



School Improvement Action Plan



School Year:	2023-2024
School Name:	Cooper Middle School
Principal Name:	James Rawls
Date Submitted:	June 3, 2023
Revision Dates:	September 20, 2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Cooper Middle School
<i>Team Lead</i>	Rodney Wheeler
<i>Position</i>	Assistant Principal
<i>Email</i>	Rodney.Wheeler@cobbk12.org
<i>Phone</i>	770-819-2438
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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

School Response: Feedback from both the Fall and Spring was taken into consideration. The Fall and Spring surveys were administered via Microsoft Forms and provided feedback about Title 1 documents. Responses from the four staff professional development sessions were used as well. Professional development was given four times during the year in order to better improve communication between the staff and their stakeholders. Climate and discipline data was used in the development of the plan. Data from each content was used to reflect on past developed goals and used to drive the development of the 2023 –2024 goals.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	May 23, 2023, May 24, 2024, May 26, 2024, May 30 th
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Position/Role	Printed Name	Signature
Principal	James Rawls	See hard copy uploaded
Assistant Principal	Rodney Wheeler	See hard copy uploaded
Assistant Principal	Christian Waldon	See hard copy uploaded
Assistant Principal	Portia Shaw-Alabi	See hard copy uploaded
Counselor	Ryan Tolbert-Jackson	See hard copy uploaded
Counselor	Tamara Hines	See hard copy uploaded
PBIS Coach	Johnathan Smith	See hard copy uploaded
English Language Arts Coach	Dayan Shannon	See hard copy uploaded
Math Coach	Crystal Mast	See hard copy uploaded
Social Studies Coach	Gerrilyn Sumlin	See hard copy uploaded

Science Coach	Geoffrey Gillie	See hard copy uploaded
PTSA Members	Vinette Leopard, LaQuiesia Wilkins, Victor Huff	

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	The number of ELA students scoring Proficient/Advanced will increase by 15% from August 2022 to May 2023 as measured by the Reading Inventory administered 3 times during the school year.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	As measured by the Reading Inventory, the number of Proficient/Advanced learners increased by 13% missing our goal by 2%.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	We can provide more vocabulary instruction using the Membean program and provide explicit word study instruction. We can also provide instruction on reading strategies such as summarizing, clarifying, questioning, predicting, and monitoring comprehension.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

<p>Previous Year's Goal #2</p>	<p>The percentage of students scoring Proficient/Advanced will increase by 10% as measured by the 2022-2023 Georgia Milestones Mathematics assessment.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The number of students scoring proficient and advanced on the 2021-2022 Georgia Milestones was 300 of 1006 total students (30%). The number of students scoring proficient and advanced on the 2022-2023 Georgia Milestones was 413 out of 1015 total students (41%).</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ul style="list-style-type: none"> - Students were scheduled in math support classes during 3rd period and Connections based on the student's performance on the previous year's Milestone scores. - These students were also cross referenced with their MI scores, deficits were able to be identified. - Students not in a 3rd period math support class were assigned DreamBox lessons based on their lowest standards and students were given 2 class period's a week across all 3rd period classes (excluding Read 180) to complete these lessons for quarter 3 & quarter 4. - Students that were in a math support were assigned Progress Learning assignments based on their lowest performing grade level standards. Students were given time in class to complete these assignments. - 8th grade completed their pacing before Spring Break which gave 2 full weeks for remediation and support prior to the Milestone. - CCC's were more focused on data and was more structured. - Mr. Rawls held meetings with students that were close to moving to the next proficiency level to encourage them and explain the importance.

