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| **School Improvement Action Plan**   |  |  | | --- | --- | | **School Year:** | **2024-2025** | | **School Name:** | **Tapp Middle** | | **Principal Name:** | **Dr. Alvin Thomas** | | **Date Submitted:** | **June 15, 2024** | | **Revision Dates:** | **May 29, 30, & 31, June 17, 2024** | |

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| *District Name* | | Cobb County School District |
| *School Name* | | Tapp Middle School |
| *Team Lead* | | Alvin Thomas |
| *Position* | | Principal |
| *Email* | | Alvin.thomas@cobbk12.org |
| *Phone* | | 770-222-3758 |
| **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) | |
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| 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 consulted with teachers, the Instructional Leadership Team (ILT), Title 1 Committee, and District Coaches. |

**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.

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| Meeting Date(s): | 4/11/24, 4/26/24, 5/9/24, 6/4/24 |



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| --- | --- | --- |
| **Position/Role** | **Printed Name** | **Signature** |
| Principal | Dr. Alvin Thomas |  |
| Assistant Principal | Valerie Wilson |  |
| Assistant Principal | Eva Henry |  |
| Academic Coach | Martha Monreal |  |
| Parent Facilitator | Laura Shyman |  |
| Media Specialist | Jaclyn Krider |  |
| 8th Grade Counselor | Larrinecia Parker |  |
| 6th Grade Counselor | Taiwo Faro |  |
| Community Partner | Martha Joyce |  |
| Teacher | Alexander Shannon |  |
| AVID Teacher | Venessia Heard |  |
| Parent | Egyptian Howell-Proano |  |

**Comprehensive Needs Assessment Evaluation of Goal(s)**

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(*References: Schoolwide Checklist 1.a.*)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY22 School Improvement Plan (SIP).

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| **Previous Year’s Goal #1** | By the end of the 2023-24 school year, decrease the number of students (202) scoring Level 1 (beginning learner) on the ELA EOG assessment by 50%. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | GA Milestones EOG Data |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | Revisit our standards for literacy practices using the Balanced Instructional Model.  Ensure that lessons are aligned to ELA priority standards and SIP goals.  Use AVID and STEM strategies (inquiry and collaboration) to engage students in the learning process. Strategies may include philosophical chairs, Socratic seminars, Costa's levels of thinking, and Collaborative Study Groups.  Tiger Time Intervention period  Conduct professional development to build capacity around research-based writing and reading  instructional strategies (ELA-pre-writing and outlining; Reading- vocabulary-Word parts).  Targeted Focus Walks with feedback  Perform continuous progress monitoring |
| 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? |  |

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| **Previous Year’s Goal #2** | By the end of the 2023-24 school year, decrease the number of students (194) scoring Level 1 (beginning learner) on the Math EOG assessment by 50%. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | Math Inventory |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | Revisit standards for math practices using the Balanced Instructional Model.  Ensure that lessons are aligned to math priority standards and SIP goals.  Use AVID and STEM strategies (inquiry and collaboration) to engage students in the learning process. Strategies may include philosophical chairs, Socratic seminars, Costa's levels of thinking, and Collaborative Study Groups.  Tiger Time Intervention period  Conduct professional development to build capacity around research-based math  instructional strategies (math vocabulary and use of visual aids and math manipulatives).  Targeted Focus Walks with feedback  Perform continuous progress monitoring |
| 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? |  |

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| **Previous Year’s Goal #3** | By the end of 2023-24 School year, decrease the number of students (127) receiving three or more office referrals by 3%. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | OnTrack discipline reports  Office referrals  ISS Days  OSS Days  PBIS data |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? |  |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | Followed PBIS framework.  Rewarded students for showing their Tapp PRIDE (Personal Best, Respect, Integrity, Determination, Effort).  Conducted weekly (every Monday) character education lesson schoolwide.  Provided tier 3 behavior students with additional character lessons. |

