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| **School Improvement Action Plan**     |  |  | | --- | --- | | **School Year:** | **2024-2025** | | **School Name:** | **Clay-Harmony Leland** | | **Principal Name:** | **Angela Manning** | | **Date Submitted:** | **June 30, 2024** | | **Revision Dates:** | **September 23, 2024** | |

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| *District Name* | | Cobb County School District |
| *School Name* | | Clay-Harmony Leland |
| *Team Lead* | | Angela Manning |
| *Position* | | Principal |
| *Email* | | Angela.Manning@cobbk12.org |
| *Phone* | | 770-819-0736 |
| **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: Clay-Harmony Leland sought and included advice from stakeholders through surveys, and meetings. Input was also solicited through verbal conversations. |

**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): | May 21, 2024 and June 11, 2024 |

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| --- | --- | --- |
| **Position/Role** | **Printed Name** | **Signature** |
| Principal | Angela Manning |  |
| Assistant Principal | Kevin O’meara |  |
| Assistant Principal | Dr. Reisha McKinney |  |
| Instructional Coach | Jennifer Hughes |  |
| Instructional Coach | Dr. Candis Ervin |  |
| Instructional Coach | Lashonda Tutt |  |
| Instructional Coach | Dr. Danielle Hickerson |  |
| Instructional Coach | Kelly Riggins |  |
| Parent | Chauncey Kelsey |  |
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**Comprehensive Needs Assessment Evaluation of Goal(s)**

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

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

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| **Previous Year’s Goal #1** | By the end of the 2023-2024 school year, the percentage of students in grades K-5 scoring proficient and/or advanced on the Math Inventory (MI) will increase from 57% (414 students) to 65% (472 students). |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | 66% of our students in grades K-5 scores proficient or advanced on the Math Inventory - 587/898 students |
| **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? | The goal was exceeded by one percentage point. Utilizing manipulatives during instruction and teacher collaboration to develop instructional plans contributed to success of the goal. |

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| **Previous Year’s Goal #2** | In Kindergarten-Second Grade, 80% of the students within each classroom will score proficient or distinguished on the Early Literacy end of quarter assessments given in quarters 2 through 4. (Kindergarten Students 110; First Grade Students 115: Second Grade Students 128)  In Third Grade 50% of the students will score proficient or distinguished on each grade-level ELA reading interim assessment given in quarters 2 through 4. 75 Students of 149  In Fourth and Fifth Grades 40% of the students will score proficient or distinguished on each grade-level ELA reading interim assessment given in quarters 2 through 4.  Fourth Grade:53 Students of 132  Fifth Grade: 63 Students of 158 |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | Students scoring proficient or distinguished on the Early Literacy End of Quarter Assessments   |  |  |  |  | | --- | --- | --- | --- | |  | Q2 | Q3 | Q4 | | K | 75% 105/140 | 80%  113/141 | 86%  122/142 | | 1st | 76%  107/141 | 68%  96/141 | 84%  103/122 | | 2nd | 76%  123/162 | 70%  111/158 | 73%  110/150 |   Students scoring proficient or distinguished on ELA reading Interim Assessment     |  |  |  |  | | --- | --- | --- | --- | |  | Q2 | Q3 | Q4 | | 3rd | 22%  31/140 | 33%  46/139 | 47%  67/142 | | 4th | 41%  51/124 | 30%  37/12 | 17%  20/118 | | 5th | 53%  81/152 | unavailable | 40%  50/124 | |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | * More consistency in classroom observations to ensure consistent/effective implementation of spelling and small group phonics lessons in grades K-2 could be implemented * More consistency in classroom observations to ensure consistent/effective implementation of the Science of Reading instructional strategies could be implemented |
| 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 the 2023-2024 school year, the number of students in grades 3-5 scoring proficient and distinguished on the Writing subtest of the GA Milestones Assessment will increase from 28% (118 students) to 40% (176 students). |
| **Was the goal met?  YES  NO** | |
| What data supports the outcome of the goal? | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2024 Writing Milestones Data**  **5th Grade** | | | | | |  | **Below** | **Approaching** | **Met** | **Genre** | | Writing and Language Domain Achievement  OVERALL SCORE | 35%  56/162 | 15%  25/162 | 50%  81/162 | 86 Info  76 Opinion | | Writing Domain | 30%  48/162 | 23%  37/162 | 48%  77/162 |  | | Language Domain | 30%  48/162 | 26%  42/162 | 44%  72/162 |  | | **2024 Writing Milestones Data**  **4th Grade**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Below** | **Approaching** | **Met** | **Genre** | | Writing and Language Domain Achievement  OVERALL SCORE | 54%  69/127 | 18%  23/127 | 28%  35/1277 | 60 Info  67 Opinion | | Writing Domain | 53%  67/127 | 17%  21/127 | 31%  39/127 |  | | Language Domain | 50%  61/127 | 29%  37/127 | 21%  26/127 |  |   **2024 Writing Milestones Data**  **3rd Grade** | | | | | |  | **Below** | **Approaching** | **Met** | **Genre** | | Writing and Language Domain Achievement  OVERALL SCORE | 54%  78/145 | 20%  29/145 | 26%  38/145 | 63 Info  82 Opin | | Writing Domain | 49%  73/149 | 26%  37/145 | 24%  35/145 |  | | Language Domain | 54%  79/145 | 27%  39/145 | 19%  27/145 |  | | **All Grades** | **Below** | **Approaching** | **Met** |  | | Writing and Language Domain Achievement  OVERALL SCORE | 203/434  48% | 77/434  18% | 154/434  35% |  | | Writing Domain | 188/434  43% | 95/434  22% | 151/434  35% |  | | Language Domain | 188/434  43% | 118/434  27% | 125/434  29% |  | |  |  |  |  |  | |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | * Extend collaborative scoring to third grade, so scoring is consistent and more accurate in grades 3-5 * Implement vocabulary strategies in grades to strengthen the language domain in grades 3-5 * Increase the consistency in delivery of writing instruction |
| 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)** Section 1114(b)(1)(A)

