School Improvement Action Plan

School Year:	2022/2023
School Name:	Green Acres
Principal Name:	Ashley Mize
Date Submitted:	June 2022
Revision Dates:	

District Name	Cobb County School District
School Name	Green Acres Elementary School
Team Lead	Ashley Mize
Position	Principal
Email	Ashley.mize@cobbk12.org
Phone	678-842-6905

	Federal Funding Options to Be Employed (SWP Schools) in This Plan **(Select all that apply)**
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) – Pilot systems **ONLY**
	"Fund 400" – Consolidation of Federal funds only

	Factor(s) Used by District to Identify Students in Poverty **(Select all that apply)**
	Free/Reduced meal applications
	Community Eligibility Program (CEP) – Direct Certification **ONLY**
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: Green Acres Elementary involved staff, leaders, paraprofessionals, support personnel and other stakeholders in multiple ways. We began by bringing our staff and leaders together to assess and evaluate our previous plan/goals. The group reviewed the data and goals then determined if the goals were met and discussed the actions that supported meeting the goal or needed to be put in place to address the need. Following the evaluation of the goals from 2021 and 2022 plan the team worked through a comprehensive needs assessment and determined the root causes of our challenges. Once the team determined the root causes of our reading and math deficits, actions were developed to support each of the root causes. In addition, to involving staff, leaders, paraprofessional, and support personal the root cause, challenges, goals and actions were shared with our principal's advisory council that includes parents and community members. The principal's advisory council members gave input regarding how the goals might be met and some resources that would help families at home.

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.

Position/Role	Name
Title I Supervisor	Lou Feretti
Academic Coach (District)	
Academic Coach (Local School)	Jennifer Murchie and Adrienne Martin
Parent (Non CCSD Employee)	
Business Partner	
Counselor	Ana Melo
Parent Facilitator	Ericka Guzman
Health Care Providers	
Social Workers	
Faith-based Community Leaders	Ken Chatham
Technology Experts (TIS)	
Media Specialists/Librarians	Teresa Hils
Police/Public or School Safety Officers	

Universities or Institutes of Higher Education	

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CAN) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Meeting Date(s):	May 4th and May 26th

Position/Role	Printed Name	Signature
Principal	Ashley Mize	
Assistant Principal	Ronald Crawford	
Teacher	Ginger Hendrix	
Teacher	Brenna McAlister	
Teacher	Leeanne Shirley	
Teacher	Geena Frikor	
Teacher	Monica Brooks	
Teacher	Tara Hope	
Teacher	Christina Hagan	
Teacher	Robin Guthrie	
Teacher	Reness Kroll	
Teacher	Selena Prado	
Teacher	Sonya Henry	
Academic Coach	Jennifer Murchie	
Academic Coach	Adrienne Martin	

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).

Previous Year's Goal #1	Increase by 8% the number of students in K-1 reading on grade level (independent level) and 75% of students in 2nd-5th* will meet or exceed their end of year growth goals as measured by the Reading Inventory.
	Was the goal met? ☐ YES ☒ NO

What data supports the outcome of the goal?			**August**		**May**			**August**		**May**		
			# of children on grade level in reading	% of children on grade level in reading	# of children on grade level in reading	% of children on grade level in reading	% growth for this year	# of children on grade level in reading	% of children on grade level in reading	# of children on grade level in reading	% of children on grade level in reading	% growth per grade level for this year
K	Faison		0/22	0%	9/21	43%	**43%**					
	Hendrix		0/21	0%	2/20	10%	**10%**					
	Martin		0/20	0%	4/22	18%	**18%**	2/105	2%	19/106	18%	**16%**
	Rosebery		0/21	0%	0/21	0%	**0%**					
	Westall		2/21	10%	4/22	18%	**8%**					
1	Auerbach		1/20	5%	1/17	5%	**0%**					
	Hoskins		2/15	13%	2/21	10%	**-3%**					
	Massey		7/20	35%	10/20	50%	**15%**	21/96	22%	28/100	28%	**6%**
	McAlister		6/20	30%	6/21	29%	**-1%**					
	Thomas		5/21	24%	9/21	43%	**19%**					

57.1% of students in 3rd, 4th and 5th grade met their growth goals. See details data below.

