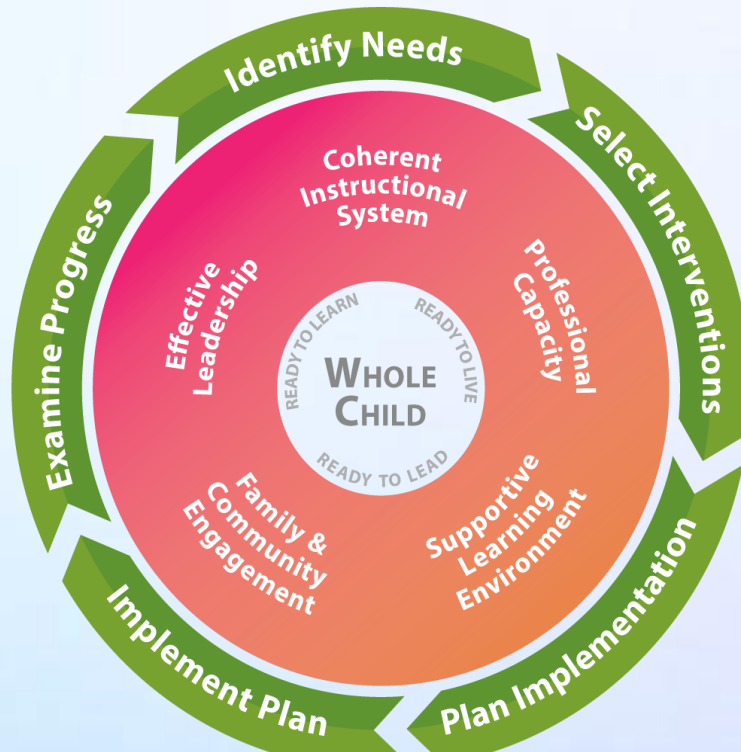




# School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: East Cobb Middle School

Date Submitted: 06-25-2021

Date(s) Revised: 8/12/2021



# TITLE I

ASSESS. ACHIEVE. SUCCEED.



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## COHERENT INSTRUCTIONAL SYSTEM

**GOAL #1** We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 20% from August 2021- May 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Teachers will incorporate USA Test Prep into lessons as a means to analyze student strengths and weaknesses in literacy.	Title I	08/02/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Impact:</b> Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI, Touchstones	<b>Teachers</b> Academic Coach Admin
2. Teachers will incorporate Flocabulary using visual and auditory information to encourage discussion and writing across the curriculum, especially within informational writing.	Title I	08/02/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Impact:</b> Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Teachers</b> Academic Coach Admin
3. Use District required resource (Springboard) with fidelity.	Title I	08/02/2021	<b>Implementation:</b> Academic Coach and Content Coordinator will monitor usage quarterly and debrief with Admin. <b>Impact:</b> Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, Touchstones, RI	<b>Teachers</b> Academic Coach Admin
4. Implement Flexible Learning Time that has dedicated Independent Reading days to include dedicated time for vocabulary instruction and resources.	Title I	08/02/2021	<b>Implementation:</b> Academic Coach and Admin will monitor and discuss implementation quarterly. <b>Impact:</b> Content Coordinators will discuss the impact FLT/Independent Reading and modify as needed. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Teachers</b> Academic Coach Admin
5. Incorporate use of Thinking Maps across all content areas with a writing focus.	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	<b>Teachers</b> Academic Coach Admin
6. Incorporate STEAM into literacy instruction with the support of our STEAM committee	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed.	<b>Teachers</b> Academic Coach Admin



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			<b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	
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**TITLE I**