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| **Data** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | 5th Writing  5th Language  Overall Reading  Phonics in grades K-2 | 3rd & 4th Grade Writing  3rd & 4th Grade Language | **Writing Overall EOG**  5th 50% Met  4th 28% Met  3rd 26% Met  **Writing Domain**  5th 48%  4th 31%  3rd 24%  **Language Domain EOG**  5th 44% Met  4th 21 Met  3rd 19 Met  **EOG On & Above Reading**  5th 75%  4th 60%  3rd 64%  **EOG Level 2-4**  5th 81%  4th 76%  3rd 66%  ELF End of Quarter Assess |
| **Math** | 1st Grade: 70% proficient/advanced  5th Grade: 70% proficient/advanced | 3rd Grade: 50% proficient/advanced | 66% of our students in grades K-5 scores proficient or advanced on the Math Inventory - 587/898 students |
| **Science** | 5th - 9/172 students had an F in Q4  4th – 3/133 students had an F in Q4 | 5th grade Earth, Physical and Life Science | **EOG**  Level 1- 71 43%  Level 2- 37 22%  Level 3- 47 28%  Level 4- 11 6%  Earth Science Level 2-4: 46%  Physical Science Level 2-4: 46%  Life Science Level 2-4 : 44% |
| **Social Studies** | 5th – 4/172 students had an F in Q4  4th – 8/133 students had an F in Q4 |  |  |
| **Discipline / School Climate Data** | 16% of violations were physical altercations  7 students have 2 or more policy violations for physical altercations | 25% of policy violations were class disruption – 9 students make up 69% of these incidents (70/75 occurrences were by males)  21% of policy violations were insubordination -9 students make up 69% of these incidents (70/75 occurrences were by males) (51/61 occurrences were by males) | CSIS |
| **Professional Learning**  What’s been provided?  What is the impact? | Collaborative scoring in grades 4-5 – this led to a significant increase in EOG writing scores for 5th grade – results in 4th grade did see as large of an increase due to all ELA teachers being new to Cobb  Phonics training in 3rd grade – teachers were better able to address the needs of students that require phonics instruction in 3rd grade  Math Standards in all grades – teachers became more proficient in interpreting the math standards and utilizing the district’s math resources  ELL Strategies : A select group of teachers learned strategies for students receiving ELL services – this training helped teachers deliver instruction in ways to increase student language acquisition |  | Writing Overall EOG  5th 50% Met  4th 28% Met  3rd 26% Met  Writing Domain  5th 48%  4th 31%  3rd 24%  Language Domain EOG  5th 44% Met  4th 21 Met  3rd 19 Met  66% of our students in grades K-5 scores proficient or advanced on the Math Inventory - 587/898 students- this is an increase from 57% proficient and advanced last year  20 students exited ELL based on Access Scores  22.5% of ELL students scores 4.0-4.9 on Access  3.9% of ELL students scores 5.0-6.0 |
| **Other** |  |  |  |

