



# School Improvement Action Plan



School Year:	2022-2023
School Name:	Austell Elementary
Principal Name:	Dr. Marvin Bynes
Date Submitted:	6/30/2022
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Austell Elementary
<i>Team Lead</i>	Dr. Marvin Bynes
<i>Position</i>	Principal
<i>Email</i>	Marvin.bynes@cobbk12.org
<i>Phone</i>	708195804
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
X	Other (if selected, please describe below)
Direct Certification	

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:** We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were principal, president of the PTA, academic coaches, and parents. The ways they were involved was helping our building leadership team with analyzing assessment data that had been collected. Feedback was given on current academic data. Feedback and reflections were given on the results of last year's academic goals. The group reviewed the 2020-2021 and the 2021-2022 goals to formulate the goals for 2022-2023. The goals were based on current data information. Participants met virtually using Microsoft Teams and Zoom to provide input for the 2022-2023 plan.

## 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.

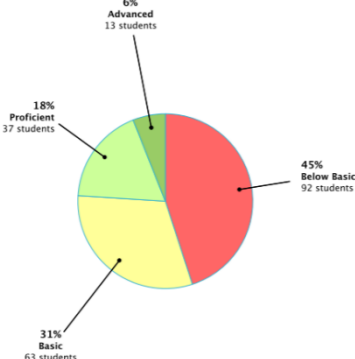
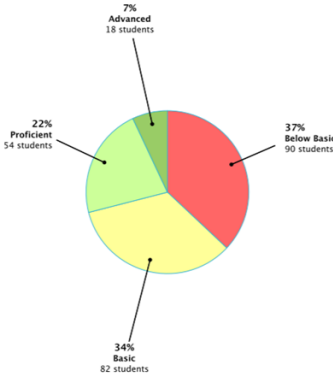
<b>Position/Role</b>	<b>Name</b>
<b>Title I Supervisor</b>	<b>Delores Thompson</b>
<b>Academic Coach (District)</b>	<b>Ashley Powell and Wendy Torres</b>
<b>Academic Coach (Local School)</b>	<b>Dr. Candice J. Broome &amp; Mr. Benjamin Green</b>
<b>Parent (Non CCSD Employee)</b>	<b>Mr. Victor Huff</b>
<b>Business Partner</b>	<b>NA</b>
<b>Counselor</b>	<b>Dr. Gretchen Kea</b>
<b>Parent Facilitator</b>	<b>Dr. Candice Broome and Mr. Benjamin Green</b>
<b>Health Care Providers</b>	<b>Nurse Christine Green</b>
<b>Social Workers</b>	<b>Mr. Jean Filsaime Pierre</b>
<b>Faith-based Community Leaders</b>	<b>Love Bridge Church of Austell</b>
<b>Technology Experts (TIS)</b>	<b>Dr. LeAnna Anantaraman</b>
<b>Media Specialists/Librarians</b>	<b>Mrs. Noel O'Brien</b>
<b>Police/Public or School Safety Officers</b>	<b>NA</b>
<b>Universities or Institutes of Higher Education</b>	<b>NA</b>



## Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

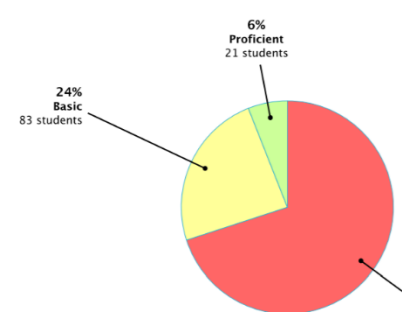
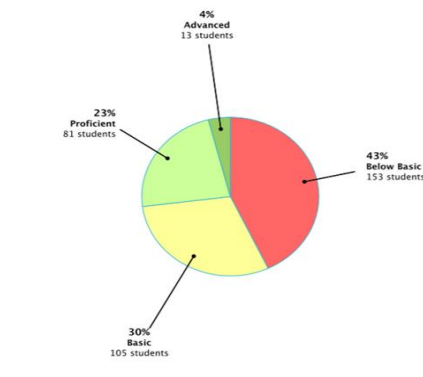
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

