



School Improvement Action Plan



School Year:	2024-2025
School Name:	Varner Elementary School
Principal Name:	Althea Singletary
Date Submitted:	June 17, 2024
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Varner Elementary
<i>Team Lead</i>	Charlie Eaddy
<i>Position</i>	Assistant Principal
<i>Email</i>	Charlie.Eaddy@cobbk12.org
<i>Phone</i>	770-222-3775

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: The plan was developed with input from teachers and staff and the Parent Advisory Council (PAC).

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s): 5-14-2024		
CIP Teacher	Michele DiGiovine	M. Di. Diovine
ESOL Teacher	Anna King	Anna King
SPED Teacher/parent	Katie Wright	Kathleen Wright
Gifted Teacher	Laurie Mendenhall	Laurie Mendenhall
5 th Grade Teacher	Kimberly Hansbrough	Kimberly Hansbrough
5 th grade teacher	Emily Cunningham	Emily Cunningham
180/44 Teacher	Kathryn Davies	K. Davies
Position/Role	Printed Name	Signature

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	N/A
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	N/A
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
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?	N/A

<p>Previous Year's Goal #2</p>	<p>N/A</p>
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>N/A</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>N/A</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>N/A</p>

Previous Year's Goal #3	N/A
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	N/A
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
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?	N/A

Previous Year's Goal #4	N/A
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	N/A
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
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?	N/A

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

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<ul style="list-style-type: none"> • Implementation of weekly collaborative-team planning • Targeted skill -based Intervention Block to close ELA grade-level gaps • Increased student performance in advanced/proficient on the RI in the Fall of 2023 from 40% (211 students) to 65 % (342 students) in the Spring of 2024 • Percentage of students scoring in the Below Basic category on the RI in the Fall of 2023 decreased from 60% (311 students) to 35% (182 students) in the Spring of 2024. 	<ul style="list-style-type: none"> • 20% (104 students) and 15% (78 students) are performing basic or below basic on the RI based on the Spring 2024 RI proficiency report • Teacher fidelity of creating common assessments to address skill gaps and learning needs. • Limited vertical alignment of teaching needs among grade levels • Vocabulary acquisition • Percentage of students reading below grade level is less than 40% 	<ul style="list-style-type: none"> • Reading Inventory • CCC Grade Level Data • Grade Level Formative Assessments • Interim Assessments
<p align="center">Math</p>	<ul style="list-style-type: none"> • Math EIP Support/ Instruction • Student average growth is 132 points or higher for each grade level • Student Spring performance in the Below Basic range decreased to 20% or less on MI in grade K-5 	<ul style="list-style-type: none"> • Inconsistent common teaching progression practices are known throughout the school • Student transference of number sense and fact fluency across multiple grade levels • Use strategies to determine appropriate strategies needed to correctly solve word problems • Limited “Struggle Time” available for students to manipulate and use multiple strategies to solve multi-tiered mathematical problems 	<ul style="list-style-type: none"> • Math Inventory • CCC Grade Level Data • Grade Level Formative/ Summative Assessments • Report Cards • Interim Assessments
<p align="center">Science</p>	<ul style="list-style-type: none"> • There are 37.4% of students are at proficient or above. • STEM is integrated in the curriculum throughout all content areas. 	<ul style="list-style-type: none"> • Properly using the STEM elements as part of the daily process of instruction. • 62.6% (77 students) of 5th grade students scored at Level 1-2 	<ul style="list-style-type: none"> • EOGs • CCC minutes

Social Studies	<ul style="list-style-type: none"> Schoolwide integration of standards and global awareness Utilization of CTLS student resources 	<ul style="list-style-type: none"> Limited instructional time Teacher collaboration on priority standards and best practices implementation 	<ul style="list-style-type: none"> CCC minutes School Survey
Discipline / School Climate Data	<ul style="list-style-type: none"> There is a school-wide discipline matrix that supports teachers and students. The disciplinary infractions at our school are some of lowest in the district on levels 2 and 3. 	<ul style="list-style-type: none"> There is a need to use the discipline matrix with fidelity. There is a need to review matrix procedures and expectations with new teachers. 	<ul style="list-style-type: none"> Local school discipline tracker. District school portal.
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> There is a focus on STEM professional learning to provide insight on expectations and implementation. 	<ul style="list-style-type: none"> More professional learning is needed on how to use the resources available at our school focused on STEM. 	<ul style="list-style-type: none"> School survey on STEM comfort.
Other			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Only 8 students out of 68 had negative or no growth on ACCESS. Only two students had negative growth. 54% of ELs are moving more than one band 68% of ELs were at/above reading level - Milestones EOG 	<ul style="list-style-type: none"> Time for in-depth multiple- small group daily strategy groups Team collaborative unit planning time Student proficiency in decoding, vocabulary, transference and comprehension of complex text and interpretive skills 	<ul style="list-style-type: none"> Milestones ACCESS EOG Interim Reading Inventory GAA