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| **Previous Year’s Goal #4** | By the end of the 2023-24 school year, decrease the number of students (112) scoring Level 1 (beginning learner) on the Science EOG assessment by 50%. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | GA Milestones EOG Data |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | Revisit standards for science practices using the Balanced Instructional Model.  Ensure that lessons are aligned to science priority standards and SIP goals.  Use AVID and STEM strategies (inquiry and collaboration) to engage students in the learning process. Strategies may include philosophical chairs, Socratic seminars, Costa's levels of thinking, and Collaborative Study Groups.  Tiger Time Intervention period  Conduct professional development to build capacity around research-based science  instructional strategies (science of reading-Focus notes and vocabulary instruction).  Targeted Focus Walks with feedback  Perform continuous progress monitoring |
| 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? |  |

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| **Previous Year’s Goal #5** | By the end of the 2023-24 school year, decrease the number of students (66) scoring Level 1 (beginning learner) on the Social Studies EOG assessment by 50%. |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | GA Milestones EOG Data |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | Revisiting standards for social studies practices using the Balanced Instructional Model.  Ensure that lessons are aligned to social studies priority standards and SIP goals.  Use AVID and STEM strategies (inquiry and collaboration) to engage students in the learning process. Strategies may include philosophical chairs, Socratic seminars, Costa's levels of thinking, and Collaborative Study Groups.  Tiger Time Intervention period  Conduct professional development to build capacity around research-based social studies  instructional strategies (levering literacy-window notes, split screen, memory box).  Targeted Focus Walks with feedback  Perform continuous progress monitoring |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? |  |

**Comprehensive Needs Assessment – Summary of Findings (Schoolwide)**

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| **Data** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | Tapp’s schoolwide (Tier1) reading classes that are used to enhance content area knowledge through the context of reading is a huge support for ELA which has helped with the following:   * Ideas * Usage * Reading Literary * 68% of our students are reading at or above grade-level * 76% of students score at Developing or higher on Milestones EOG.   68% of our students fall into the developing or higher category in the Vocabulary Acquisition EOG Domain.  57% of our students fall into the developing or higher category in the Reading Literary EOG Domain.  58% of our students fall into the developing or higher category in the Writing and Language EOG Domain.  63% of our students fall into the developing or higher category in the Writing EOG Domain.  57% of our students fall into the developing or higher category in the Language EOG Domain. | Writing and vocabulary usage and Key idea and details is a challenge. Followed by craft and structure.   * 48% of our students fall into the remediate learning category in the Reading and Vocabulary EOG Domain. * 49% of our students fall into the remediate learning category in the Key idea and details EOG Domain. * 46% of our students fall into the remediate learning category in the reading information EOG Domain. * 44% of our students fall into the remediate learning category in the Craft and Structure EOG Domain. | Milestones/EOG |
| **Math** | Math Inventory Schoolwide Data:  57% of our students (495 of 867) are proficient in math.  54% of our ELL students (94 of 174) are proficient in math.  27% of our SWD students (24 of 90) are proficient in math. | Math Inventory Schoolwide Data:  43% of our students (372 of 867) are below basic or basic in math.  46% of our ELL students (80 of 174) are below basic or basic in math.  73% of our SWD students (66 of 90) are below basic or basic in math. | MI Data |
| **Science** | * 32% are proficient or higher on Social Studies EOG * 55% are developing or higher on Science EOG * Energy and Motion domain   Matter-42% are developing or higher  Energy-55% are developing or higher  Motion-49% are developing or higher  Waves-43% are developing or higher  Force-44% are developing or higher | * Science teachers must be intentional about unpacking and teaching to the standards with fidelity * Teachers must do a better job of tiering their support groups * Matter, force, and Waves domain   Matter- 58% are beginner learners  Force-56% are beginner learners  Waves-57% are beginner learners | Milestones/EOG  **8th Grade (Only)** |
| **Social Studies** | * 35% are proficient or higher on Social Studies EOG * 74% are developing or higher on Social Studies EOG * Government and Geography   History -45% are developing or higher  Geography -48% are developing or higher  Government-50% are developing or higher  Economics -44% are developing or higher | * Social Studies teachers must be intentional about unpacking and teaching to the standards with fidelity * Teachers must do a better job of tiering their support groups * Economics and History domain   History –55% are beginner learners  Economics -56% are beginner learners | Milestones/EOG  **8th Grade (Only)** |
| **Discipline / School Climate Data** | * 68% of students had 0 office referrals * 86% of students had 0-2 referrals | * 14% of students had 3 or more referrals * Inconsistent student reward system | PBIS Discipline Portal |
| **Professional Learning**  What’s been provided?  What is the impact? | * Prioritize and Unpack Standards * AVID WICOR Strategies training * STEM/PBL * PD around craft and structure of the writing process (ELA (pre-writing and outlining) Reading (vocabulary such as word parts). * PD around * PD for ESOL teachers around identified CCSD ESOL strategies. | * All teachers need more professional development to provide students with engaging and rigors lessons. * SpEd, ESOL & GenEd teachers need more professional development to better serve our Els and SWDs |  |