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

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| **Data** | **Student Groups** | **Strengths** | **Concerns** | **Multiple Data Sources** |
| **ELA** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | 48% of all students scored at or above grade level | Less than 50% of all student groups scored in Level 3-4 | 2024 Milestones  44% of Black students scores Level 3-4  34% of Hispanic students scored Level 3-4  12% of ELL students scored Level 3-4  11% of SWDs scored Level 3-4 |
| **Math** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | More than 50% of Black and Hispanic students scored Level 3-4 | ELL and SWDs scores significantly lower than Black students | 2024 Math Inventory  65% of Back students scored proficient/advanced  62% of Hispanic students scored proficient/advanced  52% of ELLs scored proficient/advanced  33% of SWDs scored proficient/advanced |
| **Science** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  | All student groups had fewer than 50% of students score in Level 3 and 4 | 2024 Milestones  36% Black students scored Level 3-4  26% of Hispanic students scored Level 3-4  15% of ELL students scored Level 3-4  19% of SWDs scored Level 3-4 |
| **Social Studies** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |
| **Discipline / School Climate Data** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  | About 1/3 of the physical altercation violations were committed by students with disabilities  Over half of class disruptions and insubordination violations were committed by students with disabilities | CSIS Discipline Reports  35% Physical altercation violations were committed by students with disabilities  60% of class disruptions and insubordination violations were committed by students with disabilities |
| **Professional Learning** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | 100% of staff completed the Newcomers Ellevation Module  100% of Special Education Teachers participated in specialized instruction training |  | Ellevation Reports  SPED training sign-in sheets |
| **Other** | Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | 20 students exited ELL based on Access Scores |  | ACCESS Reports |

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| **Statement of Concern #1** | Lack of consistent implementation of evidence-based practices in math instruction. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Inconsistent implementation of evidence-based practices presented during professional development due to inconsistent math classroom observations. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Lack of teacher observation feedback regarding the implementation of evidence-based practices in math instruction. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
| **Contributing Factors**  **(Outside of control)** | None |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | Grades 1-2: The percentage of students in grades 1-2 scoring on or above grade level in math will increase from 65% (182 students) to 70% (196 students) as measured by Beacon.  Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (175 students) to 48% (206 students) as measured by the 2024 – 2025 Milestones. |

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| **Statement of Concern #2** | A significant number of students in grades 3-5 are not demonstrating proficiency of ELA standards. |
| **Root Cause #1 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | All teachers need ongoing training with delivering language and vocabulary instruction. |
| **Root Cause #2 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Third and fourth grade teachers need PL on how to effectively teach and score compositional writing. |
| **Root Cause #3 - (Within control)**  **Impacts which system(s):**  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Fifth grade teachers need to continue to improve the effectiveness teaching and scoring compositional writing. |
| **Contributing Factors**  **(Outside of control)** |  |
| ***Goal***  ***Specific, Measurable, Achievable, Relevant, Timebound*** | K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 48% (210 students) to 56% (244 students) as measured by Amira.  3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 44% (192 students) to 50% (227 students) as measured by the 2024-2025 Milestones. |