		<ul style="list-style-type: none"> • 65 % (340 students) performed at or above proficient on Spring RI • Increased use of digital in-class resources 		
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • The percentage of EL students scoring basic and above increased in the Spring testing cycle • The percentage of students scoring proficient and above incrementally increased during the three testing cycles from 59% to 67% 	<ul style="list-style-type: none"> • Known PL needs for teachers • Common math language and mathematical progression across grade levels • Using multiple strategies to correctly solve and explain word problems. • Fact fluency and number sense SWD students scoring 1.7/4 in Number and Operations (EOG) 	<ul style="list-style-type: none"> • Math Inventory • Interim Assessments • EOGs • Grade Level Formative Assessment Data
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Science content is integrated throughout the curriculum • Innovation and STEM Lab priorities science content and standards for all grade levels 	<ul style="list-style-type: none"> • 39% of African American (48 of 77) students performed at level 1-2 • 2.4 % of Hispanic (3 students) performed at level 3-4 • Limited higher level DOK daily examples 	<ul style="list-style-type: none"> • EOGs • Grade Level Formative Assessment Data
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Students experience integrated Real-World applications into units of study • The use of anchor charts help support content for students 	<ul style="list-style-type: none"> • Limited resources available for students aligned to priority standards • Teachers need PL of best practices to teach Social Studies 	<ul style="list-style-type: none"> • Grade Level Formative Assessment Data • CCC minutes
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Schoolwide discipline infractions rank significantly lower as compared to district statistics 	<ul style="list-style-type: none"> • There was an increase from 70 (22-23) to 115 (23-24) student infractions. Increase of 44 disciplinary infractions • Consistent use of Discipline Matrix 	<ul style="list-style-type: none"> • Discipline portal • School Discipline Tracker

Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	Students lack reading stamina and interpretive and literal comprehension skills on grade level and advanced texts
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Lack of consistent instructional practices across all grade levels
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Limited vocabulary and background knowledge of content for students in K-5 grade.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Complexity of text varies by grade level and class.
Contributing Factors (Outside of control)	Students are not encouraged to consistently practice reading skills and acquire needed vocabulary skills
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p>The percentage of students scoring at or above grade level for grades K - 2 will increase from 25.2% (81 students) to 30.2% (97 students) as measured by the 2024 - 2025 spring Amira screening results.</p> <p>The percentage of students in grades 3 – 5 scoring proficient and distinguished will increase from 37% (146 students) to 42% (166 students) as measured by the 2024 - 2025 EOG ELA Assessment.</p>

Statement of Concern #2	The ability of students to correctly solve mathematical problems with fidelity by using research-based strategies.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Common practices and expectations are unclear among grade levels. Students' deficits in reading comprehension negatively impacts student growth on grade level standards.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Consistent and systematic implementation of math strategies for teaching number sense (K-2) and math fact fluency (3-5) based on conceptual understanding is needed.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Appropriate rigor and exposure to advanced mathematical problems consistently across the grade levels
Contributing Factors (Outside of control)	Students are not consistently encouraged to practice fact fluency, use mathematical vocabulary, and independently solve math problems using identified and taught skills and strategies.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	<p>The percentage of K - 2 students scoring a rating of Prepared (Quantile) score will increase 5% points from August 2024 assessment to the Spring 2025 assessment as measured by the Beacon universal screener results.</p> <p>The percentage of students in grades 3 - 5 scoring proficient and distinguished will increase from 37% (146 students) to 42% (166 students) as measured by the 2024-205 EOG Math Assessment.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	The percentage of students scoring at or above grade level for grades K - 2 will increase from 25.2% (81 students) to 30.2% (97 students) as measured by the 2024 - 2025 spring Amira screening results.
	The percentage of students in grades 3 – 5 scoring proficient and distinguished will increase from 37% (146 students) to 42% (166 students) as measured by the 2024 - 2025 EOG ELA Assessment.
Goal #2	The percentage of K - 2 students scoring a rating of Prepared (Quantile) score will increase 5% points from August 2024 assessment to the Spring 2025 assessment as measured by the Beacon universal screener results.
	The percentage of students in grades 3 - 5 scoring proficient and distinguished will increase from 37% (146 students) to 42% (166 students) as measured by the 2024-2025 EOG Math Assessment.