**Comprehensive Needs Assessment – Summary of Findings (Student Groups)**

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| **Data** | **Student Groups** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Literacy has shown the most growth and ELL students are comparable with non-ELL students. Other strengths include:   * Ideas * Usage * Reading Literary   Teacher/Student relationships are strong | Reading on or above grade level  Sped- 59% reading on grade level or above  ELL-44% are below grade-level in reading.  Other challenges are:   * Writing * Language * Craft and structure (ELL) * Vocabulary (ELL) * Progress monitoring | EOG Lexile and Writing domains |
| **Math** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Math Inventory Schoolwide Data:  57% of our students (495 of 867) are proficient in math.  54% of our ELL students (94 of 174) are proficient in math.  27% of our SWD students (24 of 90) are proficient in math. | Math Inventory Schoolwide Data (Numeracy and math facts):  43% of our students (372 of 867) are below basic or basic in math.  46% of our ELL students (80 of 174) are below basic or basic in math.  73% of our SWD students (66 of 90) are below basic or basic in math. | Math Inventory |
| **Science** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Sped-NA  ELL-comparable with English speaking students   * Teachers advocate for students consistently by communicating with the SSA   Teacher/Student relationships are strong | Sped-27% are proficient or above  ELL-58% are proficient or above   * monitoring student progress data and revisiting IEPs in a timely manner * Carrying over goals from grade-level to grade-level to make instructional changes * Small group classes are large | Milestones/EOG |
| **Social Studies** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Sped-NA  ELL-comparable with English speaking students   * Teachers advocate for students consistently by communicating with the SSA   Teacher/Student relationships are strong | Sped- 35% are proficient and above  ELL- 56% are proficient and above   * monitoring student progress data and revisiting IEPs in a timely manner * Carrying over goals from grade-level to grade-level to make instructional changes * Small group classes are large | Milestones/EOG |
| **Discipline / School Climate Data** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | 91% of the ELL students had 0-2 office referrals  88% of the SWD students had 0-2 office referrals | N/A | CSIS Discipline Portal and PBIS data |
| **Professional Learning** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Monthly Sped meetings  AVID training  ELL training  STEM Training | * Consistent variations of co-teaching models | Lesson Plans  Observations  CCC Meetings |

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| **Statement of Concern #1** | Writing and vocabulary usage and Key idea and details is a challenge. Followed by craft and structure.  Data:  EOG Data: 188 students scored Level 1 in ELA EOG.   * 48% of our students fall into the remediate learning category in the Reading and Vocabulary EOG Domain. * 49% of our students fall into the remediate learning category in the Key idea and details EOG Domain. * 46% of our students fall into the remediate learning category in the reading information EOG Domain. * 44% of our students fall into the remediate learning category in the Craft and Structure EOG Domain. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Literacy gaps carried from elementary school are compounded for middle school students as the content and complexity of middle school standards only accelerate.  Students need more frequent feedback on their proficiency with responding to text. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of at home resources to support writing and reading education. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Students need to see the wide use of vocabulary terms across content areas (Tier II words along with Greek and Latin prefixes, suffixes, and root words). Inconsistent use of research-based best practices. |
| **Contributing Factors**  **(Outside of control)** | Student attendance, prior knowledge, rigorous curriculum  A limited group of students uses online learning platforms (Progress learning, CommonLit, IXL) to practice skills outside of school. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-25 SY, increase the percentage of students scoring proficiency or higher on the ELA EOG by 3%. |