<p><b>Previous Year's Goal #1</b></p>	<p>By the end of the 2021-22 school year, the percent of students (K-5) performing at proficient or higher on the Reading Inventory will increase by 10% as measured by a comparison of the fall, winter, and spring assessment results.</p>
<p><b>Was the goal met?</b>      <input checked="" type="checkbox"/> <b>YES</b>      <input type="checkbox"/> <b>NO</b></p>	
<p>What data supports the outcome of the goal?</p>	<p>Based on the RI Proficiency Summary Report from the 1<sup>st</sup> quarter to the 4<sup>th</sup> quarter AES students met the goal. In the fall 7% (13 students) were Advanced and 18% (35 students) were Proficient. In the spring, 13% (37 students) were Advanced and 33% (96 students) were Proficient. (Spring RI tables not available)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Fall 2021</p> <p>Total Students: 205</p>  </div> <div style="text-align: center;"> <p>Winter 2022</p> <p>Total Students: 244</p>  </div> </div> <p style="text-align: center; font-size: small; color: blue;">KEY</p>
<p><b>Reflecting on Outcomes</b></p>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	

<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The school piloted the I-Ready program that helped identify specific skill areas where students needed reading intervention or acceleration. Teachers provided students with small group instruction that focused on these specific skills. We also had students that participated in Read 180 and System 44 and provided instruction from our interventionists.</p>
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<p><b>Previous Year's Goal #2</b></p>	<p>By the end of the 2021-2022 school year, a fifteen percent growth at each grade level (K-5) will move to the proficient level in math as measured by comparison of the fall and spring MI student assessment results.</p>
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**Was the goal met?     YES     NO**

<p>What data supports the outcome of the goal?</p>	<p>Based on the MI Proficiency Summary Report from the 1<sup>st</sup> quarter to the 4<sup>th</sup> quarter AES students met the goal. In the fall 0% of students were Advanced and 7% (23 students) were Proficient. In the spring, 20% (76 students) were Advanced and 32% (120 students) were Proficient. (Spring MI tables not available)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="672 1006 1050 1445"> <p><b>Fall 2021</b></p> <p>Total Students: 351</p>  <table border="1"> <caption>Fall 2021 Student Proficiency</caption> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>70%</td> <td>246</td> </tr> <tr> <td>Basic</td> <td>24%</td> <td>83</td> </tr> <tr> <td>Proficient</td> <td>6%</td> <td>21</td> </tr> </tbody> </table> </div> <div data-bbox="1260 1006 1785 1445"> <p><b>Winter 2022</b></p> <p>Total Students: 352</p>  <table border="1"> <caption>Winter 2022 Student Proficiency</caption> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>43%</td> <td>153</td> </tr> <tr> <td>Basic</td> <td>30%</td> <td>105</td> </tr> <tr> <td>Proficient</td> <td>23%</td> <td>81</td> </tr> <tr> <td>Advanced</td> <td>4%</td> <td>13</td> </tr> </tbody> </table> </div> </div>	Proficiency Level	Percentage	Number of Students	Below Basic	70%	246	Basic	24%	83	Proficient	6%	21	Proficiency Level	Percentage	Number of Students	Below Basic	43%	153	Basic	30%	105	Proficient	23%	81	Advanced	4%	13
Proficiency Level	Percentage	Number of Students																										
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Below Basic	43%	153																										
Basic	30%	105																										
Proficient	23%	81																										
Advanced	4%	13																										

## Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

The school piloted the I-Ready program that helped identify specific skill areas that students needed math intervention or acceleration. Teachers provided students with small group instruction that focused on these specific skills. Students also worked with the interventionists to provide support with math instruction in small groups.