<p>Previous Year's Goal #3</p>	<p>The percentage of students scoring proficient/advanced will increase by 10% as measured by the 2022-2023 Georgia Milestones Social Studies assessment.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>The 2021-2022 GMAS Social Studies data for 8th Grade Social Studies regarding Level 3 and Level 4 learners did not increase 10%. Level 3 learners increased 3% and Level 4 learners decreased 6%.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> - There will be an intense focus on the CCC process...focusing on data specific to on level and distinguished learners. - Increase in differentiated activities/tasks will be incorporated in classroom lessons to support those students. - Enriched activities will be taught during deployment between Test A and Test B for Level 4 learners who are exempt from Test B. - A change in instructional philosophy regarding pullouts. Instead of the normal pullout of lower-level learners, Level 4 learners will be pulled out and given higher level activities/tasks. - Instructional strategies matching the language of the standard will continue to be used. - An increase in content vocabulary and assessment question vocabulary will be incorporated during warmups. - The instructional coach will conduct classroom walks to ensure practices are carried out. - The instructional coach will provide feedback and strategies to teachers who need support.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #4</p>	<p>The percentage of students scoring proficient/advanced will increase by 10% as measured by the 2022-2023 Georgia Milestones Science assessment.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>During the 2021-2022 school year Georgia Milestones Science Level 3 (43%) and Level 4 (9%) learners resulted in a 13% decrease in Level 3 learners and a 15% increase in Level 4 learners...meeting in Level 4s but not in Level 3s.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>-Due to 46% of students performing below proficient, there will be an increase in Depth of Knowledge during instruction by aligning curriculum and assessment to the verbiage of the standard. By doing so, summative assessment data for Test A increases which allows for more attention to be given to learners who are on the bubble of proficiency during deployment.</p> <p>-Supporting services will be offered earlier in the year with more precise placement. Students who identified as having a weakness in science often had weaknesses in other contents and could not attend both interventions such as tutoring, 3rd period science remediation, and after school tutoring. Students will have recommendations for specific days via communication with parents, a rotating 3rd period schedule to include science remediation if needed.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p>Previous Year's Goal #5</p>	<p>The number of students receiving office discipline referrals will decrease from 1300 to less than 1000 as measured by the office discipline referrals during the 2022-2023</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>648 referrals processed during the 2022-2023 school year.</p> <ul style="list-style-type: none"> - 302 occurred in the classroom - 145 in the hallway - 56 in the restroom
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ul style="list-style-type: none"> -Principal set goals for each grade level and provided positive incentives when the goals were met. -Principal would increase the percentages every quarter and reviewed data with the students by grade level and increase the incentive. -Teachers were encouraged to use the PBIS rewards app and given an incentive for reaching a particular monthly. -High level users of the app were recognized in our faculty meetings. -A new incentive was introduced the second semester and there was both teacher and student buy-in. -The PBIS team had an increase in members.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> - Students with Below Basic and Basic Lexiles are given additional support in Reading Support Classes (READ 180). -Students’ Lexiles are increasing as measured by the Reading Inventory administered in the Winter and Spring. 	<ul style="list-style-type: none"> Reading stamina and vocabulary knowledge. Moving our advanced students higher 	<ul style="list-style-type: none"> RI Data Common Formative Assessments
Math	<ul style="list-style-type: none"> -80% of students in math support classes grew by an achievement band on the Georgia Milestone - 40% of students (6-8) grew to Proficient and Advanced on the MI across all grade levels (6-8) -100% of test A assessments were given in Progress Learning and remediation was assigned based on their individual performance. -30% of students consistently completed 2 or more lessons of DreamBox each week for skill deficits. 	<ul style="list-style-type: none"> - Approximately 25% of the students do not take the Math Inventory with fidelity (use of outside sources was observed across all grade levels (6-8)) - Implementation of deployment on all grade levels was not monitored after each unit. - Teachers are not giving students time for productive struggle and to effectively activate prior knowledge. 	<ul style="list-style-type: none"> - MI data - Georgia Milestone Data -Progress Learning Data - DreamBox Data - Classroom observations and lesson plans - CCC logs
Science	<ul style="list-style-type: none"> -We maintained a strong score compared to similar Title I schools. -Students score consistently increased between Test A and Test B deployments. -Teams worked as CCCs to provide authentic and rigorous assessment using two formats for data collection. 	<ul style="list-style-type: none"> -Instruction had a heavy focus on vocabulary acquisition but not necessarily the verbiage of the standards. -CCC collaboration has a focus on planning opposed to learning communities and individual student data 	<ul style="list-style-type: none"> -Progress Learning Summative Assessments (Test A) -CTLS Summative Assessments (Test B) -TEAMS CCC logs -Academic Coach Observations
Social Studies	<ul style="list-style-type: none"> -We are consistently outscoring similar Title I schools. -Students’ scores consistently increased between Test A and Test B. -Deployment was consistently practiced. 	<ul style="list-style-type: none"> -Milestone scores showed that we increased our number of proficient students, however, we decreased our distinguished learners. -Instruction was data driven, however, not adequate pacing to finish all content. 	<ul style="list-style-type: none"> -Progress Learning Summative Assessments (Test A) -CTLS Summative Assessments (Test B) -TEAMS CCC logs