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| **Statement of Concern #2** | Increase numeracy ability  MI Data:  Math Inventory Schoolwide Data (numeracy and math facts):  43% of our students (372 of 867) are below basic or basic in math.  46% of our ELL students (80 of 174) are below basic or basic in math.  73% of our SWD students (66 of 90) are below basic or basic in math. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Numeracy gaps carried from elementary school are compounded for middle school students as the content and complexity of middle school standards only accelerate. Students lack some foundational numeracy skills needed to show proficiency in middle grade math content. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Students receive intervention and support based on their assessment cut scores rather than on identified misconceptions or methods employed in problem-solving. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Inconsistent use of research-based best practices |
| **Contributing Factors**  **(Outside of control)** | Student attendance, prior knowledge, rigorous curriculum  A limited group of students uses online learning platforms (Progress learning, CommonLit, IXL) to practice skills outside of school. |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | By the end of the 2024-25 SY, increase the percentage of students scoring proficiency or higher on the MATH EOG by 3%. |

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| **School Improvement Goals**  ***Include goals on the parent compacts and policy*** | |
| **Goal #1** | By the end of the 2024-25 SY, increase the percentage of students (326) scoring proficiency or higher on the ELA EOG by 3%. |
| **Goal #2** | By the end of the 2024-25 SY, increase the percentage of students (495) scoring proficiency or higher on the MATH EOG by 3%. |

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| **Title I Personnel/Positions Hired to Support the School Improvement Goals**  *SWP Checklist 2.c(iv)* | | | |
| **Position** | **Supports Goal(s)** | **Supports which system(s)** | **How will the primary actions of this position support the implementation of the School Improvement Plan?** |
| Academic Coach | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The academic coach will work with all staff and specifically with new teachers to make sure effective teaching and learning is taking place. The academic coach will also work with the administrative team to support collaborative teams with the four questions of the Professional Learning Community (PLC) process. |
| Math Support Teacher | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The math support teacher will work with all grade-level students in a Tier 2 and Tier 3 capacity to ensure math proficiency. |
| Parent Facilitator | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The parent facilitator will serve as the liaison between the school, families, and other stakeholders. |

