School Improvement Action Plan

School Year:	24-25
School Name:	Acworth Elementary
Principal Name:	Bertha Nelson
Date Submitted:	05/01/2024
Revision Dates:	07/02/2024

District Name	Cobb County School District
School Name	Acworth Elementary
Team Lead	Dr. Bertha Nelson
Position	Principal
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Phone	770-975-6600

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

	Factor(s) Used by District to Identify Students in Poverty (Select all that apply)
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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

School Response: The plan for the 2023-2024 SIP was shared with the Building Leadership Team. Grade-level team leads collaborated with their teams and coaches and identified areas of deficiency in Reading, Math, and Writing based on SY23 data to determine goals and action steps.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team

2. Content or Grade Level Teachers

3. Local School Academic Coaches

4. District Academic Coaches

5. *Required:* **At least one Parent (Non CCSD Employee)**

6. School Counselors

7. Parent Facilitators

8. Media Specialists

9. Public Safety Officers

10. Business Partners

11. Social Workers

12. Faith Based Community Leaders

13. School Technology Specialists

14. Community Health Care Providers

15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	4/30/24

Position/Role	Printed Name	Signature
Title 1 Supervisor		
Academic Coach (District)		
Academic Coach (Local School)		
Parent (non-CCSD employee)		
Business Partner		
Counselor		
Parent Facilitator		
Health Care Providers		
Social Workers		
Faith-based Community Leaders		
Technology Experts (TTIS)		
Media Specialists/Librarians		

Police/Public or School Safety Officers		
Universities or Institutes of Higher Education		

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	Increase the number of students from last year in grades 2-5 reading at or above grade-level proficiency by 30% (142 students) measured by the August 2023 to May 2024 administration of the Reading Inventory.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	Reading Inventory data from August to the end of Quarter 4 were used to determine the outcome of the goal. Based on the August 2023 data, our year-end goal was for 67% (320 students) to end the school year reading at or above grade-level proficiency. Overall, students made consistent growth each quarter, but we missed the 67% goal by 5% (18 students). Schoolwide, we increased the number of students reading at or above-grade-level proficiency by 25% (118 students).
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Teacher training and daily classroom implementation of word attack/decoding instruction and morphology instruction (as appropriate based on students' reading proficiency). 2. Teacher training and consistent implementation of ELLevation strategies/resources during the literacy block to support English Language Learners. 3. Consistent structuring of the literacy block across classrooms and grade levels.
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?	

Previous Year's Goal #2	Increase the number of students in grades 3-5 that meet and exceed quarterly genre benchmark expectations by 25% as measured by the quarterly pre and post Write Score assessments during the 2023-2024 school year.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	Third- through fifth-grade Write Score pre assessment data for Quarter 2 (informational) and post assessment data for Quarter 3 (informational) were used to determine the outcome of the goal. Based on the pre-data for Quarter 2, 3% (9 students) met or exceeded grade-level expectations. By the end of Quarter 3, 21% (77 students) met or exceeded grade-level expectations, for an increase of 18% (68 students).
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Utilization of a schoolwide writing graphic organizer aligned to the Georgia Milestones writing rubrics and GSE writing standards could aid students in understanding how to meet grade-level writing expectations. 2. Teacher training on implementing the schoolwide writing graphic organizer and collaborative scoring of student writing using the Georgia Milestones writing rubrics would ensure consistency among classrooms and across grade-levels.
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?	

Previous Year's Goal #3	Increase the number of students in grades 2-5 scoring on or above grade-level proficiency by 40% (284 students) as measured by the August 2023 to May 2024 administration of the Math Inventory.