Third Grade				
Percentage of Students Meeting Growth Goals: 51.2%				
(42 of 82 students tested)				
	% Met or Exceeded	**Number Met or Exceeded**	**% Not Yet Meeting**	**Number Not Yet Meeting**
Darling	26	5	74	14
Frikor	80	16	20	4
Payne	52	12	48	11
Shipman	45	9	55	11

Fourth Grade				
Percentage of Students Meeting Growth Goals: 51.7%				
(45 of 87 students tested)				
	% Met or Exceeded	**Number Met or Exceeded**	**% Not Yet Meeting**	**Number Not Yet Meeting**

Brooks	44	7	56	9
Hardy	53	10	47	9
Hobbs	19	3	81	13
Rhyne	74	14	26	5
Westmoreland	65	11	35	6

Fifth Grade			
Percentage of Students Meeting Growth Goals: 68.5% **(74 of 108 students tested)**			
	% Met or Exceeded	Number Met or Exceeded	% Not Yet Meeting	Number Not Yet Meeting
Burson/Jean	73	29	27	11
Hope	74	14	26	5
Mitchell	52	13	48	12
Triplett	75	18	25	6

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Consistent flexible small groups. Guided reading procedures, time frames and strategies need to be executed with fidelity and urgency. 2. Consider grouping by Access language proficiency level. 3. Increase student engagement in reading with more effective strategies. 4. Increase the focus on oral language and speaking skills. Model oral language through quality read-alouds and think alouds. 5. Incorporate more visuals in reading instruction. 6. Spiral assessment items to address gaps. 7. Effectively use support staff. (Interventionist, ESOL and EIP) 8. Consider the following with support staff-Where can support staff make the most impact-which students? Support staff should show up on time, ready to teach, operate as team member.

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

Previous Year's Goal #2	**The percentage of students performing at proficient or advanced on the Math Inventory will increase by 10% from fall to winter and winter to spring assessments.**

Was the goal met? ☒ YES ☐ NO

What data supports the outcome of the goal?	K-5 MI	Fall-Winter	Winter-Spring
	% Growth of Proficient & Advanced	+10%	+23%

Reflecting on Outcomes

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

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	1. Strengthen Number Talks and Guided math and increase the fidelity of implementation. 2. Determine school-wide math vocabulary and common language. 3. Use a spirally assessment cycle (Re-teach and re-assess) 4. Leverage pre-requisite standards-Remediate and then move forward. 5. More personalizing of instruction. 6. Use Math in Practice resources and engage New York lessons.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	• More growth was observed from winter to spring following data conversations. • 5th grade was close to meeting the goal. (68.5% of students meet their growth goals.) • Some individual teachers showed greater growth. (3rd grade Teacher 1-80% of students met their growth goals and 5th grade Teacher 1-74% met growth goals, Teacher 2-73% met growth goals and Teacher 3 75% met growth goals) • Read 180 and System 44 supported effective instruction and growth.	• It is taking too long to see growth. Especially in the lower grades. • Much lower growth in reading (In Kindergarten 18% of students were on grade level in May and in 1st grade 28% of students were on grade level.) • Reading instruction is still in consistent.	• Reading Inventory and Next Steps Forward Assessment.
Math	• Math instruction and student learning is a strength. • Goal was exceeded in the spring.	• Kindergarten did not grow as much as 1st-5th grade.	• Math Inventory
Science			
Social Studies			

Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?			
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		The number of ESOL students who are scoring at lower proficiency levels are increasing in K, 1st, and 2nd. Overall, our data shows weaknesses in reading and a slower progression for some ESOL students.	Reading Inventory Next Steps Forward Assessment ACCESS Scores
Math	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Overarching Challenge #1	In all grade levels the majority of students are not reading on grade level.
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack a strong knowledge of student reading behaviors from level to level and an understanding of strategies for student reading growth.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent integration of phonics and oral language strategies into reading instruction. Often skills are taught in isolation without a balanced literacy approach or focus on reading for meaning.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Some classrooms have a low level of active student engagement during reading work time and goal setting.
Contributing Factors **(Outside of control)**	• Language barrier in families and lack of English being spoken at home. • Reading outside of school is not happening consistently.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**Increase the number of students reading on grade level by 30 students in each grade K-2 grade as measured by Next Steps Assessment. Increase the number of students scoring proficient or advanced by 30 students in each grade 3-5 grade as measured by the Reading Inventory.**

Overarching Challenge #2	In add grade levels, many students are consistently performing below grade level in math.
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students are unable to explain their math thinking and lack higher level thinking skills. In addition, our students have low level of math vocabulary and lack the opportunity to collaborate and talk about math tasks.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of fact fluency and application of number sense.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Many classrooms have a low level of active student engagement and use of math manipulatives and other hands on strategies during math work time.
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**Increase the number of students scoring proficient or advanced by 50 students in each grade level K-5 as measured by the Math Inventory.**

	School Improvement Goals *Include goals on the parent compacts and policy*		
Goal #1	Increase the number of students reading on grade level by 30 students in each grade K-2 grade as measured by Next Steps Assessment. Increase the number of students scores proficient or advanced by 30 students in each grade 3-5 grade as measured by the Reading Inventory.		
Goal #2	Increase the number of students scoring proficient or advanced by 50 students in each grade level K-5 as measured by the Math Inventory.		

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?
Class size reduction teacher	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The class size reduction teacher will reduce the number of students in our classes in order to give more one-on-one time for students that are struggling.
	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	Increase the number of students reading on grade level by 30 students in each grade K-2 grade as measure by Next Steps Assessment. Increase the number of students scores proficient or advanced by 30 students in each grade 3-5 grade as measured by the Reading Inventory.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Teachers will implement guided reading daily using the provided lesson format with consistency. Teachers will focus on reading for meaning and effectively implementing all parts of the guided reading lesson.	Instructional supplies Literacy Foot Prints software Coach Digital software Freckle software (?) Consumable supplies	Title I and District Title I Title I Title I Title I and District	August	Implementation: Coaches and administration will walk each classroom bi-weekly to monitor implementation of guided reading practices and will debrief at bi-weekly meetings and share walk data with instructional teams. Artifacts: Walk through data, Next Steps Forward Assessment Data and RI	Desired Outcome: Increased consistency in the implementation of guided reading practices. Evidence: Quarterly Next Steps Forward assessment data and walk data.	Mize Jones Murchie Martin Henry
Schedule consistent collaboration days and professional learning focused on guided reading, reading behaviors, active engagement in reading work time, oral language strategies and planning for balanced literacy.	Instructional supplies Consumable supplies Conferences	Title I and District Title I and District	August	Implementation: Academic coaches will participate during collaboration to ensure guided reading practices are implemented effectively, reading behaviors are understood and used when planning and oral language strategies are included in lessons. Artifacts: CCC minutes, CCC agendas and outlook calendars.	Desired Outcome: Increased effectiveness of guided reading practices. Evidence: Quarterly Next Steps Forward assessment data and walk data.	Mize Jones Murchie Martin Henry