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| **GOAL #1** | By the end of the 2024-25 SY, increase the percentage of students (326) scoring proficiency or higher on the ELA EOG by 3%. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| 6th-8th Grade ELA teachers will implement literacy strategies to improve the craft and structure of the writing process during instruction as indicated by walkthrough data. | \*AVID/STEM Framework-  Through AVID and STEM, we will assist teachers/build teacher capacity with literacy strategies (WICOR) to improve students writing and reading proficiency in ELA. Through AVID and STEM math teachers will use structure for collaboration to engage and improve student math proficiency.  \*Write Score is a  standards-aligned assessments that allow teachers to help teachers pinpoint instruction and meet students' diverse literacy needs. This platform also provides teachers with instructional resources and student data reports. | Title 1 | August 2024 | **Implementation Performance Target:**  By December 2024, 100% of our ELA teachers will implement graphing organizers during pre-writing and outlining during writing instruction.  **Implementation Plan:**  Preplanning:  Provide professional development to support our School Improvement Plan.  STEM-Teachers will understand what STEM is and identify instructional strategies to be implemented and the data collection process.  AVID- Teachers will explore AVID’s Coaching and Certification Instrument (CCI) and discuss identified instructional strategies to be implemented and data collection (student samples).  TCs (CCC) process/Responding to Data: Teachers will recap questions 3 and 4 of the CCC process and interact with student data to make sound instructional decisions (remediate or enrich-differentiated instruction).  August:  Provide PD on Progress Learning. Teachers will attend a webinar titled Getting Started for Secondary Teachers (6-12). The webinar will provide an overview of the program components and allow teachers to ask questions.  Components:  Class set-up  Student accommodations  Student dashboard  Instructional Resources  Assignments and Assessments  Progress report  Action Plan for the 1st month  How to find help if you need it  September:   * Implement elements from August professional learning. * ELA teachers will implement explicit writing instruction daily. * Calibrate scoring using EOG writing rubric during TCs (CCC) or grade level.   October-December:   * TCs (CCC) will review and discuss student work that includes strategies to support craft and structure of the writing process. * Monthly walkthroughs with a focus on writing instruction.   **Artifacts:**   * Walkthrough forms * TC (CCC) Meeting Minutes * Grade level EOG writing Rubric * Student writing samples | **Evaluation Performance Target:**  Student engagement and writing proficiency will increase throughout each unit.  **Evaluation Plan:**   * ELA teachers will give writing assessments monthly. * Review data from Write Score and unit assessments. * TCs (CCC) will analyze rubric data monthly and select strategies to support deficits. * TCs (CCC) will identify writing trends across grade levels.   **Evidence:**   * Walkthrough data * Write Score assessment data * BEACON assessments * Unit Summative assessments data (rubric) | Administrators, Academic Coach, and  ELA teachers |
| 6th-8th Grade reading teachers will implement literacy strategies to improve reading and vocabulary acquisition during instruction as indicated by walkthrough data. | \*CommonLit-is a digital resource for teaching and learning literacy skills. It offers a wide selection of common-core standards-aligned reading as well as assessment tools.  \*AVID/STEM Framework-  Through AVID and STEM, we will assist teachers/build teacher capacity with literacy strategies (WICOR) to improve students writing and reading proficiency in ELA. Through AVID and STEM math teachers will use structure for collaboration to engage and improve student math proficiency. | Title 1 | August 2024 | **Implementation Performance Target:**  By December 2024, 100% of our reading teachers will implement analyzing text structure and vocabulary strategies  during reading instruction.  **Implementation Plan:**  Preplanning:  Provide professional development to support our School Improvement Plan.  STEM-Teachers will understand what STEM is and identify instructional strategies to be implemented and the data collection process.  AVID- Teachers will explore AVID’s Coaching and Certification Instrument (CCI) and discuss identified instructional strategies to be implemented and data collection (student samples).  TCs (CCC) process/Responding to Data: Teachers will recap questions 3 and 4 of the CCC process and interact with student data to make sound instructional decisions (remediate or enrich-differentiated instruction).  August:  Provide PD on Progress Learning. Teachers will attend a webinar titled Getting Started for Secondary Teachers (6-12). The webinar will provide an overview of the program components and allow teachers to ask questions.  Components:  Class set-up  Student accommodations  Student dashboard  Instructional Resources  Assignments and Assessments  Progress report  Action Plan for the 1st month  How to find help if you need it  September:   * Implement elements from August professional learning. * Reading teachers will implement explicit reading and vocabulary instruction daily. * Calibrate scoring using EOG reading rubric during TCs (CCC) or grade level.   October-December:   * TCs (CCC) will review and discuss student work that includes strategies to support reading and vocabulary instruction of the reading process. * Monthly walkthroughs with a focus on reading and vocabulary instruction.   **Artifacts:**   * Walkthrough forms * TC (CCC) Meeting Minutes * Grade level EOG reading Rubric | **Evaluation Performance Target:**  Student engagement and reading proficiency will increase throughout each unit.  **Evaluation Plan:**   * Reading teachers will give reading assessments monthly. * Review data from CommonLit and unit assessments. * TCs (CCC) will analyze rubric data monthly and select strategies to support deficits. * TCs (CCC) will identify reading trends across grade levels.   **Evidence:**   * Walkthrough data * CommonLit assessment data * BEACON assessments * Unit Summative assessments data (rubric) | Administrators, Academic Coach, and  reading teachers |