The percentage of K-2 students scoring in the gaining ground range will increase from 40% (173) to 50% (216) as measured by the spring 2025 Amira assessment.

The percentage of students in grades 3-5 reading on grade level will increase from 59% (258) -65% (285), as measured by the spring 2025 EOG ELA assessment.

The percentage of students in grades K-2 scoring prepared will increase from 30% (130) -40% (173), as measured by the spring Math Beacon assessment.

The percentage of students in grades 3-5 scoring Level 3 will increase from 23% (101) to 30% (131) as measured by the spring 2025 EOG math assessment.

The percentage of students in grades 3-5 scoring level 3 will increase from 26% (110) to 35% (148) as measured by the spring 2025 EOG ELA assessment.

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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will support students through the action steps as part of the reduced class sized.
Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	This position will support students through the action steps who need additional support as measured by iReady and common assessments.

<p style="text-align: center;">GOAL #1</p>	<p>The percentage of students scoring at or above grade level for grades K - 2 will increase from 25.2% (81 students) to 30.2% (97 students) as measured by the 2024 - 2025 spring Amira screening results.</p> <p>The percentage of students in grades 3 – 5 scoring proficient and distinguished will increase from 37% (146 students) to 42% (166 students) as measured by the 2024 - 2025 EOG ELA Assessment.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Grades 2 – 5 teachers will use CTLS to create common formative assessments that include DOK 2 and 3 questions as evidence by revised assessments.</p>	<p>Digital text Class reading sets Guided Reading Resources Laptops Ipads i-Ready</p>	<p>Title I Funds</p>	<p>August 1, 2024</p>	<p>Implementation Performance Target: 100% of teachers will use DOK level 2 and 3 questions to create assessments</p> <p>Implementation Plan: Preplanning:</p> <ul style="list-style-type: none"> PL on developing quality common assessments <p>August:</p> <ul style="list-style-type: none"> PL on using CTLS to create common formative assessments <p>September:</p> <ul style="list-style-type: none"> CCC to create DOK 2 and 3 questions for assessment CCC to create lesson plans aligned to the assessments <p>October through December:</p>	<p>Evaluation Performance Target: By January 2025, 75% of students will demonstrate proficiency on common formative assessments with DOK 2 and 3 levels</p> <p>Evaluation plan: Beginning in January Administer Assessments using the DOK 2 and 3 level questions</p> <p>CCC will analyze the assessment results</p> <p>Evidence: Assessment Data</p>	<p>School Admin Instructional Coach K-2 Team Leads</p>

				<ul style="list-style-type: none"> Walkthroughs- Monthly to focus on fidelity of DOK levels during instruction <p>Artifacts:</p> <ul style="list-style-type: none"> Revised Grade level common assessments Walkthrough form 		
K – 1 grade teachers will implement phonemic awareness strategies as evidence by reading readiness scores on Benchmark assessments	CTLS Phonics Resources i-Ready Phonics Wall (K-1)Vocabulary Umbrella Laptops		August 1	<p>Implementation Performance Target: 100 % of teachers will collaborate during grade level planning to select a phonemic awareness strategy for implementation monthly</p> <p>Implementation Plan:</p> <p>Pre-Planning</p> <ul style="list-style-type: none"> PL on various phonemic awareness strategies <p>August-December</p> <ul style="list-style-type: none"> Teachers will identify a phonemic awareness strategy to implement for each month per CCC minutes CCC develop lesson incorporating the identified strategy to use for instruction. CCC debrief on the effectiveness of the strategy. 	<p>Evaluation Performance Target: 75% of K-1 students will reach 80% proficiency as evidenced on ELF</p> <p>Evaluation plan: Use CTLS to administer ELF according to ELF administration cycles and debrief on results</p> <p>Evidence: ELF Data growth (Beacon)</p>	School Admin Reading Support Specialist K-1 Team Leads