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**EFFECTIVE LEADERSHIP**

GOAL #1	<b>We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 20% from August 2021-May 2022.</b>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Employ Academic Coach to provide teacher training and model quality teaching strategies.	Title I	07/26/2021	<b>Implementation:</b> Submit Title I annual budget for July 2021 hire  <b>Artifacts/Evidence:</b> RI, Iowa, Unit Assessments	<b>Administration</b>
2. Employ Read 180 Support Teacher	Title I	07/26/2021	<b>Implementation:</b> Submit Title I annual budget for July 2021 hire  <b>Artifacts/Evidence:</b> RI, Iowa, Unit Assessments	<b>Administration</b>
3. Admin will designate and protect Tuesdays and Fridays for collaboration, Professional development and data dissemination.	Title I Local Funds	07/26/2021	<b>Implementation:</b> Provide collaboration schedule for each week beginning August 2, 2021; Attend weekly CCC's  <b>Artifacts/Evidence:</b> RI, Iowa, Unit Assessments	<b>Administration</b> Academic Coach
4. Set usage expectations of literacy resources (USA Test Prep, and Flocabulary) for students in need of reteaching.	Title I	07/29/2021	<b>Implementation:</b> Provide usage expectations in CCC's Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Formative and Summative Assessments; Usage Reports	<b>Administration</b> Academic Coach
5. Set expectation of Independent Reading during Flexible Learning Time.	Title I	07/29/2021	<b>Implementation:</b> Provide schedule for weekly Independent Reading; Monitor with Walkthrough Observations <b>Artifacts/Evidence:</b> Formative and Summative Assessments	<b>Administration</b>
6. Set usage expectations of Thinking Maps in conjunction with district required resources (Springboard)	Title I	07/29/2021	<b>Implementation:</b> Provide schedule for Thinking Maps usage; Monitor with Walkthrough Observations and Lesson Plans <b>Artifacts/Evidence:</b> Formative and Summative Assessments	<b>Administration</b> Academic Coach



**TITLE I**

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**PROFESSIONAL CAPACITY**

**GOAL #1** We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 20% from August 2021-May 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Academic Coach and designated staff will provide support and training of staff on resources such as Thinking Maps, content vocabulary development, writing, and effective strategies for classroom use as well as implementation of Lexile leveled reading content.	Title I	07/26/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Administration</b> Academic Coach Teacher Leaders
2. Teachers and administration will attend ESEA Conference Content, ELL, and SEL Conferences, grade level meetings, and potential collaboration days in their subject areas that emphasize Literacy (vocabulary) strategies and pedagogy.	Title I	07/26/2021	<b>Implementation:</b> Academic Coach, Teachers, and Admin will attend conferences, grade level meetings and collaborations and redeliver to staff <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Administration</b> Academic Coach Teachers
3. Academic Coach will facilitate with feeder elementary and high schools to collaborate and plan for vertical alignment.	Title I	08/23/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Academic Coach</b> Teachers
4. Academic Coach in collaboration with District Coaches will provide training and support of vocabulary strategies and District required resources.	Title I	07/26/2021	<b>Implementation:</b> Academic Coach will attend trainings and redeliver to staff <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Academic Coach</b>
5. Staff will attend conferences to increase the use of effective strategies (Title I ESEA, TBD based on need)	Title I/ CCSD	07/26/2021	<b>Implementation:</b> Academic Coach, Teachers, and Admin will attend conferences and redeliver to staff <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Administration</b> Academic Coach Teachers
6. New Teacher Institute acclimate teachers new to the building and profession	CCSD	07/29/2021	<b>Implementation:</b> Admin, Academic Coach, and Teacher Leaders will facilitate trainings with new teachers.	<b>Administration</b> Academic Coach Teacher Leaders



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			<b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	
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**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL #1** We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 20% from August 2021-May 2022.