Was the goal met? ☒ YES ☐ NO	

What data supports the outcome of the goal?	Quarterly Math Inventory data was used to determine if the goal was met. During the fall administration, students in grades 2-5 increased the number of students who were proficient/advanced (2nd: 37% - 39 students, 3rd: 47% - 60 students, 4th: 36% - 46 students, 5th: 48% - 68 students). The end-of-year administration also showed an increase in the number of students who were proficient/advanced (2nd: 54% - 56 students, 3rd: 66% - 84 students, 4th: 61% - 78 students, 5th: 60% - 81 students). Overall, at the end of Q4, 61% - 298 students were proficient/advanced in math, which exceeded the goal.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	1. Implementation of CTLS math core curriculum with fidelity 2. Quarterly data discussions to identify student groups for remediation/extension and students that needed to be added to Tier 2 or moved to Tier 3 3. Daily Math Intervention Block

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

Data	Strengths	Concerns	Multiple Data Sources
ELA	Grade-level proficiency on Reading Inventory: 2 – 50% (52 students) 3 – 47% (59 students) 4 – 62% (80 students) 5 – 65% (87 students) Although we did not meet our goal for writing, consistent areas of strength noted across grades 3-5 included introductions, progression, and word choice.	School-wide, 22% (107 students) ended the school year at a below-basic level: 2 – 31% (32 students) 3 – 18% (23 students) 4 – 24% (31 students) 5 – 19% (26 students) In grades 3-5, 21% (77 students) ended Quarter 3 meeting grade-level expectations in writing. Grade-level proficiency on Write Score post-informational assessment for Quarter 3: 3 – 24% (29 students) 4 – 21% (24 students) 5 – 18% (24 students) Top areas of weakness across grades 3-5 included focus, development of support, transitions, and sentence formation.	EOY Data - Write Score RI
Math	Grade-level proficiency on Math Inventory: 2 – 54% (56 students) 3 – 66% (84 students) 4 – 61% (78 students) 5 – 60% (81 students)	Schoolwide, 18% (89 students) ended the school year at a below-basic level: 2 – 13% (13 students) 3 – 19% (24 students) 4 – 16% (21 students) 5 – 23% (31 students)	EOY Data - MI
Science	2 – 80% 5 – 84% Science Lab will continue to be part of the 24-25 specials rotation. An emphasis will be placed on teaching the scientific method and STEM with an integration with math and writing.	3 – 79% 4 – 75% Science is often taught in isolation and needs to be routinely integrated with other subjects. Teachers need to explicitly teach the scientific method and expose students to move activities that will allow them to make real-world connections with their learning.	Milestones (5th) • Achievement- 2.4 • Scale score- 524.1

Social Studies	4 – 83% 5 – 77 %	2 – 67% 3 – 53%	EOY Interims 2nd: 67% 3rd: 53 % 4th: 83% 5th: 77 %
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	We integrated professional learning with our quarterly ELA and math data check-ins.	Teachers implemented instructional strategies and targeted interventions based on student performance data.	PDs provided by coaches (surveys & coaches' PDs/observations)
Other			

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

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**ELL** • **5th:** 51% passed **SWD** • **4th:** 75% • **5th:** 57%	**ELL** • **2nd:** 49% • **3rd:** 43% **SWD** • **2nd:** 46% • **3rd:** 48%	Q4 Interims
Math	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**ELL** • **2nd:** 66% • **3rd:** 56% • **5th:** 50 **SWD** • **4th:** 75% • **5th:** 57%	**ELL** • **4th:** 29 % **SWD** • **2nd:** 46% • **3rd:** 48%	Q4 Interims
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		**ELL -5th Grade:** 22.5% **SPED - 5th Grade:** 13.8	Milestones
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	NO		
Discipline / School Climate Data	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	**SWD:** Group: SWD All Ethnicities Short Term OSS — 6 ISI in school isolation — 2 ISI Less than half a day — 1 Isolated lunch — 1	**ELL:** Group: ELL All Ethnicities Short Term OSS — 36 ISI in school isolation — 22 Isolated lunch — 13 ISI Less than half a day — 8 Conference With Student — 6 Suspended from Bus — 1	

Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Coaches' observation & PDs		
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Students are not meeting grade-level expectations in writing.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	New requirements regarding reading and writing limited current resources utilized in schools. Teachers had removed their libraries from the classroom due to vetting concerns and students were limited in their reading choices.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers were not versed in the materials that were available.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Differentiated materials were not available.
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of students in 3rd-5th grade scoring proficient or advanced on the writing portion of the Milestones will increase from 48% to 60% by the end of the 2024-2025 school year.