				Artifacts: <ul style="list-style-type: none"> • CCC minutes 		
GOAL #2	<p>The percentage of K - 2 students scoring a rating of Prepared (Quantile) score will increase from 36% (117 students) to 41% (133 students) as measured by the 2024-2025 spring Beacon universal screener results.</p> <p>The percentage of students in grades 3 - 5 scoring proficient and distinguished will increase from 37% (146 students) to 42% (166 students) as measured by the 2024-205 EOG Math Assessment.</p>					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Grades K-2 teachers will use (grade level appropriate) graphic organizers to model how to correctly solve and explain higher order math problems as evidenced of student work	Digital Math Stories i-Ready Priority Standards Vocabulary Umbrella Laptops CTLS Math Manipulatives	Title I Funding	August 2024	<p>Implementation Performance Target: 100% of teachers will use grade-level math graphic organizers.</p> <p>Implementation Plan: Preplanning:</p> <ul style="list-style-type: none"> • PL-Grade level appropriate Graphic organizers <p>August</p> <ul style="list-style-type: none"> • Teams create graphic organizers for higher order math problems <p>September - December</p> <ul style="list-style-type: none"> • Implement use of graphic organizers • Review of student work using graphic organizers 	<p>Evaluation Performance Target: 75 % of K-2 students are showing improvement on common assessment that include higher order math problems</p> <p>Evaluation plan Students participate in common formative assessments that include higher order math problems</p> <p>Teachers analyze data to determine how students perform on higher order math problem items</p> <p>Evidence:</p>	School Admin Instructional Specialist K-5 Team Leads

				<p>Artifacts:</p> <ul style="list-style-type: none"> • Grade level graphic organizer • Student work samples 	Common assessment data specific to higher order math problems.	
Grades 3-5 teachers will implement real-world problems during math instruction that enhance higher order thinking skills as evidenced by walkthrough data				<p>Implementation Performance Target: 100% of teachers will use collaboratively developed real world problems during math instruction weekly</p> <p>Implementation Plan:</p> <p>August</p> <ul style="list-style-type: none"> • PL on using CTLS to identify real world math problems with lessons <p>August – September</p> <ul style="list-style-type: none"> • Create math lessons with real world math problems • Implement the use of CTLS for developing 1st quarter assessment that have at least one real world math problem that enhance higher order thinking skills <p>October</p> <ul style="list-style-type: none"> • Walkthroughs to focus on math instruction that include real world math problems 	<p>Evaluation Performance Target:</p> <p>75 % of 3-5 grade students are showing improvement in higher order thinking skills on common assessment that include real world math problems</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Students participate in common formative assessments that include real world math problems • Teachers analyze data to determine how students perform on higher order thinking skills <p>Evidence:</p> <ul style="list-style-type: none"> • Walkthrough data • Common assessment data specific to higher order thinking skills 	

				Artifacts: <ul style="list-style-type: none"> • Walkthrough form • Common formative assessments 		
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Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>ESOL support to increase proficiency in ELA and Math. Provide additional small group instruction; ESOL teachers collaborate with General Education teachers to plan for and provide differentiated instruction.</p> <p>ESOL support staff provides consistent communication with parents to assist students. The staff identifies target areas of need for students and provides this information to parents.</p>	LETRS specific strategies, Instructional materials Student school supplies	Title I Local School Funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Provide additional differentiated small group instruction. The use of unique curriculum supports the instructional gaps for students.</p> <p>Review student group data to ensure all students are making progress and revise instructional strategies as needed.</p> <p>The use of GAA data to focus on IEP goals and use trend data for use of the curriculum.</p>	Instructional materials - Unique Student school supplies	Title I Local School

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 30, 2024</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/5/2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/15-18/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	3/6/2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</u></p>	9/3/2024		
	11/5/2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	3/3/2025		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	4/1/2025		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here: New Kindergarten students and parents will visit the school to take a tour and experience a typical day in the life of a kindergartener at Varner. Fifth grade students will take a tour with teachers, counselors and administrators through TAPP Middle School’s campus to experience a typical day of a sixth-grade student.</u></p>	4/25/2025 4/17/2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p> <p>The school will request assistance and interpreters for school events such as Parent/Teacher conferences, RTI meetings, IEP meetings, and PTA meetings via the International Welcome Center and bilingual district staff availability.</p>		<p><u>List documents translated for parents:</u> School CTLS communications Compact School Newsletters School Policies (upon request)</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