	-Teams worked as CCCs to provide authentic and rigorous assessment using two formats for data collection.	-CCC collaboration has a focus on planning using the backwards design opposed to learning communities and individual student data -Decrease in Level 4s	-Academic Coach Observations
Discipline / School Climate Data	-students' progress when meeting with the counselor for weekly small groups -students were given behavior trackers and required to have weekly meetings with the administrator to prevent negative behaviors. -students strive to use behavior tracker for their repeated discipline infractions	There were still 648 referrals processed this school year. - 302 occurred in the classroom - 145 in the hallway - 56 in the restroom High level of classroom disruption contributing to number of processed referrals (648)	PBIS app/data Counselor surveys CSIS
Professional Learning What's been provided? What is the impact?	Academic coaches provided PDs by content and grade level. A plan of what would be taught was devised by the leadership team. PD Strategies Scaffolding Jigsaw Summarizing Activating Prior Knowledge Teachers would have more strategies to increase student achievement.	There needed to be more follow-up to clear up questions and concerns after the PD had occurred.	Lesson plans Power points School Calendar Handouts/Videos Teacher observations
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> - Strong co-teaching teams who regularly implemented evidenced-based instructional strategies. -ESOL teachers reinforced reading and writing skills and ELA concepts by meeting with ELA teachers to allow students to preview upcoming units. -EL and SWD receive reading interventions in Read 180 or receive writing interventions during 3rd period intervention block. 	<ul style="list-style-type: none"> -SWDs who do not read proficiently on grade level 	Read 180/System 44 Common Formative Assessments Reading Inventory Observations
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> - Most EL students were in co-taught classes and were able to get support in small groups. - ESOL teachers were in constant communication with the content teacher and supported the math teacher with strategies and reteaching content in ESOL class time. - Additional ESOL teacher to support our population. - 90% of SWD students were in a Math Support classes. - Students had access to personal laptops and were able to access resources at home and in multi-language formats. 	<ul style="list-style-type: none"> -Lack of consistency with completing support assignments outside of given class time. (need more time given in class) -Math teachers were not given enough training to effectively support math instruction for EL Learners. -Pacing of the standards did not allow for deeper. - Attendance issues -Language barrier 	
Science	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> -Special ed teachers are strong/experienced -ESOL teacher support and consultation - Students had access to personal laptops and were able to access resources at home and in multi-language formats. 	<ul style="list-style-type: none"> -The use of “secondary” science vocabulary, such as general science terms (theory, model, metric system, etc.) -Modification of instruction to proactively consider background knowledge culturally and socially. 	<ul style="list-style-type: none"> -Progress Learning Summative Assessments (Test A) -CTLs Summative Assessments (Test B) -TEAMS CCC logs -Academic Coach Observations

		-Students had the opportunity for acceleration in STEM academy and science literacy classes.	-Pacing did not permit for in class remediation -Deployment needs to consider ESOL and accommodations when executing remediation and acceleration.	
Social Studies	<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	-Access to personal laptops and were able to access resources at home and in multi-language formats. -Students had the opportunity for remediation, extension and social studies literacy classes. Special ed teachers are strong/experienced -ESOL teacher support and consultation	-Vocabulary pre-teaching -More tiering of lessons -Adequate and timely feedback - Modification of instruction to proactively consider background knowledge culturally and socially. -Deployment needs to consider ESOL and accommodations when executing remediation and acceleration.	- Department Teams CCC logs -Academic Coach -Observations -Walkthroughs -Lesson Plan feedback
Discipline / School Climate Data	<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	-Increase in EL students exiting ESOL...1 student to 11 students -Increase in lowest performing domain on ACCESS test...average 2.3-3.6 -Simulation of ACCESS test throughout school year -Grade level incentives for behavior -Schoolwide incentives for behavior -Behavior interventions...Check-in/Check-out, Check and Connect, Behavior trackers	-Inconsistency in PBIS AIR days and PBIS App points usage -Inconsistency in promotion of PBIS giveaways and incentive days -EL learners and heritage celebrations...lack of...need for increase -Need for increased parental support for high flyer behavior students	-ACCESS test data -PBIS App data -Staff feedback
Professional Learning	<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	-PD delivered on new instructional strategies...Summarizing, Jigsaw, Scaffolding, and Activating Prior Knowledge	-Co-taught teachers PD...need for increased PD -EL instructional strategies PD -Need for continued monitoring of PD instructional strategies	-Teacher feedback -Instructional Coach observations
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	A major area of concern for the ELA department is the number of students (150) in 6 th and 7 th grade reading at Level 1 and showing a lack of proficiency in reading comprehension and written expression. (Data Source: GMAS)
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students are to be provided with tiered and scaffolded passages to build reading endurance.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Consistent instructional practices for clear learning targets, structured vocabulary instruction and checks for understanding (comprehension checks) are needed.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Data from school schedule and lesson plans indicate the need for more uninterrupted reading time for students along with checking for understanding of the independent reading.
Contributing Factors (Outside of control)	-Lack of reading outside of what is assigned, lack of motivation, and parental engagement.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 70% (with enrollment at 1060) on the Reading Inventory.