<p><b>Previous Year's Goal #3</b></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><b>Reflecting on Outcomes</b></p>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	



<b>Previous Year's Goal #4</b>	
<b>Was the goal met?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	
<p style="text-align: center;"><b>Reflecting on Outcomes</b></p>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

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

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
<b>ELA</b>	<p>Increase in the number of students that were advanced/proficient on the RI in the fall of 2021 from 25% to 46% in the spring 2022.</p> <p>62% of 5<sup>th</sup> graders were proficient learner or distinguished learner based on GMAS ELA results</p> <p>88% (97 students) of 110 K-5 students participating in i-Ready pilot at grade level are above in phonological awareness</p> <p>63% (70 students) of 110 K-5 students participating in i-Ready pilot at grade level are above in phonics</p>	<p>-30% (86 students) and 24% (70 students) are performing basic or below basic on the RI</p> <p>- 81% of 3<sup>rd</sup> grade students are Beginning Learner or Developing Learner based on GMAS</p> <p>Specific skill areas needing remediation (3<sup>rd</sup> Grade GMAS): Key Ideas and Details, Craft and Structure, Reading Literary Text, and Vocabulary Acquisition</p> <p>Specific domain trends (i-Ready pilot): 53% (58 students) of 110 students need scored below grade level on i-Ready Spring Diagnostic in vocabulary</p> <p>47% (52 students) of 110 students participating in i-Ready pilot scored below grade level in literature comprehension</p>	<p>RI Proficiency Summary</p> <p>I-Ready Diagnostic results</p> <p>GMAS Score Report</p>
<b>Math</b>	<p>Increase in the number of students that were advanced/proficient on the MI in the fall of 2021 from 7% to 53% in the spring 2022.</p> <p>45% (50 students) of 110 K-5 students participating in i-Ready pilot at grade level or above in Algebra and Algebraic Thinking.</p>	<p>21% (79 students) and 27% (103 students) are performing basic or below basic on the MI</p> <p>- 65% of 4<sup>th</sup> graders were beginning learner or developing learner based on GMAS Math results</p> <p>-63% of 5<sup>th</sup> graders were beginning learner or developing learner based on GMAS math results</p> <p>61% (67 students) of 110 students participating in i-Ready pilot scored below grade level in Measurement and Data</p> <p>55% (61 students) of 110 students participating in i-Ready pilot scored below grade level in Number and Operations</p>	<p>MI Proficiency Summary</p> <p>I-Ready Diagnostic results</p> <p>GMAS Score Report</p>

<b>Science</b>	No identified strengths	79.5% of 5 <sup>th</sup> graders were beginning learner or developing learner based on GMAS science results	GMAS Score Report
<b>Social Studies</b>	N/A	N/A	
<b>Discipline / School Climate Data</b>	N/A	N/A	
<b>Professional Learning</b> What's been provided? What is the impact?	<ul style="list-style-type: none"> <li>• Next Steps in Guided Reading Training</li> <li>• Novel Engineering integrating literacy, math, and science</li> <li>• Specialized Instruction for Interrelated Teachers and Inclusion classroom teachers</li> <li>• Math Fluency Initiative Training</li> <li>• i-Ready professional development</li> </ul>	Teachers have implemented strategies from professional learning sessions into their classroom teaching practices; however, ongoing professional learning in each of these areas are still needed.	
<b>Other</b>			

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

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
<b>ELA</b>	<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		<p>-65% of our ELL learners have scored at a basic or below basic level on the RI</p> <p>- 81% of our SWD students scored at a basic or below basic level on the RI</p> <p>Skill areas for intervention: vocabulary, phonics, and comprehension literary and informational texts</p>	<p>-RI Demographic Proficiency Report</p> <p>-I-Ready Diagnostic Data</p>
<b>Math</b>	<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		<p>-89% of our ELL learners have scored at a basic or below basic level on the MOI</p> <p>-89% of our SWD students scored at a basic or below basic level on the MI</p>	
<b>Science</b>	<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		<p>-67.3% of SWD's scored beginning on 2022 Milestones Science test</p>	
<b>Social Studies</b>	<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			
<b>Discipline / School Climate Data</b>	<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			
<b>Professional Learning</b>	<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			