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1. Students will be placed in Read 180 classes that support individual needs based on Reading Inventory and Milestones Lexiles	Title I	07/26/2021	<b>Implementation:</b> Admin will select students within the lowest Lexile band for placement in Read 180 <b>Impact:</b> Student Lexile scores will be monitored Fall, Winter, Spring with placement adjusted accordingly. <b>Artifacts/Evidence:</b> Reading Inventory and Milestones Lexile Scores	<b>Administration</b> Read 180 Teachers
2. Morning tutorial provided by content teachers (volunteer) offered to all students	CCSD	08/02/2021	<b>Implementation:</b> Beginning week of August 9, 2021, students will attend morning tutorial sessions. <b>Impact:</b> Monitored weekly for implementation and attendance <b>Artifacts/Evidence:</b> RI, Formative and Summative Assessments	<b>Teachers</b>
3. Implement focused Literacy remediation during the instructional day.	Local School Title I	08/02/2021	<b>Implementation:</b> : Beginning week of August 9, 2021, students will receive remediation based on Lexile during instruction. <b>Impact:</b> Monitored weekly for implementation <b>Artifacts/Evidence:</b> Reading Inventory and Milestones Lexile Scores	<b>Teachers</b> Academic Coach
			<b>Implementation:</b> <b>Impact:</b> <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b> <b>Impact:</b> <b>Artifacts/Evidence:</b>	



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**FAMILY AND COMMUNITY ENGAGEMENT**

**GOAL #1** We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 20% from August 2021-May 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Reading and vocabulary strategies and resources updated weekly on teacher blogs	Title I	08/02/2021	<p><b>Implementation:</b> Beginning August 9, 2021, Teachers will provide strategies and resources on the weekly blog.</p> <p><b>Artifacts/Evidence:</b> Weekly monitoring of teacher blogs</p>	<b>Teachers</b> Admin
2. All staff will participate and host Family Literacy and International Nights to welcome and celebrate diverse family and community members	Title I	August 2021  March 2022	<p><b>Implementation:</b> Beginning August 2021 March 2022, Academic Coach and Parent Facilitator will collaborate to outline Family Nights activities. Teachers will incorporate creating activities in weekly lesson plans</p> <p><b>Artifacts/Evidence:</b> Parent surveys, parent participation, teacher blogs</p>	<b>Academic Coach</b> Parent Facilitator Admin Teachers
3. Parents will be invited to Tech Talk Night to participate in the fundamentals of ParentVue; Blackboard, USA Test prep, IXL, and Reading Inventory	Title I	September 2021	<p><b>Implementation:</b> Academic Coach, TTIS, and Parent Facilitator collaborate to provide and present to Parents information and strategies to support and access technology</p> <p><b>Artifacts/Evidence:</b> Observations, Sign in Sheets, Parent Surveys</p>	<b>Academic Coach</b> TTIS Parent Facilitator
4. Parents will be invited to "Shadow Your Student Day".	Title I	November 2021	<p><b>Implementation:</b> Parents are invited to spend ½ day experiencing life as their student during the school day.</p> <p><b>Artifacts/Evidence:</b> Sign in Sheets</p>	<b>Communication s Committee</b> Admin Teachers Parent Facilitator
5. . Teachers will provide Blogs that contain student expectations, strategies, and school information	CCSD	08/02/2021	<p><b>Implementation:</b> Teachers will provide strategies and resources on the weekly blog.</p> <p><b>Artifacts/Evidence:</b> Weekly monitoring</p>	<b>Teachers</b>