Set expectation for grade-levels to review assessment data and set goals as a team and with students. (K-2 monthly goals and 3-5 quarterly goals) *Last CCC of the month will be a mini data summit in K-2 to keep the focus on moving students in reading)	Instructional materials Consumable materials	Title I and District Title I and District	August	Implementation: Administration and coaches will check in monthly and quarterly with teams to ensure they are reviewing data and setting goals. Artifacts: CCC minutes and agendas.	Desired Outcome: Increased reading level growth from quarter to quarter starting in the fall. Evidence: Next Steps Forward Assessments	Mize Jones Murchie Martin Henry
Implement Read 180 and System 44 for identified 3rd, 4th and 5th grade students through RI scores.	Read 180 and System 44 Materials	Title I	August	Implementation: Coaches and teachers will review usage reports to ensure Read 180 and System 44 are implemented with Fidelity. Administration and coaches will do classroom walkthroughs. Artifacts: Usage reports and walkthrough data. RI growth reports	Desired Outcome: Increase the number of students meeting end of the year growth goals. Evidence: Reading Inventory Scores	Mize Jones Murchie Martin Hardy
Collaboration will focus on planning using assessment data, modeling strategies in guided reading and teaching reading for meaning, developing tasks that allow the students to explain their thinking and developing a common understanding of the ELA standards.	Instructional materials Consumable materials	Title I and District Title I and District	August	Implementation: Coaches and Administration will participate in collaboration and to ensure the focus stays on student learning. Artifacts: CCC minutes and agendas	Desired Outcome: Increase the number of students reading on grade level. Improve teacher understanding of reading practices that effectively increase student reading levels. Evidence: Next Steps Forward Assessment and CCC minutes	Mize Jones Murchie Martin Henry

GOAL #2	Increase the number of students scoring proficient or advanced by 50 students in each grade level K-5 as measured by the Math Inventory.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Teachers will implement lessons that include higher level thinking skills, collaborative work opportunities for students to explain their thinking and use of hands on and manipulatives during worktime.	Instructional materials Consumable materials Math manipulatives Math in Practice Text	Title I and District Title I and District Title I and District Title I	August	Implementation: Coaches and administration will walk each classroom bi-weekly to monitor implementation of math practices and will debrief at bi-weekly meetings and share walk data with instructional teams. Artifacts: Walk through data and Math Inventory Data	Desired Outcome: Increased consistency in use of higher-level thinking skills, students sharing their math thinking and use of hands on activities and math manipulatives. Increased performance of grade level common formative assessments. Evidence: Walk through data	Mize Jones Martin Murchie
Teachers will consistently implement guided math and flexible groups in math to include activities where students can apply their number sense.	Instructional materials Consumable materials Math in Practice Text Tutors	Title I and District Title I and District Title I and District	August	Implementation: Coaches and administration will walk each classroom bi-weekly to monitor implementation of guided math and flexible groups and will debrief at bi-weekly meetings and share walk data with instructional teams. Artifacts: Walk through data and Math Inventory Data.	Desired Outcome: Increased consistency in implementation of guided math and flexible groups that include activities where students can apply their number sense. During CCCs teams will discuss the impact of the flexible groups and review data to modify their practices and groups. Increased performance of grade level common formative assessments. Evidence: Walk through data, CCC minutes	Mize Jones Martin Murchie

Set expectation for grade-levels to review assessment data and set goals as a team and with students. (K-2 monthly goals and 3-5 quarterly goals) *Last CCC of the month will be a mini data summit in K-2 to keep the focus on moving students in math. 3-5 will have quarterly data summits.)	Instructional materials Consumable materials	Title I and District Title I and District	July	Implementation: Administration and coaches will check in monthly and quarterly with teams to ensure they are reviewing data and setting goals. Artifacts: CCC minutes and agendas.	Desired Outcome: Increased reading level growth from quarter to quarter starting in the fall. Evidence: Formative assessments and Math Inventory	Mize Jones Martin Murchie
Collaboration will focus on planning using assessment data, modeling strategies for application of math skills and tasks that allow the students to explain their thinking and developing a common understanding of the math standards.	Instructional materials Consumable materials	Title I and District Title I and District	July	Implementation: Coaches and Administration will participate in collaboration and to ensure the focus stays on student learning. Artifacts: CCC minutes and agendas	Desired Outcome: Increase the number of students reading on grade level. Improve teacher understanding of reading practices that effectively increase student reading levels. Evidence: Next Steps Forward Assessment and CCC minutes	