Statement of Concern #2	<p>The major area of concern for students in Math is only 12% of students (approximately 125 students) scored proficient at the start of 2023-2024 School Year and 45% of students (approximately 475 students) scored below basic (i.e. below grade level) at the start of 2023-2024 School Year. (Math Inventory data)</p>
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<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 and GMAS data. There is a need for consistent and common instructional practices across grade levels to meet mathematics standards and learning targets.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>There is a need to implement targeted intervention lessons that are aligned to data and remedial skills identified in Math diagnostic assessments. Formative data shows that students need varied strategies so that all students can keep pace with the learning targets, remain actively engaged and demonstrate understanding.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>There is a need for students to frequently (1-3 times per week) practice/implement problem-solving strategies (with the relevant Math vocabulary) that require them to draw a model, write an equation, and explain their answer in writing.</p>
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> - Loss of skills over summer break. - Lack of outside practice over skills and concepts throughout the year. - Students achievement on Math Inventory does not directly correlate to their performance on the Georgia Milestone which can provide discrepancy in planning interventions.

<p>Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 50% (with enrollment at 1060) on the Math Inventory.</p>
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Statement of Concern #3	The major area of concern for students in 8 th Grade Social Studies is 167 students scored at a Level 1 (43) Level 2 (124) on the GMAS.
Root Cause #1 - (Within control) Impacts which system(s): <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	Government & Economics was the lowest domain. There is a need for consistent and systematic pre-teaching of Economics/Government concepts that vertically align between 6 th , 7 th , & 8 th grade.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for a more coherent and systematic deployment process that specifically addresses non-mastered standards and concepts.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for more differentiated tasks for remediation and extension student groups based on formative assessment data.
Contributing Factors (Outside of control)	-Lack of real-world/relevant experiences and connections outside of the school environment.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on the Social Studies Common Summative Assessments.

Statement of Concern #4	The major area of concern for students in 8 th Grade Science is 161 (48%) students scored at Level 1 (70) Level 2 (91) on the GMAS.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for the academic coach to be more proactive in responding to and providing interventions based on formative/summative data.
Root Cause #2 - (Within control) Impacts which system(s): <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	There is a need for vocabulary acquisition, however there is also an additional need for instruction to be tailored to the application of vocabulary and key terms.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for additional intervention/remediation/spiraling opportunities post unit assessments
Contributing Factors (Outside of control)	<p>-The pacing guides provided by the state and county do not permit time to properly focus on areas of weakness.</p> <p>-Lack of completion of homework/practice, nightly reading, and real-world exposure to natural phenomena.</p>

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on the Common Summative Assessments for Science.</p>
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Statement of Concern #5	Out of 648 processed referrals, 302 occurred in the classroom, 145 occurred in the hallway and 56 occurred in the restroom and the most frequent offense was classroom disruption. The offence most frequently occurred at 12:00 during 3 rd period.
Root Cause #1 - (Within control) Impacts which system(s): <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	There is a need for more consistency in monitoring PBIS classroom expectations by the PBIS team and grade level administration.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for additional training and incentives for staff members using the PBIS App.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a need for more frequent PBIS celebrations to increase student buy-in.
Contributing Factors (Outside of control)	Due to the large number of students needing some type of remediation, 3 rd period classes were sometimes comprised of more than 30 students.
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year, the PBIS team will work with all students and staff to decrease classroom disruption by 25% (move from 200-150 or fewer disruption referrals).