Statement of Concern #2	Students are not scoring proficient on the milestone reading assessment
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students need help implementing word attack strategies. ELL students need additional support based on their can-do descriptor levels.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need support understanding morphology instruction. (teaching word part meanings).
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Literacy block was not consistently structured from class to class and grade to grade.
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	The percentage of students in 3rd-5th grade scoring proficient or advanced on the reading portion of the milestones will increase from 60% to 75% by the end of the 2024-2025 school year.

Statement of Concern #3	Students lack a clear understanding of abstract math concepts.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Manipulatives are not utilized with fidelity or effectively.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Additional strategies are needed to implement manipulatives daily.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers should provide direct instruction on the use of manipulatives.
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	The percentage of 3rd-5th grade students scoring proficient or advanced will increase from 67% to 80% as indicated by the 2024-2025 Milestone assessment.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	The percentage of students in 3rd-5th grade scoring proficient or advanced on the writing portion of the Milestones will increase from 48% to 60% by the end of the 2024-2025 school year.
Goal #2	The percentage of students in 3rd-5th grade scoring proficient or advanced on the reading portion of the milestones will increase from 60% to 75% by the end of the 2024-2025 school year.
Goal #3	The percentage of 3rd-5th grade students scoring proficient or advanced will increase from 67% to 80% as indicated by the 2024-2025 Milestone assessment.
Goal #4	

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitators	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Parent facilitators are responsible for managing all compliance documentation for Title 1 parent engagement. Parent facilitators manage the parent resource room and assist parents with accessing their child's academic progress in CTLS and ParentVue. Parent facilitators offer resources to parents that may be provided at home as additional support for students.
Targeted Teacher (.5)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The targeted support teacher supports 4th grade students in reading using research-based phonics/comprehension strategies/instruction. The teacher will monitor student growth and report findings to the appropriate CCCs and Building Leadership Team.
	☐ 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	The percentage of students in 3rd-5th grade scoring proficient or advanced on the writing portion of the Milestones will increase from 48% to 60% by the end of the 2024-2025 school year.					
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 and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a 34 CFR § 200.26*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.b 34 CFR § 200.26*	**People Responsible**
2nd – 5th grade teachers will use the GaDOE writing rubrics monthly to ensure students' writing meets grade level expectations of the Georgia Milestones.	GaDOE Rubrics	District SFSD Title I	August 2024	**Implementation Performance Target:** 100% of teachers in grades 2-5 will use the GaDOE writing rubrics with consistency by the end of quarter one. Implementation Plan: 1. Train teachers on using GaDOE writing rubrics and school adopted graphic organizers. 2. Calibrate scoring rubrics for consistency during Professional Learning. 3. Model writing lessons during teacher professional learning. 4. Observe lessons implemented by teachers 5. Have students use writing checklists aligned to GaDOE rubrics. Artifacts: Completed quarterly writing data spreadsheets Completed quarterly walk through forms	**Evaluation Performance Target:** Students are using editing checklists for each genre consistently. The number of students writing proficiently each quarter will increase as evidenced by the GaDOE writing rubrics: Q1: +3 % Q2: + 3% Q3: +3 % Q4: +3% Evaluation plan: By October 2024 teachers will score and collect the quarter one post writing assessment using the GaDOE writing rubric. Evidence: The number of students writing on grade level will increase every quarter.	Instructional Support Specialists Teachers

GOAL #2	The percentage of students in 3rd-5th grade scoring proficient or advanced on the reading portion of the milestones will increase from 60% to 75% by the end of the 2024-2025 school year.				
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 and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
3rd – 5th grade teachers will implement morphology instruction (understanding meanings of word parts) daily during the literacy block as indicated by walkthrough data.	Morphology resources Classroom Supplies	District SFSD Title I	September 2024	**Implementation Performance Target:** 100% of teachers will implement daily morphology instruction by the end of quarter one. Implementation Plan: 1. Train teachers on morphology instruction 2. Train teachers on DIBELS assessment 3. Model morphology lessons during grade level CCCs. 4. Teachers begin to implement morphology instruction by the end of August with coaching feedback provided. 5. Provide specific training to teachers per walkthrough data. 6. Teachers are monitoring progress using the DIBELS assessment quarterly. Artifacts: Completed walkthrough forms	**Evaluation Performance Target:** Student Lexile levels as indicated by Beacon (3 times per year) will increase by 25%. Quarterly the number of students reading on grade level per DIBELS assessment/Beacon: August Beacon: DIBELS Q1: +4% DIBELS Q2: +4% December Beacon: DIBELS Q3: +4% March Beacon: DIBELS Q4: +3% Evaluation plan: Teachers will monitor student progress quarterly using DIBELS. Student data is discussed during quarterly data meetings between the administration of Beacon assessment. Beacon assessment is analyzed to determine action step success. Evidence: Quarterly DIBELS data spreadsheets Beacon score reports	Instructional Support Specialists Teachers CCC Leads