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

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Parents will meet for a testing prep workshop for understanding readiness for IOWA, COGAT, ACCESS and Milestones	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	GA Online Resources DRC Online Resources	Title I	September, April	Sign-In Sheets Surveys	Parent Facilitator, Instructional Specialist
Building reading stamina competition on each grade level	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Grade Level Reading Resources CTLS Digital Resources	Title I	Once a month all year	Monthly Awards List Student Digital Reading Logs/Time Stamp	Parent Facilitator, Instruction Specialist, Administrators
Make and Take Family Workshops on holiday activities in November – Literacy Make and Take Family Workshop on holiday activities in December- Math/STEM	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	CTLS Resources Grade-level Resources ELA/ Reading Resources	Title I	November December	Sign-In Sheets Surveys Reading Packets Math Packets	Parent Facilitator, Instructional Specialist, Administrators

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

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

School Improvement Plan Required Questions

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

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

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

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

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

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

SCHOOL RESPONSE:

This plan was developed using the input acquired during meetings with parents, staff, and community stakeholders. Meetings were held to inform stakeholders of the strengths and areas of need for Varner Elementary. Feedback from those meetings were used to develop the plan being presented.

Varner Elementary will integrate state and local funds and community support in several ways. Title II will provide professional development support for staff. Title III will provide language proficiency support. Varner will utilize district-extended funds for continued support of our students struggling to meet state standards. Community Partners will provide volunteers and support for our parent-nights. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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: Varner Elementary will regularly monitor the schoolwide plan through weekly CCC meetings with each grade level team as well as with the leadership team. Collaborative sessions will include a review of school-wide, grade specific, and student specific goals and progress toward meeting those goals. This will occur through a structure data team process including the use of SMART goals and progress monitoring processes. Insufficient progress will lead to a determination of root causes and the development of an action plan for professional development, differentiation, and adjustments in practices for instructional staff, academic coaches, and administrators. Much of the progress monitoring will also take place as part of the MTSS meetings with teachers, SSA, administrators, families, and the MTSS facilitator.

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: Success in increasing the achievement of students in meeting standards is determined using CCSD district assessments. More frequent monitoring occurs using local school assessments including running records, teacher created assessments, and graded student work. Data conversations take place weekly during CCC, RTI, and SPOT meetings. SMART goals are set for student growth and progress. Progress monitoring aids in determining if students are meeting targets or not. Corresponding instructional practices including RTI interventions, differentiated/scaffolded instruction, and the Varner’s intervention blocks are evaluated and adjusted when students are not making continual progress toward meeting SMART goals. Successful practices are celebrated and incorporated for future student support.

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: Varner’s CCCs, SPOT, and PAC will include a review as scheduled in the Title I plan as well as on a quarterly basis. Teams will review goals and triangulate data from assessments, and other sources as results are available. Teams will determine if student growth is evident or if student progress is not taking place. Based on the assessment results, the team will determine if the plan needs to be revised or if we will stay the course with practices being implemented.

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: Our schoolwide plan and student needs will be monitored, and action plans will be developed using the MTSS. As student data becomes available from the local school, district, and state assessments, data team meetings will be conducted. MTSS meetings will take place monthly for progress monitoring, the development or review of interventions will take place, and recommendations for student services such as EIP support and special education will occur.

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: **Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art,

science, math and physical education)

At Varner, teachers will participate in weekly CCC meetings. Meetings will be focused on data analysis, instructional planning, and intervention action plan development. Additionally, teachers will be provided with on-going professional learning with a focus on our school-wide goals related to reading, math, and writing. Support for teachers will also include modeled lessons, support with district resources, and support in planning and assessment development.

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: Spring visits/school tours for incoming Kindergarten students

-Prospective kindergarten student/parent orientation in May and August

-Orientation and shadow days for rising 6th grade students. Our 5th graders visit Tapp Middle School and have a chance to ask questions, get a tour of the school, meet middle school staff, and speak with established middle school students.

-Family meeting with Varner and middle school staff to discuss middle school course offerings, student and family support programs, student needs during the transition; registration for classes, etc.

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

SCHOOL RESPONSE:

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

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