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 70% (with enrollment at 1060) on the Reading Inventory.
Goal #2	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 50% (with enrollment at 1060) on the Math Inventory.
Goal #3	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on the Social Studies Common Summative Assessments.
Goal #4	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70%% (with enrollment at 1060) on the Common Summative Assessments for Science.
Goal #5	By the end of the 2023-2024 school year, the PBIS team will work with all students and staff to decrease classroom disruption by 25% (move from 200-150 or fewer disruption referrals).

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?
Dayan Shannon	<input checked="" type="checkbox"/> Goal 1 <input 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	-Identify students needing the Reading Support classes. -Identifying students needing to be placed in the 3rd period ELA Literacy Class. -Provide ongoing support and professional development -Provide support with data analysis from RI and other common assessments to help drive instruction -Implement coaching cycles -Provide resources/strategies for reading and writing for families to implement at home.
Crystal Mast	<input 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - Provide support when identifying struggling students and areas of weakness based on Math Inventory, GA Milestones, formative assessments, and summative assessments. - Support teachers in development and implementation of deployment/remediation plans. - Provide ongoing support and monthly professional development in implementation of Dream Box, 360-Classroom and other instructional strategies. - Provide support with data analysis of Math Inventory and common assessments to guide instruction and support strategies. - Provide feedback and support throughout lessons and instruction to meet the needs of all students. - Provide resources for parents for those students struggling in math that can be implemented outside of the classroom
Gerrilyn Sumlin	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	-Provide weekly feedback using the lesson plan checklist. -Support CCCs weekly with implementation of common formatives, summative and remediation or enrichment for class deployment based on Test A scores. -Facilitate quarterly focused PD and support collaborative PD with the department chair and individual teachers who are particularly proficient in teaching strategy of practice. -Provide regular observations focusing on action step to meet our 2023 SIP goal, by providing direct feedback and direction to resources that can be used to improve curriculum and instruction.

Geoffrey Gillie	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>-Support CCC/PLC weekly with common formatives and summative and remediation or enrichment for class deployment based on Test A scores.</p> <p>-Facilitate quarterly focused PD and support collaborative PD with the science department chair and individual teachers who are particularly proficient in teaching strategy of practice.</p> <p>-Provide regular observations focusing on action step to meet our 2023 SIP goal, by providing direct feedback and direction to resources that can be used to improve curriculum and instruction.</p> <p>-Collaborate in P.A.W.S nights where we share the students' projects, content, and help parents and teachers work together meeting student individual strengths and needs.</p> <p>-Provide data share outs to calibrate school grade level and individual performance.</p>
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<p align="center">GOAL #1</p>	<p>By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient and Advanced Level will be 70% (with enrollment at 1060) on the Reading Inventory.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>To increase student Lexile levels, Read 180 teachers in grades 6-8 will meet with students once a week through one-on-one conferencing based on data.</p>	<p>Read 180 software Classroom libraries</p>	<p>Title 1 District</p>	<p>August to May</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Beginning in Aug. teachers will participate in PL for Read 180 for fidelity in program implementation to include conferring and small group instruction Teachers will conference 1:1 and/or in small groups with students weekly and work with academic coaches for support Quarterly teacher reports to reflect accurate implementation of Read 180 practices and student progress at various intervals <p>Artifacts:</p> <ul style="list-style-type: none"> Student reading logs Teacher conference class summary/schedule Instructional Walkthrough “Look-Fors” 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> 85% of teachers will implement Read 180 with fidelity by December 2023. At least 30% of students who begin their assessments performing in the beginning and developing stages as identified by Read 180 will grow to perform at proficient and above stages by the end of the school year. <p>Evidence:</p> <ul style="list-style-type: none"> Summary of Read 180 reports Summary of walkthrough data 	<p>Academic Coach Administrator Read 180 Teachers</p>