# TITLE I

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STUDENT GROUPS					
Goal #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 20% from August 2021-May 2022.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>Method for Monitoring Implementation/Impact</li> <li>Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lead (bold)</li> <li>Support</li> </ul>	
Economically Disadvantaged	We provide the necessary resources to overcome economic barriers	Title I Local School	08/02/2021	<b>Implementation/Impact:</b> Students are provided resources i.e. supplies, strategies to overcome economic barriers to instruction <b>Artifacts/Evidence:</b> Formative and Summative assessments	<b>Admin</b> Teachers Academic Coach
English Learners	Incorporate researched-based EL strategies into all lessons i.e. translation apps, scaffolding, and visual references  Schedule students in EL classes	Local School Title I Title III	08/02/2021	<b>Implementation/Impact:</b> July 2021 students scheduled into EL classes; Teachers receive training and strategies to incorporate into lessons  <b>Artifacts/Evidence:</b> Observations, Lesson Plans, formative and Summative Assessments	<b>Teachers</b> Admin
Race / Ethnicity	We use our data to monitor student group performance	Local School	08/02/2021	<b>Implementation/Impact:</b> Analyze data to provide scaffolding and support  <b>Artifacts/Evidence:</b> Formative and Summative Assessments	<b>Teachers</b> Admin Academic Coach
Foster and Homeless	Counselor/Social Worker provide resources and support as needed	Local School Title I	07/26/2021	<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	<b>Counselors/Social Worker</b>
Migrant	Counselor/Social Worker provide resources and support as needed	Local School Title I	07/26/2021	<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	<b>Counselors/Social Worker</b>
Students with Disabilities	Implement Read 180/System 44 into small group reading instruction	Title I Local School	08/02/2021	<b>Implementation/Impact:</b> Small group teachers utilize Read 180/System 44 for reading instruction  <b>Artifacts/Evidence:</b> Lesson Plans	<b>Teachers</b>



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**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #2** We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2021-May 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Continued implementation and support of Number Talks in all mathematics classrooms.	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	<b>Teachers</b> Academic Coach Admin
2. Teachers will incorporate Gizmos, Inq-ITS , IXL, USA Test Prep, and Flocabulary to analyze student strengths and weaknesses, provide hands on learning, and interactive experiences.	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	<b>Teachers</b> Academic Coach Admin
3. Continued implementation and support of Thinking Maps	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	<b>Teachers</b> Academic Coach Admin
4. Continued implementation of 360 classrooms in all math classes	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	<b>Teachers</b> Academic Coach Admin
5. Incorporate STEAM into math instruction with the support of our STEAM committee	Title I	08/02/2021	<b>Implementation:</b> Admin and Academic Coach will monitor usage weekly. <b>Impact:</b> : Each grade level will discuss the impact of strategies during weekly CCC’s reviewing usage and assessment data and modify practice as needed. <b>Artifacts/Evidence:</b> Observation and Weekly Lesson Plans	<b>Teachers</b> Academic Coach Admin



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**EFFECTIVE LEADERSHIP**

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1. Hire Math Connections Teacher to provide additional math support through the connections rotation for identified students.	Title I	07/26/2021	<b>Implementation:</b> Submit Title I annual budget for July 2021 hire  <b>Artifacts/Evidence:</b> MI, Iowa, Unit Assessments	<b>Administration</b>
2. Employ Academic Coach to provide teacher training and model quality teaching strategies	Title I	07/26/2021	<b>Implementation:</b> Submit Title I annual budget for July 2021 hire  <b>Artifacts/Evidence:</b> MI, Iowa, Unit Assessments	<b>Administration</b>
3. Set usage expectations of math resources (USA Test Prep, Gizmos, Waggle, and Flocabulary) for students in need of reteaching.	Title I	08/02/2021	<b>Implementation:</b> Provide usage expectations in CCC's Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Formative and Summative Assessments; Usage Reports	<b>Administration</b> Academic Coach
4. Set expectations and provide resources for 360 classrooms	Title I	07/26/2021	<b>Implementation:</b> Provide usage expectations in CCC's Monitor usage quarterly through observations, and lesson plans  <b>Artifacts/Evidence:</b> Formative and Summative Assessments; Usage Reports	<b>Administration</b> Academic Coach
5. Admin will designate and protect Tuesdays and Fridays for collaboration, Professional development and data dissemination.	CCSD/Title I	07/26/2021	<b>Implementation:</b> Provide collaboration schedule for each week beginning August 2, 2021; Attend weekly CCC's  <b>Artifacts/Evidence:</b> MI, Iowa, Unit Assessments	<b>Administration</b> Academic Coach