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| **School Improvement Goals** | |
| **Goal #1** | Grades 1-2: The percentage of students in grades 1-2 scoring on or above grade level in math will increase from 65% (182 students) to 70% (196 students) as measured by Beacon.  Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (175 students) to 48% (206 students) as measured by the 2024 – 2025 Milestones. |
| **Goal #2** | K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 48% (210 students) to 56% (244 students) as measured by Amira.  3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 44% (192 students) to 50% (227 students) as measured by the 2024-2025 Milestones. |

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| **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?** |
| Teacher | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Title I funded teachers will deliver instruction in the areas of math and ELA using evidence-based strategies ELA to improve the performance of students performing below grade level. |
| Paraprofessional | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | Title I funded Paraprofessionals will reinforce evidence-based strategies in the areas of math and ELA to improve the performance of students performing below grade level. |
| Parent Facilitator | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement | The Parent Facilitator plans and coordinates parental involvement opportunities and provides parental involvement training for staff members. She operates the Parent Resource Room and the food pantry. She facilitates the creation of the Parent Compact and other required Title I documents and facilitates the completion of Title I paperwork. |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |

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| **GOAL #1** | Grades 1-2: The percentage of students in grades 1-2 scoring on or above grade level in math will increase from 65% (182 students) to 70% (196 students) as measured by Beacon.  Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (175 students) to 48% (206 students) as measured by the 2024 – 2025 Milestones. | | | | | | |
| **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 34 CFR § 200.26* | **How will the action step be evaluated for impact?**  **What evidence will be collected to demonstrate impact?**  *SWP Checklist 3.b 34 CFR § 200.26* | **People Responsible** |
| 1. 100% of math teachers will participate in professional learning sessions, 1-2 times per month, to learn accountable talk and the 5 practices from July 2024 to December 2024 and will be measured by monthly classroom observation. |  |  | **July 2024**  **Aug. 2024**  **Sept. 2024**  **Nov. 2024**  **Dec. 2024** | **Implementation Performance Target:**  100% of teachers will participate in evidence-based math practices in math professional development.  **Implementation Plan**:  Teachers will participate in professional development to review math instructional rituals and routines.  Teachers will participate in professional development to learn about accountable talk.  Teachers will participate in professional development to learn about the 5 Practices.  Teachers will participate in professional development to learn to anticipate student misconceptions.  Teachers will participate in a professional development Q&A/review session on anticipating student misconceptions, accountable talk and the 5 Practices.  **Artifacts:** PL agenda, teacher sign-in sheets, observation form | **Evaluation Performance Target:**  An administrator will review sign-in sheets to confirm 100% attendance of Math professional learning sessions.  **Evaluation plan:**  An administrator will review sign-in sheets to confirm 100% attendance of Math professional learning sessions.  Classroom observations will be conducted in August, September, October and November to ensure teachers are implementing what they learned in professional development  **Evidence:** classroom observations, common assessments and Beacon | Teachers, Instructional Coaches and Administrators |
| 1. 100% of math teachers will plan weekly for differentiated instruction by identifying skill gaps and grouping students according to those skill gaps to provide differentiated instruction that meets the needs of individual learners as measured by classroom observation. |  |  | **Oct 2024** | **Implementation Performance Target:**  100% of math teachers will adjust small groups by unit.  **Implementation Plan:**  Math teachers will participate in professional learning to identify skills gaps.  **Artifacts:** classroom observation form, lesson plans | **Evaluation Performance Target:**   1. 100% of math lesson plans will be reviewed weekly. 2. 100% of math classrooms will be observed during small group instruction.   **Evaluation plan:**  Teacher lesson plans will be reviewed to ensure small groups change and lessons are differentiated.  Classroom observations will be conducted to ensure small group lessons are differentiated.  **Evidence:** observation data, common assessments, and Beacon | Instructional Coaches and Administrators |