<p>Implement a structured CCC meeting format for ELA, that will include teacher planning, reflection on practice, peer observations, collaborative scoring and student data analysis to respond to specific areas of instructional need.</p>	<p>Common Assessment (CTLS, Progress Learning, RI)</p>	<p>Title 1</p>	<p>August 18, 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • July: Teacher, coaches and admin will attend PLC Conference • August: Preplanning PD on CCC structure & expectations • Monthly: Subject Area Silent CCC Observation reports • Quarterly: PL for CCC Leads as needed • Quarterly: CCC team Surveys <p>Artifacts:</p> <ul style="list-style-type: none"> • Formative & Common Assessments • CCC Data summaries • CCC Silent Observer Look Fors • PL PowerPoints • Weekly CCC Schedules • CCC Agendas & Minutes 	<p>Evaluation of Impact:</p> <p>Observation reports and teacher reflections show incremental growth in implementation</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Aligned Summary Data show CCC Focus transferred to classroom instructional practices and assessments. 	<p>Teachers</p> <p>Academic Coach</p>
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GOAL #2	By the end of the 2023-2024 school year, increase the percentage of students scoring at the Proficient and Advanced Level will be 50% (with enrollment at 1060) on the Math Inventory.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Implement a structured CCC meeting format for Math, that will include teacher planning, reflection on practice, peer observations, collaborative scoring and student data analysis to respond to specific areas of instructional need.	Common Assessment (CTLS, Progress Learning, RI)	Title 1 District	August 18, 2023	Implementation: <ul style="list-style-type: none"> July: Teacher, coaches and admin will attend PLC Conference August: Preplanning PD on CCC structure & expectations Monthly: Subject Area Silent CCC Observation reports Quarterly: PL for CCC Leads as needed Quarterly: CCC team Surveys Artifacts: <ul style="list-style-type: none"> Formative & Common Assessments CCC Data summaries CCC Silent Observer Look Fors PL PowerPoints Weekly CCC Schedules CCC Agendas & Minutes 	Evaluation of Impact: <p>Observation reports and teacher reflections show incremental growth in implementation</p> Evidence: <ul style="list-style-type: none"> Aligned Summary Data show CCC Focus transferred to classroom instructional practices and assessments. 	Teachers Academic Coach

<p>Implement Deployment: Tiered instruction in grade 6-8 Math with scaffolds or interventions and small group instruction for alignment with K12 Georgia Math Standards, teaching strategies and differentiation for all levels of learners.</p>	<p>Common Assessment (CTLS, Progress Learning, RI)</p>	<p>Title I District</p>		<p>Implementation:</p> <ul style="list-style-type: none"> August to April: Implement a Period 3 intervention Block. At end of each unit, teachers will give a common assessment (Test A). Students who score 90% or higher will be accelerated through a single teacher deployment, and students who score 89% or less will remediate through multiple teacher deployment and will be given a Test B common assessment. <p>Artifacts:</p> <ul style="list-style-type: none"> CCC Agendas CCC Data Logs of Assessment Progress Unit Plans Walkthrough Data Summary Deployment schedule Observation deployment walk though form Test A and B 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> Observation reports show 80% fidelity in implementation of tiered interventions and small group instruction models by Dec. 2023 <p>Evidence:</p> <ul style="list-style-type: none"> CCC Data Logs of Assessment Progress show transfer to classroom instructional practices leading to student growth Test B Summary Results by Unit shows student growth 	
<p>GOAL #3</p>		<p>By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on the Social Studies Common Summative Assessments.</p>				

<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Implement a structured CCC meeting format for Social Studies, that will include teacher planning, reflection on practice, peer observations, collaborative scoring and student data analysis to respond to specific areas of instructional need.</p>	<p>Common Assessment (CTLS, Progress Learning, RI)</p>	<p>Title 1 District</p>	<p>August 18, 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • July: Teacher, coaches and admin will attend PLC Conference • August: Preplanning PD on CCC structure & expectations • Monthly: Subject Area Silent CCC Observation reports • Quarterly: PL for CCC Leads as needed • Quarterly: CCC team Surveys <p>Artifacts:</p> <ul style="list-style-type: none"> • Formative & Common Assessments • CCC Data summaries • CCC Silent Observer Look Fors • PL PowerPoints • Weekly CCC Schedules • CCC Agendas & Minutes 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • Observation reports and teacher reflections show incremental growth in implementation <p>Evidence:</p> <ul style="list-style-type: none"> • Aligned Summary Data show CCC Focus transferred to classroom instructional practices and assessments. 	<p>Teachers Academic Coach</p>
<p>Implement Deployment: Tiered instruction in grade 6-8 Social Studies with scaffolds or interventions and small group instruction for alignment with K12 Georgia Social Studies Standards, teaching strategies and differentiation for all levels of learners.</p>	<p>- Progress Learning -CTLS -Summer PL</p>	<p>Title I District</p>	<p>August 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • August to April: At end of each unit, teachers will give a common assessment (Test A). Students who score 90% or higher will be accelerated through a single teacher deployment, and students 	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • Observation reports show 80% fidelity in implementation of tiered interventions and small group 	<p>-Social Studies academic coach -Social Studies teachers</p>