				Implementation Performance Target:	Evaluation Performance Target:	
2nd- 5th grade students will utilize ELLevation strategies and resources during the literacy block weekly as indicated by CCC minutes.	ELLevation ESOL/Title III District Coaches	District SFSD Title I	September 2024	**Implementation Performance Target:** 100% of teachers will using ELLevation strategies during literacy block Implementation Plan: 1. ELLevation training monthly 2. Teachers implement a specific ELLevation strategy during the literacy block 3. Teachers develop ELL student can-do descriptor observation form 4. Feedback, follow-up, and PD survey results 5. PD cycle continues through the school year. Artifacts: CCC Minutes PD Survey related to ELLevation strategies that are working	**Evaluation Performance Target:** ELL students' composite ACCESS scores will increase by at least 1 point ELL students will increase their number on the can-do descriptors as evidenced by the quarterly teacher observations. Q1: 25 Q2: 50 Q3: 75 Q4: 100 Access Score: +1 on composite score Evaluation plan: Teachers will administer a quarterly observation assessment for ELL students based on the ELL student's can-do descriptor. Evidence: Can-do observation form data Access data	Instructional Support Specialists Teachers ESOL Consultants

GOAL #3	The percentage of 3rd-5th grade students scoring proficient or advanced will increase from as indicated by the 2024-2025 Math Milestone assessment.					
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 and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
2nd – 5th grade teachers will use math manipulatives to provide concrete examples daily during math instruction as indicated by walkthrough forms.	Manipulatives Classroom Materials	District Title I	September 2024	**Implementation Performance Target:** 100% of teachers will utilize math manipulatives daily by the end of quarter one. Implementation Plan: 1. CCC Math Leads and Math Coach receive training by Danielle Lanigan utilizing manipulatives quarterly. 2. CCC Math Lead and Math Coach will redeliver training to grade level teachers immediately following training with Danielle and provide clear expectations for implementation. 3. Teachers implement manipulatives in lessons one week after redelivery. 4. Walkthroughs occur quarterly to ensure implementation with fidelity. 5. Additional training will be provided as needed per walk through data. Survey after pl Teachers receive walkthrough forms. Artifacts: Completed walk through forms.	**Evaluation Performance Target:** Student quantile levels on Beacon (3 times per year) will increase by 25%. 80% of students will score at least 70% on math unit assessments. Evaluation plan: Teachers will monitor student progress using unit assessments. Student data is discussed during quarterly data meetings between the administration of Beacon assessment. Beacon assessment is analyzed to determine action step success. Evidence: Beacon score reports Math unit assessment scores	Instructional Support Specialists Teachers CCC Leads

Actions to Support 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	Provide tutoring for students deficient in reading skills throughout the school day. Food pantry access and weekend backpacks are provided to families in need.	Tutor, tutoring materials Food and backpacks	Title 1, ESSR funds Partners in Education
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Implement Imagine Learning to support language acquisition for specific EL students. Utilize Ellevation platform strategies to support classroom instruction and academic language acquisition for EL students.	Imagine Learning Ellevation	Title III and Title I, if necessary
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Analyze student group data during CCC meetings to determine next steps for instruction.	Building Leadership Team (BLT) CCC agendas	District funds Title 1
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Collaboration between special education and classroom teachers during CCCs.	CCC agendas	District funds IDEA
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