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| **GOAL #2** | K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 48% (210 students) to 56% (244 students) as measured by Amira.  3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 44% (192 students) to 50% (227 students) as measured by the 2024-2025 Milestones. | | | | | | |
| **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** |
| 1. 100 % of ELA teachers in grades K-2 will engage in professional learning twice a month from September 2024 to May 2025 to enhance early literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) instructional practices based on the Science of Reading and Structured Literacy Research. 2. 100% of 3rd and 4th grade ELA teachers will participate in professional learning 1-2 times per month, from August 2024 to December 2024, on how to conduct and use collaborative scoring writing data to inform instruction. 3. 100% of 5th grade ELA teachers will effectively plan once a week for differentiated, small group instruction by identifying skill gaps in language and grouping students according to those skill gaps to provide more adequate instruction that meets the needs of individual learners. | TBD as planning for professional learning begins | Title I | **Sept. 2024**    **Aug. 2024**    **Sept. 2024**  **Sept. 2024 – Dec 2024** | **Implementation Performance Target:**  100% of ELA teachers in grades K-2 will engage in professional learning twice a month during planning time on a scheduled CCC meeting day.  **Implementation Plan:**  Teachers will consistently provide instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension instructional routines during the 120 minutes uninterrupted literacy block.  **Artifacts:** PL agendas, sign-in sheets, lesson plans  **Implementation Performance Target:**  100% of ELA teachers in grades 3-4 will participate in professional learning to learn how to collaborative score writing and calibrate expectations.  **Implementation Plan:**  Teachers will participate in professional development to learn about collaborative scoring.  **Artifacts**: sign-in sheets, PD agenda  **Implementation Performance Target:**  100% of 5th grade ELA teachers will participate in professional learning to learn how to identifying skill gaps in language and grouping students according to those skill gaps to plan small group instruction  **Implementation Plan:**  Teachers will participate in professional development to learn about vocabulary and language structure.  **Implementation Plan:**  5th grade teachers collaborate in weekly CCCs with the ELA Instructional Coach to plan based small groups based on student skill gaps | **Evaluation Performance Target:**  100% of K-2 ELA classroom teachers will be observed in October and December of 2024 and February and March of 2025 to evaluate the level of instructional enhancement as related to the evidence-based practices correlated to the Science of Reading and Structured Literacy research.  **Evaluation plan:**  Classroom observations will be conducted to ensure teachers are implementing what is taught during professional learning with fidelity.  **Evidence:** Data from classroom observations and Amira and Beacon Assessment Data  **Evaluation Performance Target:**  An administrator will review sign-in sheets to confirm 100% attendance of ELA professional learning sessions.  **Evaluation Plan**:  An administrator will review sign-in sheets to confirm 100% attendance of ELA professional learning sessions.  **Evidence**: observation data  **Evaluation Performance Target:**  An administrator will review sign-in sheets to confirm 100% attendance of ELA professional learning sessions.  **Evaluation Plan:**  Review sign-in sheets  **Evaluation Plan:**  Lesson plans will be monitored and feedback provided | Instructional Coaches, teachers, administrators |

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| **Actions to Support 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 | Student use of iReady to address gaps in learning | iReady software | N/A |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Teachers will provide free after-school tutoring to select students demonstrating academic needs. | Teachers and Instructional Coaches | Title I Funds |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant | Two staff members completed the ELL Endorsement Course this year. Four teachers will begin the course this year. These teachers will use what they learn to improve the performance of students receiving ELL services.  Teachers use Ellevation to implement effective strategies to support students receiving ELL services. | Teacher Collaboration Time | N/A |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |
| Econ. Disadvantaged  English Learners  Special Ed.  Foster/Homeless  Race / Ethnicity  Migrant |  |  |  |