Actions to Assist Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Classroom teacher and ESOL teachers will participate in on-going professional learning focused on ELL learners and their needs. County ESOL consultant will work with teachers to implement effective practices for ELL learners. Support families with family partnership workshops.	Instructional Resources Books for families	Title I and ESOL Department
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Review data by student groups and discuss interventions as needed. Classroom read aloud sets purchased to represent all student groups.	Read Aloud Sets	Title I
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Collaborate with the social worker and homeless department to ensure students stay at their school of origin and provide support	N/A	N/A
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☒ Migrant	Welcome packet is available if families enroll during the school year. Assistance from parent facilitator	Consumable Resources	Title I
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special education teachers participate in CCCs consistently	N/A	N/A

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required State of the School Meeting – Deadline September 30, 2022 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.	August 25th		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022 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.	Oct- 18-21st		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023 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.	March 9th		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 9/23/22 | PL#2 12/9/22 | PL#3 2/17/23 | PL#4 4/28/23	9/21/2022 11/16/2022 2/19/2023 4/12/2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** For Kindergarten-Parent meeting to share kindergarten expectations and needs at home for student success. For 5th grade-Parent and student workshops on how to be successful in middle school	-Kindergarten workshop-August -5th grade workshop-May		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:* -Title I policy and Compact -Grade level newsletter -Communication regarding family engagement events.		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 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)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Literacy Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Consumable resources for families Instructional resources for families	Title I	Oct	**Sign-in sheets and family survey**	Guzman
STEM Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Consumable resources for families	Title I	Dec or Jan	**Sign-in sheets and family survey**	Guzman
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

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

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.)**   <mark>SCHOOL RESPONSE</mark>: Our schoolwide plan was developed in coordination with our district academic and ESOL department. Green Acres is an early literacy school in Cobb County and therefore we receive resources and funds to support early reading instruction from the district level academic division.   In addition, our academic division provides licenses for our Read 180/System 44 reading intervention software.   We also receive support and targeted resources from our Title III (ESOL) department through the purchasing of Imagine Learning licenses and texts to work with our English language learners. All of the resources and materials references support our reading goal and actions.

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)*
<mark>SCHOOL RESPONSE</mark>: Our leadership team, academic coaches and administration monitor the implementation of the plan and review data monthly and quarterly. The leadership team and academic coaches conduct classroom walk throughs to determine the success level of our implementation.
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)*
<mark>SCHOOL RESPONSE</mark>: As a school we review and reflect on our assessments monthly and quarterly. In addition, we discuss the actions and goals of our plan on a regular basis to determine if they need to be adjusted or modified.
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)*
<mark>SCHOOL RESPONSE</mark>: As we monitor our goals and actions through data discussions and classroom walks our team will make adjustments to the plan.
Schoolwide Plan Reform Strategies – *Section 1114(b)(7)(A)(i-iii)(I-V)*
10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*
12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*
13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*   ==SCHOOL RESPONSE==: Green Acres follows the response to intervention process. Each month our grade level teams work through student learning concerns as a team and determine interventions to support students. We have an RTI coordinator the supports the staff in supporting students on each tier.
14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments<u>, and to recruit and retain effective teachers</u>, particularly in high need subjects. *SWP Checklist 2.c(iv)*   ==SCHOOL RESPONSE==: Professional development is provided for all teachers and paraprofessionals and connects to our SSP goals and individual and team goals. New teachers are assigned a mentor and attend monthly professional learning and support meetings to guide them in improved instruction and use of data to make instructional decisions.
15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*   ==SCHOOL RESPONSE==: Our 5th grade students attend a transition workshop with our school counselor. After the transition workshop the students go on a tour of the middle school.
16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*   ==SCHOOL RESPONSE==:
Comprehensive Needs Assessment – *Section 1114(b)(1)(A)*

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