				<p>who score 89% or less will remediate through multiple teacher deployment and will be given a Test B common assessment.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC Data Log • Deployment schedule • Observation deployment walk through form • Test A and B 	<p>instruction models by Dec. 2023</p> <p>Evidence:</p> <ul style="list-style-type: none"> • CCC Data Logs of Assessment Progress show transfer to classroom instructional practices leading to student growth • Test B Summary Results by Unit shows student growth 	
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GOAL #4	By the end of the 2023-2024 school year, the percentage of students scoring at the Proficient Level will be 70% (with enrollment at 1060) on the Common Summative Assessments for Science.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Implement Deployment: Tiered instruction in grade 6-8 Science with scaffolds or interventions and small group instruction for alignment with K12 Georgia Science Standards, teaching strategies and differentiation for all levels of learners.	-Progress Learning -Science academic Coach -CTLS Common Assessments	Title 1	August 2023	<p>Implementation:</p> <ul style="list-style-type: none"> August to April: At end of each unit, teachers will give a common assessment (Test A). Students who score 90% or higher will be accelerated through a single teacher deployment, and students who score 89% or less will remediate through multiple teacher deployment and will be given a Test B common assessment. <p>Artifacts:</p> <ul style="list-style-type: none"> CCC Data Log Deployment schedule Observation deployment walk through form Test A and B 	<p>Evaluation of Impact:</p> <p>September: 125 students per grade level will perform at 80% or higher mastery on Test B.</p> <p>December: 150 students per grade level will perform at 80% or higher mastery on Test B.</p> <p>February: 175 students per grade level will perform at 80% or higher mastery on Test B.</p> <p>April: 200 students per grade level will perform at 80% or higher mastery on Test B.</p> <p>Evidence: CCC Data Log Summary Test A and Test B summary scores Walkthrough Data Milestone Data</p>	-Science academic coach -Science teachers

<p>Implement a structured CCC meeting format for Science, that will include teacher planning, reflection on practice, peer observations, collaborative scoring and student data analysis to respond to specific areas of instructional need.</p>	<p>Common Assessment (CTLS, Progress Learning, RI)</p>	<p>Title 1</p>	<p>August 18, 2023</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • July: Teacher, coaches and admin will attend PLC Conference • August: Preplanning PD on CCC structure & expectations • Monthly: Subject Area Silent CCC Observation reports • Quarterly: PL for CCC Leads as needed • Quarterly: CCC team Surveys <p>Artifacts:</p> <ul style="list-style-type: none"> • Formative & Common Assessments • CCC Data summaries • CCC Silent Observer Look Fors • PL PowerPoints • Weekly CCC Schedules <p>CCC Agendas & Minutes</p>	<p>Evaluation of Impact:</p> <ul style="list-style-type: none"> • Observation reports and teacher reflections show incremental growth in implementation <p>Evidence:</p> <ul style="list-style-type: none"> • Aligned Summary Data show CCC Focus transferred to classroom instructional practices and assessments. 	<p>Teachers</p> <p>Academic Coach</p>
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GOAL #5	By the end of the 2023-2024 school year, we will decrease classroom disruption by 25% (move from 200-150 or fewer disruption referrals).					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
1. PBIS Teacher Training-New teachers and retraining returning teachers as needed.	PBIS in the Classroom	Title One/PBIS funding	August 2023	Implementation: Implemented through Pre-planning by the PBIS teams Artifacts: Pre-planning agenda, PPT, surveys from trainings	Evaluation of Impact: Number of disruptive referrals written will decrease Evidence: Number of disruptive referrals decreasing each month	Teachers Counselors PBIS Team Admin PBIS Coach
2. Ensure classroom expectations are clear and reviewed daily with each class	PBIS posters/Teacher Power Points	Title 1/PBIS funding	August 2023	Implementation: Teachers will write clear expectations for their classrooms and have them posted and review daily Artifacts: PBIS posters and power points for the classroom	Evaluation of Impact: The number of disruptive referrals will decrease Evidence: Number of disruptive referrals will be decreased each month	Teachers Counselors PBIS Team Admin PBIS Coach
3. The grade level with highest referrals in the classroom disruption will receive a multi-tier intervention by counselors	Power point lessons.			Implementation: Tier 1-Entire grade level classroom lesson Tier-2 Repeat offenders will have small group through the use of power of choice Tier 3- Individual intervention for students and personal goal setting Artifacts: Group meetings, Personal invitations, Power points, Check and Connect	Evaluation of Impact: To target the students who are constantly exhibiting disruptive behavior in the classroom Evidence: Number of disruptive referrals will decrease each month	Teachers Counselors PBIS Team Admin PBIS Coach