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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  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. | 8/29/24 |  | 1  4  2  5  3  6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method) – Deadline  ­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. | 10/15/24 |  | 1  4  2  5  3  6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) – Deadline  ­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. | 4/24/24 |  | 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 | PL#2 | PL#3 | PL#4 | 8/19/24 |  | 1  4  2  5  3  6 |
| 10/14/24 |  |
| 1/16/25 |  |
| 3/3/25 |  |
| ***5. Required*** Transition Activities for parents of 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**  Fifth grade parents will be invited to attend an information session at Betty Gray Middle School and Lindley Middle School. Parents of incoming kindergarten students will be invited to attend informational meetings about kindergarten Fifth-grade parents will be invited to an information session at Betty Gray Middle School and Lindley Middle School, and parents of incoming kindergarten students will be invited to n. |  |  | 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:*** | | 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** |
| Parents will be invited to participate in a Parent EOG Night to provide information about Milestones Testing.  Parents will utilize the DRC Insight website so they can experience what their students will see during testing. | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | EOG information packets, refreshments | Title I |  | Parents will sign in at the event. Parents will complete a survey to evaluate the effectiveness of the event.  Data: survey results  Artifacts: Parent survey, sign-in sheet | Tutt and Hughes |
| Families will be invited to participate in a Math and ELA night to provide information about activities parents can engage in with their children to support math and literacy standards. | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | Math and ELA games/activities, refreshments | Title I |  | Parents will sign in at the event. Parents will complete a survey to evaluate the effectiveness of the event.  Data: survey results  Artifacts: Parent survey, sign-in sheet | Tutt, Hughes, Ervin and Hickerson |
|  | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 |  |  |  |  |  |

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

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

(#14 in list of “shalls” and “mays”)

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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**:  The School Improvement Plan for Clay-Harmony Leland Elementary School was developed in conjunction with other Federal service such as the federally funded nutrition program, State services such as the Early Intervention Program (EIP), and district funding that supports classroom instruction. Our school also utilizes the Early Literacy Framework in grades K-2, utilizes Imagine Learning and, Ellevation and will begin using iReady this year. Four staff members are participating in the ELL Endorsement. Six teachers are LETRS trained and support students using their learning. Our SIP is based on the needs of our students and fosters parent and community involvement. |
| **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 a 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**: Clay-Harmony Leland regularly monitors the implementation and results of the plan by reviewing the artifacts and evidence consistently. The school monitors the results of the following assessments: Amira, Beacon, Next Steps Guided Reading, Early Literacy Framework and writing assessments quarterly. We also monitor common assessment data monthly. Milestones results are reviewed annually. |
| 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:** Clay-Harmony Leland determines if the schoolwide program has been effective by reviewing the assessment data and tracking student growth. Each grade level records quarterly reading, writing and math data on a spreadsheet. Each student’s score is monitored from one quarter to the next to monitor improvement. Students on Tier 2 and Tier 3 (typically the lowest performing students) also monitored progress on their RTI goals. |
| 9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)* |
| **SCHOOL RESPONSE**: If the action steps taken do not yield marked improvement at end of the first semester, the team will determine the cause and reassess student and teacher needs. Changes may be made in action steps, monitoring, or support. |
| **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**: Students that are not making adequate progress with Tier 1 instruction will be considered for Tier 2 interventions. The classroom teacher and RTI Coordinator will review student data and determine if Tier 2 support is needed. If the student is performing two or more levels below the average performance of students in that grade level or the results of Amira categorize a student as at risk, the student will receive Tier 2 interventions. Strategies to address the deficits will be developed by the RTI team. The teacher will implement the strategies and record the students’ progress monitoring data. If the student is not making progress, the strategy will be adjusted. If the student still does make adequate growth, the student will receive Tier 3 interventions (more frequent/intensive intervention). If adequate progress is still not made, the student may be referred for an evaluation to determine if they qualify for special education services. The Tier progress is fluid, meaning students can receive any level of support as needed. |
| 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**: Teachers participate in periodic professional development sessions in ELA and math conducted by Instructional Coaches. They also participate in professional development regarding professional learning communities. Teachers also participate in training provided by the district at least twice annually. Paraprofessionals and teachers participate in Parent Engagement training as well. |
| 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**: Pre-school students are invited to experience part of the day in a kindergarten classroom. The students are also invited to participate in Kindergarten Camp over the summer. Fifth grade students visit Betty Gray Middle School and Lindley Middle School and participate in an information session provided by school counselors and administration. Parents of fifth graders are also invited to the middle schools for an information session. |
| 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* |