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 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.	9/13/24		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
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.	10/16/24		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
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.	4/25/25		☐ 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: 9/20/24| PL#2: 12/6/24 | PL#3: 2/14/25 | PL#4: 4/23/25	PL #1- 9/13/24 PL #2 11/5/24 PL #3 1/31/25 PL # 4/ 18/25		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5.Required Transition Activities for parents of 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:** **McCall Visit**: First-grade students, parents, teachers, and the principal visit Acworth ES to meet teachers, learn about 2ⁿᵈ grade, and tour the school. **Acworth Parent Night @ Barber MS:** Fifth-grade students and parents visited Barber MS to meet teachers, learn about and tour middle school.	McCall Visit: March 28, 2025 Acworth Parent Night @ Barber MS: April 15, 2025		☐ 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:* SY 25 Parent Compact & School Engagement Policies Annual Title 1 Meeting Documents/Surveys Spring Input Meeting Documents/Surveys EL Letters		☐ 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**
Parent Vue Meeting – Parents will receive training on how to utilize Parent Vue effectively to monitor their child's academic progress and communicate with teachers.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Supplemental Pay Meeting supplies - Parent Vue handout	Title I	7/31/24	Outcome: The meetings will be evaluated by measuring parent participation in Parent Vue. Artifacts: Sign-in sheets, Parent Vue reports	Parent Facilitator /Teachers
Science Fair Parent info &CTLS (Cobb Teaching and Learning System)/Parent Vue Informational Session – Parents will learn how to use CTLS to monitor their child's assigned lessons, homework, and stay informed of school updates.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Supplemental Pay Meeting supplies - Tri-fold boards Folders/Student Packets CTLS and Parent Vue handouts	Title I	10/15/24	Outcome: The meetings will be evaluated by measuring parent participation in CTLS. Artifacts: Sign-in sheets, CTLS reports	Parent Facilitator /Teachers
	☐ 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)*
6.   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**: Acworth Intermediate School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Acworth will utilize twenty day funds for tutoring support of our students struggling to meet state standards. These programs will work together to meet the needs of students and families identified in the CAN and through our parent and family surveys.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*
6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.** *SWP Checklist 4*

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*
7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*
SCHOOL RESPONSE: Administrators and coaches frequently observe in classrooms to ensure action steps are being implemented with fidelity. Academic Coaches/Instructional Support Teams participate in grade-level CCCs and lead discussions regarding the action step implementation and effectiveness. These meetings occur weekly. Coaches will not attend every CCC meeting but will target those who need assistance or support with specific interventions.
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: Student achievement is monitored using common formative assessments, the district-required benchmarks, and state-standardized assessments. All assessments are reviewed in relation to the SIP goals and action steps. The plan is also reviewed annually to ensure goals have been achieved. Reflection on goals occurs to assist in determining whether or not to keep, revise, or abandon the action steps or goals.
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: Revisions occur when needed to adjust the plan as determined by both formative and summative assessment data as well as CCC discussions with teachers and parent feedback when appropriate. The Building Leadership Team (BLT) also reviews this plan monthly to monitor what is working and what needs additional support. Areas that need additional support will be discussed in faculty meetings and additional PL can be provided to targeted teachers during CCCs.

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: Acworth has monthly RTI Tier 2 meetings with each grade level. The teachers identify students that are on Tier 2 at the beginning of the school year. Teachers and coaches also develop a plan for progress monitoring data collection. Coaches monitor student progress and collaborate with teachers to determine if an intervention needs to be changed or if the student needs to be referred to Tier 3. Counselors schedule meetings for new and current students on Tier 3 with parents, administration, coaches, and teachers.

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, particularly in high-need</u> subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: Cobb County School District strives to hire the best-qualified candidates for all teaching positions. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicants; however, we strive to hire Georgia-certified teachers whenever possible. Cobb Collaborative Community (CCC) teacher meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and hosting a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in the CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

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: Acworth Elementary provides support for preschool children in the transition from early childhood programs to local elementary school programs and for students entering middle school. Our transition plans include opportunities for parents and students to tour the facility, meet administration and teachers, and ask questions about Acworth Intermediate. Our rising 6th-grade students and parents participate in middle school parent night and a day tour of middle school. Transition questions are answered, and students feel more comfortable about transitioning to middle school. Additionally, in the spring, we host a day for our rising 2nd graders to visit and become acquainted with their new school. Acworth counselors are also available to answer any transition questions parents may have throughout the school year.

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*