strategy .</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Observational summaries • CCC minutes • Student Reflection Journal/work samples 		
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<p>6-8 Grade Shared Math Classroom Teachers will use specialized instruction strategies to provide concrete examples weekly during- math intervention sessions as indicated by walk through data and lesson plan review</p>	<p>Progress Learning IXL DreamBox</p>	<p>Title I</p>		<p>Implementation Performance Target:</p> <p>By December 1, 2024, all shared Math classroom teachers will implement specialized instructional strategies.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • During weekly Collaborative Planning, teachers will use Common Formative Assessment data to develop lesson plans to support the needs of students with disabilities (SWD) on current curriculum topics. • The team will determine and log the strategies selected based upon CFA data in the CCC minutes. • The plans will use specialized instruction strategies, such as providing concrete examples, to guide students through the writing processes. • During instruction teachers will implement the identified instructional strategy. • CCC teams will debrief monthly on the selected strategies and use CFA data 	<p>Evaluation Performance Target:</p> <p>70% of SWD students will score proficient on Math Unit Assessments.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Analyze student performance data from Math Intervention sessions and classroom assessments to track progress and identify areas for improvement. <p>Evidence:</p> <ul style="list-style-type: none"> • BEACON Screener Growth Reports • Math Unit Assessment Summaries 	<p>SSA</p> <p>District SPED Staff</p> <p>Academic Coach</p>

				<p>to determine strategy effectiveness.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC Minutes indicating strategies and their effectiveness 		
<p>Math Teachers will use Tier 2 ELlevation strategies to support the needs of EL students daily/weekly as indicated by ELlevation usage reports.</p>	<p>District ESOL Staff</p> <p>ELlevation</p>	<p>Title 3</p>	<p>Aug 8th Full Day Grade Level Sessions:</p> <p>ELlevation Refresher</p> <p>New Features</p> <p>Deeper Dive with the new staff</p> <p>Nov 5th 1:00-4:00 pm</p> <p>Linking student needs (as identified by CFA) to ELlevation Strategies</p> <p>Creating common needs groups in ELlevation</p>	<p>Implementation Performance Target: By January 2025, all Math teachers will be able to effectively use Tier 2 ELlevation strategies to improve ESOL student achievement, as indicated by quarterly assessment data and focus walk observations.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • During regular PD sessions, provide training on ELlevation tools and strategies. • Incorporate ELlevation strategies into weekly lesson plans during collaborative planning sessions. • Record selected strategies in CCC minutes. • Use ACCESS and CFA data to identify and group students needing additional support. • Facilitate regular quarterly focus walks to observe the implementation of ELlevation strategies in classrooms. • Debrief on the effectiveness of ELlevation strategies selected and implemented 	<p>Evaluation Performance Target: At least a 10% increase in the number of students showing growth on common formative assessments.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Analyze student performance data from CFA, ACCESS, EOG, and BEACON assessments to measure progress. <p>Evidence:</p> <ul style="list-style-type: none"> • Math Common Assessment Data for EL students • BEACON Screener Growth Reports, • Spring SY25 EOG Performance Reports, • ACCESS test results 	<p>ESOL Consultants</p> <p>Admin,</p> <p>Academic Coach,</p> <p>Lead ESOL Teacher</p> <p>Math Teachers</p>