<b>Other</b>	<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			
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<b>Overarching Challenge #1</b>	Students need rigorous and accelerated instruction in the primary grades as well as students reading below grade level in the intermediate grades according to RI, GMAS, and I-Ready data. There is a need for consistent and common instructional practices across grade levels to meet reading standards and learning targets.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Teachers need to implement strategies to increase vocabulary skills, and comprehension development to make connections with text to world, text to self, and text to text. Third and fifth grade students need more rigorous vocabulary instruction.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Students could benefit from targeted intervention lessons that are aligned to data and remedial skills identified in I-Ready reading diagnostic assessments.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	Teachers need to implement phonics instruction and strategies taught daily with fidelity for students to decode challenging words and multi-syllabic words.
<b>Contributing Factors</b> <b>(Outside of control)</b>	- COVID learning loss -Parent support and working with students
<b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of 2022-2023, increase the percentage of students (K-5) performing at proficient or higher levels by 15%, as measured by the Reading Inventory and comparison of Fall 2022 and Spring 2023 assessment results.

<b>Overarching Challenge #2</b>	<p>Students need a strong foundation in math fact fluency and number sense, computation (addition, subtraction, multiplication, and division), and mathematical problem solving according to MI, GMAS and I-Ready data. There is a need for consistent and common instructional practices across grade levels to meet mathematics standards and learning targets.</p>
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	<p>Teachers need to implement a systematic, solid foundation for teaching number sense (K-2) and math fact fluency (3-5) based on conceptual understanding.</p>
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	<p>Students could benefit from targeted intervention lessons that are aligned to data and remedial skills identified in I-Ready math diagnostic assessments.</p>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	<p>Students lack application skills. Need to practice/implement daily problem-solving strategies that require students to draw a model, write an equation, and explain their answer in writing.</p>
<b>Contributing Factors</b> <b>(Outside of control)</b>	<p>-COVID Learning Loss  -Parent support</p>
<p><b>Goal</b></p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of 2022-2023, increase the percentage of students (K-5) performing at proficient or higher levels by 15%, as measured by the Math Inventory and comparison of Fall 2022 and Spring 2023 assessment results.</p>

<b>Overarching Challenge #3</b>	
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	
<p style="text-align: center;"><b><i>Goal</i></b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	



<b>Overarching Challenge #4</b>	
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
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<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	
<p style="text-align: center;"><b><i>Goal</i></b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

**School Improvement Goals**  
*Include goals on the parent compacts and policy*

<b>Goal #1</b>	By the end of the 2022-2023 school year, the percent of students (K-5) performing at proficient or higher on the Reading Inventory will increase by 15% as measured by a comparison of the end of 2022 (Spring results), fall 2022 and spring 2023 assessment results.
<b>Goal #2</b>	By the end of the 2022-2023 school year, the percent of students (K-5) performing at proficient or higher on the Math Inventory will increase by 15% as measured by a comparison of the end of 2022 (Spring results), fall 2022 and spring 2023 assessment results.
<b>Goal #3</b>	
<b>Goal #4</b>	

## Title I Personnel/Positions Hired to Support the School Improvement Goals

*SWP Checklist 2.c(iv)*

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach will support K-5 teachers in all subject areas. The Coach will provide teachers with professional development, collaborate with administrators, and ensure that teachers have resources to meet their instructional needs. The coach will serve as a liaison between the school and family, providing resources and support to increase family engagement.
1 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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The teacher will provide students with academic support in all subject areas. The teacher will collaborate with colleagues during CCC meetings. Plan lessons with fidelity and monitor student assessment results.
.5 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 checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The teacher will provide students with academic support in all subject areas. The teacher will collaborate with colleagues during CCC meetings. Plan lessons with fidelity and monitor student assessment results.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	