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PROFESSIONAL CAPACITY				
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1. Academic Coach will provide support of Number Talks, math strategies and software programs	Title I	08/02/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Admin</b>
2. Redelivery of strategies, resources, and best practices from Title I Math Meetings	Title I	08/02/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI :	<b>Academic Coach</b>
3. Academic Coach will provide trainings and support of 360 Classrooms.	Title I	08/02/2021	<b>Implementation:</b> Academic Coach will monitor usage monthly and debrief with Admin. <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Academic Coach</b> Teachers
4. Teachers and administration will attend ESEA Conference Content, ELL, and SEL Conferences, grade level meetings, and potential collaboration days in their subject areas that emphasize Math strategies and pedagogy.	Title I	07/26/2021	<b>Implementation:</b> Academic Coach, Teachers, and Admin will attend conferences, grade level meetings and collaborations and redeliver to staff <b>Artifacts/Evidence:</b> Formative and Summative Assessments, RI	<b>Administration</b> Academic Coach Teachers
5. New Teacher Institute acclimate teachers new to the building and profession	CCSD	08/02/2021	<b>Implementation:</b> Admin, Academic Coach, and Teacher Leaders will facilitate trainings with new teachers.  <b>Artifacts/Evidence:</b> MI, Formative and Summative Assessments	Admin Academic Coach <b>Teacher Leaders</b>



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**SUPPORTIVE LEARNING ENVIRONMENT**

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1. Schedule Math Connections classes for students with deficient skills as determined by the Universal Screener, Common Assessments, and the Milestones EOG and will incorporate DreamBox Program into lessons for reteaching and learning support.	Title I	07/26/2021	<p><b>Implementation:</b> Admin will select students within the lowest Quartile band for placement in Math Connections</p> <p><b>Impact:</b> Student Quantile scores will be monitored Fall, Winter, Spring with placement adjusted accordingly.</p> <p><b>Artifacts/Evidence:</b> Math Inventory and Milestones Lexile Scores</p>	<b>Admin</b> Math Connections Teachers
2. Morning tutorial provided by content teachers (volunteer) offered to all students	CCSD	08/02/2021	<p><b>Implementation:</b> Beginning week of August 9, 2021, students will attend morning tutorial sessions.</p> <p><b>Impact:</b> Monitored weekly for implementation and attendance</p> <p><b>Artifacts/Evidence:</b> RI, Formative and Summative Assessments</p>	<b>Teachers</b>
3. Implement focused Literacy remediation during the instructional day.	Local School Title I	08/02/2021	<p><b>Implementation:</b> : Beginning week of August 9, 2021, students will receive remediation based on Lexile during instruction.</p> <p><b>Impact:</b> Monitored weekly for implementation</p> <p><b>Artifacts/Evidence:</b> Reading Inventory and Milestones Lexile Scores</p>	<b>Teachers</b> Academic Coach
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	



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**FAMILY AND COMMUNITY ENGAGEMENT**

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1. All staff will participate and host Math and Science Night to welcome family and community members, using Hands- on activities to demonstrate the application of the curriculum.	Title I	03/ 2022	<b>Implementation:</b> Beginning January 2022, Academic Coach and Parent Facilitator will collaborate to outline Family Nights activities. Teachers will incorporate creating activities in weekly lesson plans  <b>Artifacts/Evidence:</b> Parent surveys, parent participation, teacher blogs	<b>Academic Coach</b> Parent Facilitator Admin Teachers
2. Workshops, Flyers/brochures with Math resources, websites, etc. available in Parent Resource room	Title I	08/02/2021	<b>Implementation:</b> Parent Facilitator provide Math resources within Parent Resource room.  <b>Artifacts/Evidence:</b> Observation	<b>Parent Facilitator</b> Teachers
3. Parent Letters explaining Math Inventory (MI) scores (Quantiles) and suggestions for remediation	Title I	08/2021	<b>Implementation:</b> Parents receive MI letters Fall, Winter, and Spring administrations of MI  <b>Artifacts/Evidence:</b> Parent surveys	<b>Teachers</b>
4. Parents will be invited to Tech Talk Night to participate in the fundamentals of ParentVue; Blackboard, USA Test prep, IXL, PBIS, and Math Inventory	Title I	09/ 2021	<b>Implementation:</b> Academic Coach, TTIS, and Parent Facilitator collaborate to provide and present to Parents information and strategies to support and access technology  <b>Artifacts/Evidence:</b> Observations, Sign in Sheets, Parent Surveys	<b>Academic Coach</b> TTIS Parent Facilitator
5. Teachers will provide Blogs that contain student expectations, strategies, and school information	CCSD	08/02/2021	<b>Implementation:</b> Teachers will provide strategies and resources on the weekly blog.  <b>Artifacts/Evidence:</b> Weekly monitoring	<b>Teachers</b>