			<p>Jan 28th Full Day</p> <p>McIntire Join CCCs: Identifying student needs (as indicated by ACCESS) to be addressed in support of Unit Priority Standards</p> <p>Feb 5th Full Day</p> <p>ELlevation Focus Walks -Are the strategies discussed in collaborative planning being utilized with fidelity with identified students</p>	<p>using CFA data and focus walks.</p> <ul style="list-style-type: none"> • Survey teachers and review feedback on effectiveness of strategies and training. <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC Minutes indicating strategies selected and effectiveness • Focus walk observation form and data • ELlevation usage reports • Survey data 		
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<p>Math teachers will implement WICOR strategies during daily/weekly instruction as evidenced by quarterly focused walks observational data.</p>	<p>District Personnel</p> <p>AVID Allotment</p>	<p>Title 1</p>	<p>July 30th 1:00-2:00 C.E.R. Protocols PD for Math Teachers</p> <p>August 7th 8:00 am Math Teachers Critical Math Strategies PD</p> <p>August 19th C.E.R. Protocols PD for ALL Teachers</p> <p>September 10th – Full day – (District AVID Coordinator) joins CCCs</p> <p>September TBD -Focus Walks AVID “look-fors”</p> <p>November TBD - Collaborative Study Groups PD</p>	<p>Implementation Performance Target: By January 2025, all Math teachers will implement WICOR strategies during daily/weekly instruction to improve student achievement as evidenced by quarterly focused walk data.</p> <p>Implementation Plan:</p> <p>Professional Development Sessions:</p> <ul style="list-style-type: none"> • Conduct scheduled professional development sessions focusing on AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) • Monitor the progress of AVID WICOR strategy implementation through quarterly Focus Walks using the AVID implementation rubric conducted by district personnel. • During CCCs, teachers will provide input on the effectiveness and alignment of the integration of AVID strategies into their teaching practices. (District AVID Coordinator to attend) <p>Artifacts:</p> <ul style="list-style-type: none"> • Implementation Rubric Scores • CCC minutes indicating teacher input resulting from the use of AVID strategies. 	<p>Evaluation Performance Target: At least 70% of students will increase scores from pre to posttest.</p> <p>Evaluation plan:</p> <p>Statistical analysis of student achievement data, including pre- and post-implementation comparisons and subgroup analyses.</p> <p>Comparative analyses demonstrating changes in student achievement over time attributable to AVID implementation.</p> <p>Evidence:</p> <p>Pre and Post student data summaries</p>	<p>Avid Admin</p> <p>Academic Coach</p> <p>AVID Dept. Chair</p> <p>District AVID Coordinator</p>
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<p>EXAMPLE: <i>Math Teachers will utilize an item analysis protocol on common assessments during CCCs to determine student misconceptions and plan interventions as evidenced by increased common assessment math scores</i></p>			<p>Implementation Performance Target: <i>100 % of math teachers will implement an item analysis on common math assessments to determine student misconceptions and plan interventions.</i></p> <p>Implementation Plan:</p> <ol style="list-style-type: none"> 1. <i>Math coach will train math teachers on an item analysis protocol.</i> 2. <i>Math coach will model how to identify instructional strategies based on student misconceptions noted in the item analysis.</i> 3. <i>Teachers will complete an item analysis during CCCs after each common math assessment.</i> 4. <i>Teachers in collaboration with the math coach will determine appropriate interventions for remediation or reteaching of misunderstood math standards</i> 5. <i>Math coach will attend CCCs to ensure the item analysis is completed appropriately.</i> 6. <i>Math teachers will implement interventions.</i> 7. <i>Students retake common assessments or specific questions where misconceptions occurred.</i> <p>Artifacts:</p>	<p>Evaluation Performance Target: <i>80% of students will have misconceptions eliminated based upon common math reassessment and a follow up item analysis.</i></p> <p>Evaluation plan: <i>Students will receive a week of intervention followed by a retake of the common math assessment focusing on questions</i></p> <p>Evidence: <i>Spreadsheet listing common misconceptions found on assessments and if students now understand the concept per reassessment.</i></p>	
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				<i>1. CCC meeting minutes indicating the item analysis findings and interventions to be implemented</i>		
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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	Tutors		
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement (*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 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>	9/12/24		<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>	10/2/24-10/30/24		<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>	4/17/25		<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>	9/19/24		
	10/14/24		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	1/2/25		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	3/3/25		
<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> Incoming 6 Grade Parent Orientation</p>	3/27/25		<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><i>List documents translated for parents:</i></p> <p>School-Parent Compact for Achievement Family-School Engagement Policy</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Connecting Families with School Resources Emphasize the importance of collaboration between home and school in fostering student success. Introduce families to school support systems including the parent resource center, AVID strategies, CTLs resources, tutoring, student support services.	<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	Book Study <i>“The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed”</i>	Title I	8/27/24		
Setting Students Up for Success Offer strategies for supporting students academically at home, such as establishing SMART goals and creating a conducive study environment. Provide families with a clear understanding of academic expectations, grading policies, and student performance indicators.	<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		Title I	1/16/25		
Nurturing Growth Mindsets Explore the concept of growth mindset and its impact on student achievement. Share techniques for fostering resilience, perseverance, and a positive attitude towards learning within the family unit.	<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		Title I	3/27/25		