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| **GOAL #2** | By the end of the 2024-25 SY, increase the percentage of students (495) scoring proficiency or higher on the MATH EOG by 3%. | | | | | |
| **Action Step(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Start Date** | **How will the action step be implemented and monitored?**  **What artifacts will be collected to demonstrate implementation?**  *SWP Checklist 3.a* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.a* | **People Responsible** |
| 6th-8th Grade math teachers will implement numeracy instructional strategies to improve reasoning with expressions and equations during instruction as indicated by walkthrough and summative data. | \*AVID/STEM Framework-  Through AVID and STEM, we will assist teachers/build teacher capacity with literacy strategies (WICOR) to improve students writing and reading proficiency in ELA. Through AVID and STEM math teachers will use structure for collaboration to engage and improve student math proficiency. \*IXL provides a personalized learning experience for students. It is also designed to help students develop skills and master them. IXL's curriculum, assessments, and analytics tools can help teachers differentiate instruction and provide insights into individual students and their class as a whole.  \*Progress Leaning helps teachers make their lessons more data-driven allowing them to better plan and adapt their lessons.  It is designed to adapt to individual learning needs, and help teachers track student progress towards mastery of standards. | Title 1 | August 2024 | **Implementation Performance Target:**  By December 2024, 100% of math teachers will implement math vocabulary, visual aids, problem-solving strategies, and math manipulatives during math instruction.  **Implementation Plan:**  Preplanning:  Provide professional development to support our School Improvement Plan.  STEM-Teachers will understand what STEM is and identify instructional strategies to be implemented and the data collection process.  AVID- Teachers will explore AVID’s Coaching and Certification Instrument (CCI) and discuss identified instructional strategies to be implemented and data collection (student samples).  TCs (CCC) process/Responding to Data: Teachers will recap questions 3 and 4 of the CCC process and interact with student data to make sound instructional decisions (remediate or enrich-differentiated instruction).  August:  Provide PD on Progress Learning. Teachers will attend a webinar titled Getting Started for Secondary Teachers (6-12). The webinar will provide an overview of the program components and allow teachers to ask questions.  Components:  Class set-up  Student accommodations  Student dashboard  Instructional Resources  Assignments and Assessments  Progress report  Action Plan for the 1st month  How to find help if you need it  September:   * Implement elements from August professional learning. * Math teachers will implement explicit math vocabulary and numeracy instruction daily. * Calibrate scoring using EOG math rubric during TCs (CCC) or grade level.   October-December:   * TCs (CCC) will review and discuss student work that includes strategies to support math vocabulary and numeracy instruction in the math process. * Monthly walkthroughs with a focus on math instruction.   **Artifacts:**   * Walkthrough forms * TC (CCC) Meeting Minutes * Grade level EOG math rubric * Student math problem solving samples | **Evaluation Performance Target:**  Student engagement and math proficiency will increase.  **Evaluation Plan:**   * Math teachers will give math assessments monthly. * Review data from IXL, Progress Learning, and unit assessments. * TCs (CCC) will analyze rubric data monthly and select strategies to support deficits. * TCs (CCC) will identify math (numeracy) trends across grade levels.   **Evidence:**   * Walkthrough data * Progress Learning data * IXL assessment data * BEACON assessments * Unit Summative assessments data | Administrators, Academic Coach, and  Math Teachers |

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| **Actions to Assist Student Groups in Meeting School Improvement Goals** | | | |
| **Student Group(s)**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)* | **Action steps to improve/support achievement of student groups** | **Resources** | **Funding Source** |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Intentional and targeted professional development for Sped and ELL teachers | PD Sessions  SSA | Title 1 |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Focused monitoring for student progress | ESOL Teacher  SWD teachers | Title 1 |

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| **Family Engagement Plan to Support School Improvement *(Required Components)*** | | | |
| **Family Engagement Activities (Must be listed in the school policy)** | **Date(s) Scheduled** | **Date Completed** | **“Shall” Standard(s) Addressed** |
| ***1. Required*** Annual Title I Meeting – **Deadline September 29, 2024**  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. | 8/13/24 & 8/15/24 |  | 1  4  2  5  3  6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method) –  **Deadline October 31, 2024**  ­Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds. | 10/14/24 thru 10/17/24 |  | 1  4  2  5  3  6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) –  **Deadline April 29, 2025**  ­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. | 4/22/25 |  | 1  4  2  5  3  6 |
| ***4. Required*** FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)  Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  Deadlines: PL#1 **9/22/23** | PL#2 **12/8/23** | PL#3 **2/16/24** | PL#4 **4/29/24** | 9/12/24 |  | 1  4  2  5  3  6 |
| 12/3/24 |  |
| 2/6/25 |  |
| 4/10/25 |  |
| ***5. Required*** Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. **Briefly describe the transition activities here:**  **Rising 9th Grade Night – Families at Tapp – McEachern Staff**  **Rising 6th Grade Night – Families at Tapp** | 11/5/24  3/27/25 |  | 1  4  2  5  3  6 |
| ***6. Required***: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d* | ***List documents translated for parents:***  *Policy*  *Compact*  *Event Flyers* | | 1  4  2  5  3  6 |