<b>GOAL #1</b>	By the end of the 2022-2023 school year, the percent of students (K-5) performing at proficient or higher on the Reading Inventory will increase by 15% as measured by a comparison of the end of 2022 (Spring results), fall 2022 and spring 2023 assessment results.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
Provide tiered instruction and interventions to support students in mastering ELA standards: Utilize Next Steps Guided Reading, I-Ready, Read 180 and System 44.	IReady subscription	Title 1	Aug. 2022	Implementation: Administrators and coaches will monitor lesson plans, create schedule for interventionists to provide support, monitor program usage  Artifacts: Read 180/System 44 reports, RI, NSGR running records, phonics inventory	Desired Outcome: Using the tiered instruction and interventions will help students increase their RI scores.  Evidence: Read 180, System 44, and IReady reports will be reviewed to evaluate student performance	Admin Teachers Academic Coach
K-5 teachers will explicitly teach phonics, vocabulary and comprehension strategies implementing such tools using Title I purchased materials such as Coach Digital, Reading A-Z, Patterns of Power, i-Ready and mentor texts to support reading standards.	Think Up workbooks, Reading A-Z and IReady subscription, Patterns of Power books for Kinder teachers	Title 1	Aug. 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct walk-throughs. Teams will discuss data during their CCC meetings  Artifacts: I-Ready data reports, NSGR and Think Up assessment results. ELF data	Desired Outcome: Using the tiered instruction and interventions will help students increase their RI scores.  Evidence: Student progress on Think Up assessments, Patterns of Power lessons	Admin Teachers Academic Coach
K-5 teachers will implement small group writing instruction and conferring individually using Write Score resources and assessment data.	Write Score Subscription for grades 2-5	Title 1	Aug. 2022	Implementation: Teachers will use Write Score lessons to teach students the writing process, focus on Conventions, etc.  Artifacts: Write Score lessons and assessments	Desired Outcome: Students will make improvements in the area of writing.  Evidence: Student writing samples, Write Score assessments	Academic Coach Teachers

Integrate Science and Social Studies into ELA instruction to improve reading comprehension and writing skills.	STEM/Novel Engineering resources	Title 1	August 2022	<p>Implementation: Administrators will monitor lesson plans and collaborative planning minutes</p> <p>Artifacts: Common Formative Assessments (Sci and SS), CTLS Interim Assessments</p>	<p>Desired Outcome: Improved Instruction</p> <p>Evidence: Increase in 5<sup>th</sup> grade SCI scores</p>	<p>Administrator Academic Coaches Teachers</p>
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<b>GOAL #2</b>	By the end of the 2022-2023 school year, the percent of students (K-5) performing at proficient or higher on the Math Inventory will increase by 15% as measured by a comparison of the end of 2022 (Spring results), fall 2022 and spring 2023 assessment results.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <i>SWP Checklist 3.a</i>	<b>What is the desired outcome of the action step?</b> <b>What evidence will be used to evaluate the outcome?</b> <i>SWP Checklist 3.a</i>	<b>Person Responsible</b>
K-5 teachers will implement a daily review stations using Title I purchased materials during guided math using Target the Question, Braining Camp & iReady to support math standards.	Target the Question iReady Think UP	Title 1	Aug. 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist  Artifacts: Target the Question” interactive notebooks, Think Up and iReady lessons and walkthrough data	Desired Outcome: Improved student proficiency  Evidence: MI results, Think Up assessments, iReady benchmark assessment and student performance results	Admin Academic Coach Teachers
K-5 teachers will implement the MFI (math fluency initiative) with fidelity using district provided materials, Number Talks, Target the Question.	MFI materials Number Talks	Title 1	Aug. 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist  Artifacts: MFI lesson plans and assessments	Desired Outcome: Improved student proficiency and fluency  Evidence: MFI assessments results	Admin Academic Coach Teachers
K-5 teachers will integrate science standards into the math curriculum using hands-on experiments and presentations.	Math/Sci resources	Title 1	Aug. 2022	Implementation: Administrators and coaches will monitor lesson plans and conduct weekly walkthroughs using academic impact checklist  Artifacts: lesson plans,	Desired Outcome: Improved student understanding of science standards and math proficiency  Evidence: lesson plans, assessment results	Admin Academic Coach Teachers

				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
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GOAL #3						
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	

GOAL #4						
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	
				Implementation:  Artifacts:	Desired Outcome:  Evidence:	

**Actions to Assist Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<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	Provide small group tutoring for targeted students after school. Provide opportunities and resources to assist students with experiencing balanced literacy; provide technology assistance so that parents can access CTLS and instructional resources	IReady Tutoring materials CTLS	Title 1
<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	Administration will ensure that ESOL teachers collaborate with teams and ELA teacher leader weekly. Provide translators and small group sessions for families.		Title III
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide family support and relevant resources. Provide instructional materials that are inclusive of different races/ethnicities	Diverse books	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide family support and relevant resources. Provide additional small group instruction as needed.		
<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	Administration will ensure that SWD teachers collaborate with teams and ELA teacher leader weekly. Provide small group tutoring for SWD conducted by a certified Special Education Teacher.	Read 180 System 44 IReady	Title 1