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STUDENT GROUPS					
Goal #2	<b>We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2021-May 2022.</b>				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>	
<b>Economically Disadvantaged</b>	We provide the necessary resources to overcome economic barriers	Title I Local School	08/02/2021	<b>Implementation/Impact:</b> Students are provided resources i.e. supplies, strategies to overcome economic barriers to instruction <b>Artifacts/Evidence:</b> Formative and Summative assessments	<b>Admin</b> Teachers Academic Coach
<b>English Learners</b>	Incorporate researched-based EL strategies into all lessons i.e. translation apps, scaffolding, and visual references  Schedule students in EL classes	Local School Title I Title III	08/02/2021	<b>Implementation/Impact:</b> July 2021 students scheduled into EL classes; Teachers receive training and strategies to incorporate into lessons  <b>Artifacts/Evidence:</b> Observations, Lesson Plans, formative and Summative Assessments	<b>Teachers</b> Admin
<b>Race / Ethnicity</b>	We use our data to monitor student group performance	Local School	08/02/2021	<b>Implementation/Impact:</b> Analyze data to provide scaffolding and support  <b>Artifacts/Evidence:</b> Formative and Summative Assessments	<b>Teachers</b> Admin Academic Coach
<b>Foster and Homeless</b>	Counselor/Social Worker provide resources and support as needed	Local School Title I	07/26/2021	<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	<b>Counselors/Social Worker</b>
<b>Migrant</b>	Counselor/Social Worker provide resources and support as needed	Local School Title I	07/26/2021	<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	<b>Counselors/Social Worker</b>
<b>Students with Disabilities</b>	Implement IXL and DreamBox into small group math instruction	Title I Local School	08/02/2021	<b>Implementation/Impact:</b> Small group teachers utilize IXL and DreamBox for math instruction  <b>Artifacts/Evidence:</b> Lesson Plans	<b>Teachers</b>



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #3** We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2021 to Fiscal Year 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Incorporate PBIS Reward App in the Instructional Model as part of a school wide reward system.	Title I	07/26/2021	<b>Implementation:</b> Teachers receive training for use of PBIS Reward App  <b>Impact:</b>  <b>Artifacts/Evidence:</b> Observations	<b>PBIS Team Staff</b>
2. During the flexible learning time block teachers will incorporate Second Step activities to support social-emotional learning.	CCSD	08/02/2021	<b>Implementation:</b> Provide usage expectations in grade level meetings <b>Impact:</b> Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Usage Reports	
			<b>Implementation:</b>  <b>Impact:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Impact:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Impact:</b>  <b>Artifacts/Evidence:</b>	





**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP				
<b>GOAL #3</b>	We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2021 to Fiscal Year 2022.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Purchase the PBIS Rewards App and set expectations for use.	Title I	07/26/2021	<b>Implementation:</b> Provide usage expectations in grade level meetings. Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Usage Reports	
2. Admin sets expectation for incorporating Second Step activities during the flexible learning time block.	CCSD	07/26/2021	<b>Implementation:</b> Provide usage expectations in grade level meetings. Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Usage Reports :	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## PROFESSIONAL CAPACITY