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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)**  *SWP Checklist 5.e* | **Date** | **How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.** | **Team Lead** |
| PRIDE  Personal Best  Respect  Integrity  Determination  Effort | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with the Mayor of Powder Springs and the Teachers at Tapp | Title 1 FACE Funds | 10/10/24  11/14/24  1/9/25  3/13/25  4/17/25 | **Teachers select students who exhibit the criteria celebrated. Mayor’s Office provides lesson on the letter being celebrated.** | Parent Facilitator |
| Black History Family Night | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with Families and Staff | Title 1 FACE Funds | 2/29/25 | the Journey Through the Standards: A Celebration of the Past and Present. | Parent Facilitator & Chorus Director |
| STEAM Family Day | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with Fine Arts, STEM, Families, Stakeholders and Staff | Title 1 FACE Funds | 5/3/25 | Fine Arts and STEM activities shared and showcased through the entire day. Community will share time and talent. | Parent Facilitator, Fine Arts Team |
| Community Resource Fair | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with Community resources & Staff | Title 1 FACE Funds | 9/19/24 | Community will share multitude of resources for our families to use for the betterment of their students. | Tapp Together Team & Parent Facilitator |
| Family Engagement Support Forums with Fine Arts Partnership:  Principal Talks  Counselor Talks  Math & ELA Strategies  CTLS & Parentvue Support | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with Families, Stakeholders and Staff | Title 1 FACE Funds | 10/10/24 10/24/2410/29/2411/12/24 11/21/24 12/5/24 12/10/24 12/12/24 12/16/24 12/18/24 | Staff & Community provide Lessons and strategies to support families and students. | Parent Facilitator |
| Hispanic Heritage Family Event | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with Families, Stakeholders and Staff | Title 1 FACE Funds | 10/3/24 | Staff & Community provide Lessons and strategies to support families and students. | Academic Coach & Parent Facilitator |
| Poetry Slam | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4  Goal 5 | Partnership with Students, Staff and Families | Title 1 FACE Funds | 3/26/25 | Staff & students work together to share with families. | ELA & Parent Facilitator |

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

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

(#14 in list of “shalls” and “mays”)

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| **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**: This plan was created with all the State and District initiatives in mind. We will utilize Read 180, CommonLit, and IXL when appropriate during our intervention time. We also adopted the Balanced Literacy Framework. This will allow us to focus on reading and writing in all our classes. |
| **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 school utilizes the PLC framework for our instructional framework. Subject areas collaborate every Tuesday and grade-levels collaborate every Thursday. Subject areas are required to implement a common formative assessment cycle during each unit of study. Lastly, we have quarterly data meeting where we analyze grade and assessment data. |
| 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**: We utilize student quarterly grade data, common assessment data, benchmark assessment scores, and the GA Milestone end-of-the-year data as our effectiveness measures. |
| 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**: As we receive data, we will continue to make changes as needed to our plan. |
| **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**: We have tiered our supports academically and behaviorally. Tiered supports include, AVID strategies, STEM strategies, student success strategies, and the PLC instructional framework. |
| 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**: We have created our professional development plan for the school year. It focuses on growing the staff’s knowledge in the following areas: writing, reading, inquiry, problem-based learning, rigor, student behavior, classroom management, and student-centered classrooms. |
| 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**: High School provides an Elective Fair at High School for families to attend and learn more about school opportunities.  2nd High Schools Staff Visit the Middle School with Families in attendance to discuss getting ready for High school.  3rd Rising 6th Grade families visit Middle School to hear more about what they need to do together to get ready for 6th Grade.  We will host a rising 6th Grade Camp before the 2024-25 school year starts. |
| 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* |