**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><b>1. Required</b> <u>State of the School Meeting – Deadline September 30, 2022</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>	Sept. 14, 2022		<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><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</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>	October 10, 2022		<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><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</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>	March 22, 2022		<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><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>                      Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/23/22   PL#2 12/9/22   PL#3 2/17/23   PL#4 4/28/23</p>	9/15/2022		
	11/16/2022		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	1/30/23		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	3/30/23		
<p><b>5. Required</b> <u>Transition Activities for 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.  <b><u>Briefly describe the transition activities here:</u></b> AES counselor will conduct lessons to 5th grade classes on tips and strategies to prepare for middle school. Additionally, the counselor will share the information with parents during 5th grade parent workshops. AES will provide support and resources to students/families entering kindergarten.</p>	TBD		<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><b>6. Required:</b> 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><b><u>List documents translated for parents:</u></b>                      Parent and Family Compact                      Monthly Newsletters                      CTLS announcements</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
Increasing Reading Engagement Activities for Home	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4				Parents will be given activities for home to assist students in reading activities to increase literacy skills.	
Fostering Mathematics Fact Fluency at Home	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4				Parents will be introduced to fun, hands-on activities to increase fact fluency at each grade level.	
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

**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:**

The school will coordinate the following resources:

- The school will use FTE Funds to provide instructional staff (teachers and paraprofessionals) to create appropriate class sizes to meet the academic needs of students.
- Title I, Part A Funds will be used to provide class size reduction, instructional staff, consumable supplies, technology, expendable equipment, professional learning, and academic coaches.
- Title II, Part A Funds will be used to provide professional learning.
- Title III Funds will be used to provide ELL instructional support.
- Additional state 20-day Funds will be used to provide tutoring services for students in reading and math.
- CARES funding will be used to provide intervention support for students in reading and math.

**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:**

Classroom teachers, EIP teachers, administrators, and academic coaches meet weekly through CCCs and analyze data, review learning goals, and discuss best instructional strategies to improve student achievement. During the CCCS the following assessment data is used (RTI, MI, ELF, Interim, i-Ready, MFI).

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:**

The school will analyze RI, MI, Interim and i-Ready diagnostic data quarterly to determine if student achievement is increasing. The academic coaches will provide support and resources for teachers in need of improving certain areas of the curriculum where teachers must reteach un-mastered skills by the students.

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:**

The Schoolwide Title I committee will meet a minimum of three times a year (fall, Winter, and Spring) to monitor the continuous improvement process.

**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:**

The RTI team meets weekly with the RTI coordinator to follow the RTI Tiers of Intervention for students in all grade levels. Special education teachers will be trained in using specialized instruction strategies consistently with the students in the inclusion classrooms.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

**SCHOOL RESPONSE:**

Teachers and paraprofessionals are provided training at the beginning of the year through their CCC subject areas at the district leave. The local school provides training on using and interpreting data and using resources provided by the school district. Cobb County School District provides school administrators the opportunity to interview candidates and select from a “pool” of highly qualified candidates. Candidates are also screened through Human Resources. This helps principals and schools with the initial hiring process in the selection of “Highly Qualified” teachers. Periodically throughout the school year principals are provided a Highly Qualified Report and school roster which indicates any certification deficiencies that need to be addressed. If there are any deficiencies the principal directs the teacher to the proper channel in order to remove deficiency from the teacher’s record. The academic coaches work with new teachers on staff to provide them with the support they need to be successful at the school.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*



**SCHOOL RESPONSE:**

Incoming kindergarteners will be offered an opportunity to attend Summer Learning Quest prior to entering kindergarten in August. Every 5th grader will have an opportunity to participate in an orientation about the programs offered at our feeder middle school during the second semester.

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

**SCHOOL RESPONSE:**

N/A

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

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