**GOAL #3** We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2021 to Fiscal Year 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Training for all faculty and staff on Positive Behavior Interventions and Supports (PBIS) App.	Title I Local School	07/26/2021	<b>Implementation:</b> Provide training in pre-panning meetings. Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Usage Reports	
2. Training for all faculty and staff on Second Step activities.	Title I Local School	07/26/2021	<b>Implementation:</b> Provide training in pre-panning meetings. Monitor usage quarterly through provided reports  <b>Artifacts/Evidence:</b> Usage Reports	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3 We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2021 to Fiscal Year 2022.

Table with 5 columns: Action Step(s), Funding Source(s), Start Date, Method for Monitoring Implementation (Frequency), Method for Monitoring Impact (Frequency), Artifacts/Evidence, and Lead (bold) / Support. It contains 6 rows for data entry, each with a placeholder for mentoring group details.



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## FAMILY AND COMMUNITY ENGAGEMENT

**GOAL #3** We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2021 to Fiscal Year 2022.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Train PTSA Support Staff	Title I	07/26/2021	<p><b>Implementation:</b> Provide training in pre-panning meetings. Monitor usage quarterly through provided reports</p> <p><b>Artifacts/Evidence:</b> Usage Reports</p>	
2. Provide knowledge and information on PBIS App to parents on Back to School Night and Tech Talk Night	Title I	09/2021	<p><b>Implementation:</b> Academic Coach, TTIS, and Parent Facilitator collaborate to provide and present to Parents information and strategies to support and access technology</p> <p><b>Artifacts/Evidence:</b> Observations, Sign in Sheets, Parent Surveys</p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
<b>Goal #3</b>	We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2021 to Fiscal Year 2022.				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
<b>Economically Disadvantaged</b>				Implementation/Impact:  Artifacts/Evidence:	
<b>English Learners</b>				Implementation/Impact:  Artifacts/Evidence:	
<b>Race / Ethnicity</b>				Implementation/Impact:  Artifacts/Evidence:	
<b>Foster and Homeless</b>				Implementation/Impact:  Artifacts/Evidence:	
<b>Migrant</b>				Implementation/Impact:  Artifacts/Evidence:	
<b>Students with Disabilities</b>				Implementation/Impact:  Artifacts/Evidence:	



## FY22 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA**  
**References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

**Statement #1:** The School Improvement Plan is developed during a one-year period **2021-2022** as outlined in **Sec. 114(b) (1-5) of ESSA**.

**Statement #2: (Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.



**References: Schoolwide Checklist (2.iii.d)**

**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)

(Local School)

East Cobb Middle is utilizing the FY22 Title I Funds for a variety of purposes. Title I funds will be used to hire an academic coach to provide professional learning to all staff members. The academic coach will work with all content areas; however, they will focus on Math and Literacy, which were identified as areas that need improvement based upon our data analysis. Our school will focus on Literacy and Math across all grade levels to ensure students' needs are specifically met and instructional differentiation occurs for everyone.

During our professional learning communities, we research and identify appropriate evidence-based practices and provide training and support as needed to make certain these research- based practices are being executed with fidelity to ensure student learning. Administration and staff continually monitor student progress then practices are adjusted or replaced as needed based on data findings.



**Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at East Cobb Middle School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At East Cobb Middle School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.





**Question #3:** Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- preparation for and awareness 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

(Local School)

East Cobb Middle takes into account the needs of homeless, neglected, and migrant children. We have taken into account the needs of homeless students by working closely with our district’s homeless liaisons, providing a free and appropriate public education to all students and would be sure to provide the same opportunity to any neglected and migrant children we may have to serve. Homeless students also work closely with our school counselors and our school social worker. The school social worker actively participates in home visits and works with area churches and other community resources to provide basic needs to our students. These students also have access to our school food pantry. We have based our plan on information about all students in the school.

**Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

***(Only include for Local School with students residing in N & D facilities)***

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. “In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).”



**Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

(Local School)

Our school implements the Positive Behavioral Intervention and Supports Plan ( P.B.I.S.). The P.B.I.S. system has four (4) components: (1) a matrix of behavior expectations, 2) lesson plans to teach students the behavioral expectations (3) an acknowledgment/reinforcement system and (4) behavioral infraction notice. The P.B.I.S. system encourages consistent positive rewards to celebrate student success. We have three (3) school-wide expectations:

- Demonstrate **R**espect
- Demonstrate **E**ffort
- Demonstrate **P**ride

Students who are “caught” following the behavioral expectations are rewarded with **REP** Reward Cards. These cards may be used to purchase school supplies in the classroom or other items and privileges Friday mornings at the REP Rewards Store. Store items change as donations are made from our Partners in Education, parents, community members. etc.

Sample items:

- School supplies (pencils, grippers, pencil pouches)
- Locker pass
- Homework pass
- Patio lunch pass
- Morning Announcement Shout Out
- Birthday Announcement
- 9Rounds- One week/Two Weeks or a month pass
- After school basketball

Our goal is to teach children alternate behaviors to ensure a school environment that is safe, fun and free from distraction, and ultimately helps all children reach their maximum learning potential. By setting forth clear social and behavior expectations and directly teaching students about those expectations, it is our goal to create a positive atmosphere for optimal learning.

Our Counselors have also implement school-wide “No Place For Hate”. No Place for Hate® is an initiative of the Anti-Defamation League. This initiative is designed to rally the entire school around the goal of creating a welcoming community committed to stopping all forms of bias and bullying. No Place For Hate® provides a unique framework to incorporate new and existing programs with one consistent message. It helps our school foster a culture of respect and create a safe, bully-free learning environment for students at all grade levels.

**Question #6:****Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**

(Local School)

Included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

- Fifth grade students from our feeder elementary schools participate in an articulation activity including a school visit, an orientation meeting with parents and students, and a rising 6th grade orientation camp and parent meeting.
- Teachers conduct information meetings with students and parents to discuss middle school expectations, routines and procedures.
- Rising 6th grade summer camp provides students with an opportunity to move through a mock middle school schedule, practice opening a combination lock for lockers, receive notebooks with an in-service on notebook organization, and be given a curriculum overview of standards they will learn in the upcoming year. Parents will also be invited to attend an overview session, which highlights the activities of their child's summer camp experience.
- New students who arrive throughout the year will participate in a welcome meeting, administrators give a detailed overview of people who can help them in the building (admin, teachers, counselors, nurse etc...), academic goals, schedule, academic and behavior expectations.
- Eighth grade students, parents and teachers participate in articulation activities with our feeder high school. Wheeler High School administrators, counselors, and teachers visit eighth graders to discuss registration and graduation requirements. High school teachers visit eighth grade teachers to help with the registration process. High school counselors and administrators conduct parent information meetings to explain the process and answer questions.

Our Counselors also use the Career Cruising Platform to help connect the real world to the classroom with the latest career and labor market information, salaries, and educational pathways – all written in a way that is easy to understand. Students also learn essential 21st-century skills like financial literacy and goal setting through video interviews and role-playing activities.

We also have a FACTS class incorporated into our Connections schedule, which focuses on life after school within the sixteen career clusters. Students learn how to communicate, dress for success, and participate in simulated interviews.



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

**Question #7:** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)



**Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

(Local School)



## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

***Question: How is the SIP 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***

East Cobb Middle School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. East Cobb MS will utilize Twenty day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Huntington Learning, Jet's Pizza, Omega Learning, Family First Chiropractic, Zaxby's, Chick-fil-a, Bruster's Ice Cream, and 9 Rounds Kickboxing ) will provide volunteers and support for our parent literacy, math, and international 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.