				Implementation: Artifacts:	Evaluation of Impact: Evidence:	
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Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	-Read 180/System 44 and 3 rd period Literacy support classes - Access to technology -Academic Coach will provide resources to help with reading strategies and vocabulary instruction	Membean Cobb Digital Library/SORA Reading resources	Title 1
<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	- Work with ESOL teachers to support math vocabulary acquisition and instructional strategies. -Quarterly meeting with ESOL teachers about instructional strategy support for EL student. -Use the backwards design model to preview and reinforce concepts throughout areas of weaknesses. -Shift focus of outside of classroom practice assignments to focus on vocabulary acquisition.	Quizlet CTLS Resource Library Flocabulary	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> - Work with ESOL teachers to support social studies academic vocabulary and instructional strategies. - Use the backwards design model to preview and reinforce concepts throughout areas of weaknesses. - -Shift focus of outside of classroom practice assignments to focus on vocabulary acquisition - Assign remediation using Progress Learning based upon individual student deficits. - Coaches will lead PD to address student deficits. 	Progress Learning Quizizz Reading resources CTLS	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> - Work with ESOL teachers to support science academic vocabulary and instructional strategies. - Use of inquiry base learning and science phenomenon. - -Shift focus of outside of classroom practice assignments to reinforce vocabulary acquisition. - Assign remediation using Progress Learning based upon individual student deficits. - Coaches will lead PD to address student deficits. 	Science literacy CTLS Progress Learning	Title I

<input type="checkbox"/> XEcon. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>-A focus group of students will be created by PBIS administrator for providing input for future student reward activities</p> <p>-Students will have an opportunity to review monthly data</p> <p>-Students will receive PBIS points via the reward system by staff</p>	<p>-Meetings with principal</p> <p>-PBIS presentations</p> <p>-PBIS rewards app</p>	<p>Title I</p>
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Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required Annual Title I Meeting – Deadline September 29, 2023 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>	August 31, 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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.</p>	September 14, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 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 28, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>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 <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	August 21, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	November 2, 2023		
	January 16, 2024		
	March 21, 2024		
<p>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: -Rising 6th Grade Parent Night</p>	March 21, 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></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
Understanding Test Scores (Georgia Milestones, ITBS, CoGAT, Math and Reading Inventory) Workshop	<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		Title One	October 18, 2023	-Parent sign in -Parent survey completion at the end of the presentation -Parent Q&A	Rodney Wheeler
ESOL Student Celebration	<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		Title One	January 25, 2024	-ACCESS Test data	Rodney Wheeler
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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:

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: We review the results from the Reading and Math Inventories in December and May and share those results with parents, students, and staff in December and with staff in December and May. We also share the results of the GA Milestones and End of Course Tests with staff when they are received in May and August.

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: Our students’ scores on the Reading and Math Inventories and End of Course Tests were comparable to pre-pandemic years, and we are waiting for our all of GA Milestones scores to be forwarded so that we can make those comparisons for student achievement and growth.

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 Math department will conduct deployment as needed in 6th,7th and 8th grade to supplement the individual needs of student who do require specialized remediation or advanced acceleration.

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: We utilize PBIS strategies to ensure a positive school climate. Lessons created by the PBIS team are taught at the beginning of the school year by teachers in each class to ensure consistency and alignment of our PBIS expectations. Our counselors hold small group classes to support struggling students and there are classroom and school-wide recognition programs to encourage and reward good behavior.

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: All new teachers are provided with an assigned mentor and mentor/mentee activities are held at the beginning of the school year. New teachers and staff are given an orientation by the principal along with a school tour. The academic coaches and leadership team help plan and implement professional development for teachers based on their content and goals established prior to the beginning of the year. The teachers are given paid time in the summer to plan for the first unit of teaching by reviewing the priority standards, instructional strategies, and assessments, etc.

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: Each year we host our rising 6th graders from our three feeder schools to spend a few hours visiting their new school during the day and a parent meeting is held that evening. Parents are able to visit classrooms, hear presentations and meet most of the teachers.

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*