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

Smitha Middle School receives funding from Title I and Title III to support our Read 180 program. During the 2022-2023 school year Title I funded two of our Math Connections teachers to support our Math Fluency Initiative. (Monitoring) The School Improvement plan 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. (Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

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: School leadership, academic coaches, and teachers will use Reading Inventory (RI) as well as the Math Inventory (MI) screeners in combination with academic progress reports (IE report cards, On-track student academic performance, and CTLS assessment platform) to identify students as in need of tutoring to target specific needs. Students therefore are ranked for service by grade point averages, and screener scores. EOG Data is used to determine academic needs of students regarding on-level, advance content or remedial classes (Read 180 and Math Connections).

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: A monitoring schedule is created and implemented each school year and includes regular classroom observations and feedback for teachers to ensure the instructional strategies and interventions included in the SIP are implemented consistently. Teachers meet regularly to analyze data and monitoring students’ progress towards standards mastery. School leadership and the academic coaches will review data from the Reading Inventory (RI) and Math Inventory (MI) from August to December then again from January to April of the school year to see if students are closing the achievement gap. In addition, school leadership and academic coaches will monitor student progress on district required assessments.

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: School leadership will revisit the schoolwide plan in January 2025 to determine if the students of Smitha Middle School are closing the achievement gap based on data from fall to winter RI and MI data. If students are not making sufficient increases to close the achievement gap Smitha will offer tutoring to its students. Smitha will also make some changes to the schoolwide plan or provide additional professional learning as needed to support teachers in addressing students not mastering standards.

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: At Smitha Middle School, we have instituted Positive Behavioral Intervention Strategies (PBIS). The PBIS program outlines a school-wide discipline plan that is tiered and serves as a guideline for teachers’ response to behaviors. Teachers receive yearly training in identifying and distinguishing between minor and major infractions. Discipline is progressive. Multiple steps are required before a student is referred for minor discipline; major discipline infractions are addressed by administration, but even at that point, structures are in place to directly involve parents in fostering an understanding. Student voice is listened to. Monthly discipline reviews inform staff of behavior, key students needing additional support, and aspects of the school day that require teachers’ awareness to supervise efficiently (as a proactive approach). In total, these approaches generate a wealth of communication to bridge gaps in understanding and foster partnerships (between parents, teachers, and administrators) to address desired changes in behaviors. We also use MTSS to address academic needs of students through its tiered process. All students enter on Tier I, students are monitored and assessed to determine if they need to move to Tiers II or III. At each tier students are provided with strategies and support to determine if they should move up or down the tiered process.

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:** Provide on-going learning opportunities for all during the 2024-2025 school year Smitha is offering PD for shared teachers and PD for ESOL for the entire staff
- 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:

Smitha Middle School’s leadership and guidance counselors will collaborate with district resource personnel, high school leadership, local businesses, and local colleges to promote matriculation to secondary school. Career and classroom guidance lessons will provide the basis of informing students of requirements for matriculation as well as for graduation from high school. Before and after school forums for parents will be held to convey requirements and opportunities afforded students as they prepare for high school. 8th grades students will participate in surveys that upon completion will present students with an inventory of interests to better inform students and families of potential career paths. All Smitha students will be provided with an opportunity to interact with community businessmen and women, secondary educators, post-secondary educators, and other professionals during Career and College Day or Reality University to inform and support Students’ aspirations. Excursions to college campuses will be planned for Smitha students to become familiar with and learn about the offerings/courses of study featured at local universities (IE Clark-Atlanta, Spellman, Georgia State, Georgia Tech, and Kennesaw State). Rising 6th graders and families are afforded multiple opportunities to tour the school, interact with school leadership, receive school program information.

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*