School Improvement Action Plan

School Year:	**2022-2023**
School Name:	**Belmont Hills Elementary School**
Principal Name:	**Dr. Ashley Campoli**
Date Submitted:	**6/20/2022**
Revision Dates:	**6/23/2022**

District Name	Cobb County School District
School Name	Belmont Hills Elementary
Team Lead	Patrice Hill and Ashley Owenby
Position	Instructional Support Specialist
Email	Patrice.hill@cobbk12.org ashley.owenby@cobbk12.org
Phone	678.842.6810

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

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

Direct Certification

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

School Response: Administration met with the Building Leadership Team (BLT) to review the current SIP and asked for feedback and suggestions regarding our upcoming School Improvement Plan. The administration and academic coaches presented the current SIP to the team at our annual BLT Retreat in early May and asked those representatives from each group to discuss the successes and areas of improvement for the upcoming SIP. Parents had the opportunity to participate in developing the SIP through the spring input meeting and fall survey. After the plan was completed, parents had an opportunity to provide feedback on the finished plan.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	Lou Ferretti
Academic Coach (District)	
Academic Coach (Local School)	Patrice Hill and Ashley Owenby
Parent (Non CCSD Employee)	Rachel Fernald
Business Partner	
Counselor	Hollie Ollivierre
Parent Facilitator	Marilyn Valenzuela
Health Care Providers	
Social Workers	
Faith-based Community Leaders	Smyrna First United Methodist
Technology Experts (TIS)	Megan Stanfill
Media Specialists/Librarians	Natarsha Miller
Police/Public or School Safety Officers	Smyrna Police Department, School Safety Officer - Cheryl Shepard
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.

Meeting Date(s):	April 19, 2022	
Position/Role	**Printed Name**	**Signature**
Principal	Ashley Campoli	
Assistant Principal	Haroldeen Swearingen	
SSA	Kristi Flood	
Instructional Support Specialist	Ashley Owenby	
Instructional Support Specialist	Patrice Hill	
Counselor	Hollie Ollivierre	
Teacher	Paige Fitzpatrick	
Teacher	Elise Specht	
Teacher	Trudy Crider	
Teacher	Shant'e McClendon	
Teacher	Kristin Thalacker	
Special Education Teacher	Jordan Hirst	
ALP	Jennifer Darnell	
Specialist	Melissa Weatherford	
Media Specialist	Natarsha Miller	

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	A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA). B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI). C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).
Was the goal met? ☒ YES ☒ NO	
What data supports the outcome of the goal?	A review of the RI data indicates we met the following goal in grades 2nd-4th. The FRA/RI data demonstrates that students in grades K,1st and 5th did not meet the goal.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	The professional learning opportunities that will be provided by the instructional support specialists will support teachers providing reading instruction. The trainings will include Read-Aloud strategies, NSFGR, NSF in Word Work, and comprehension strategies to be used to implement in the classroom.
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?	This is what contributed to the success of those grade levels: implementing small group guided reading, conferring with students in reading, and teaching appropriate word work strategies with fidelity.

Previous Year's Goal #2	All students will show 150 points in quantile growth by the end of the year on the Math Inventory (MI) Assessment.
Was the goal met? ☒ YES ☒ NO	
What data supports the outcome of the goal?	The MI End of Year data indicates students in grades K-3 met the goal, but students in grades 4-5 didn't meet the goal of increasing by 150pts.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	All grade level teachers and support staff will participate in district-led math training and in the Pam Harris professional development opportunities. Additionally, teachers can begin implementing these learned strategies into their daily instruction and in number talks.
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?	Those grade levels who met the goal did implement some or almost all of the district MFF lessons. Additional monitoring of implementation of MFF to ensure fidelity.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA		Comprehension K-5	Ind reading levels, RI
Math	MFI 3 grades MFI addition/subtraction fluency	School-wide students need assistance with number sense and strategies to assist with problem-solving	MFI MI, district math summative assessments
Science	STEM Recertification- All grade levels created integrated STEM lessons for each quarter.		STEM certificate Lesson plans
Social Studies			
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	Reading and Writing Project School – Support was provided for three years and teachers received specific PL per their request.		Walkthrough data or survey data
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Ed students are performing better in phonics due to participation in ELF	EL students are still acquiring language skills and without pictures to use a reading clues the students struggle with fluency.	Standard score reports from ELF
Math	☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		Special Ed students still have challenges with fact fluency due to the MFF being on the computer.	MFF score reports
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Pam Harris is providing additional math support to mentally solve math problems		
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Overarching Challenge #1	Students in grades K-5 struggle with comprehension.
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students haven't been exposed to the type of thinking process while reading. For example, wonderings, think aloud, paraphrasing and jotting.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students haven't been taught what comprehension is. They read the words without context or understanding.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students need to learn specific strategies for reading and when to apply them.
Contributing Factors **(Outside of control)**	Students are coming to school without any English. Students have had limited exposure to experiences outside of the area. Students are not reading at home
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA). B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI). C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).

Overarching Challenge #2	Many students lack mental math strategies for problem-solving.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Students need to be exposed to more mental math strategies and have the opportunity to practice and use concrete manipulatives to facilitate that process.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students need more opportunities to talk through the process for solving a problem with their peers and also to hear how others think through solving a problem… not always having the teacher do that.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The priority has been on reading for many years and teachers need to focus more on math and specifically integrating math into reading.
Contributing Factors **(Outside of control)**	Students have limited help with homework and practicing facts at home. Time is an issue for teaching students.
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	All students will show 150 points in quantile growth by the end of the year on the Math Inventory (MI) Assessment.

Overarching Challenge #3	
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory.
Goal #2	All students will show 150 points in quantile growth by the end of the year on the Math Inventory (MI) Assessment.
Goal #3	
Goal #4	

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?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Assists parents with accessing various school documents and resources for learning at home.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Assists with compliance documentation related to Title I, provides parent training related to ParentView and CTLS.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Assists with compliance documentation related to Title I, provides parent training related to ParentView and CTLS, manages Parent Resource room, and collects survey data from parents to assist in the development of future parent activities
Targeted Teacher	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	She will be providing instruction in reading for students in grades K-2 and supporting the classroom teachers to provide additional small group support.

GOAL #1	A. Students in grades K-1 will show a 22-point gain by the end of the year Foundational Reading Assessment (FRA). B. Students entering with a Lexile of 599 and below will show 150 points of gain in Lexile score by the end of the year Reading Inventory (RI). C. Students entering with a Lexile above 600 will show 75 points of gain in Lexile score by the end of the year Reading Inventory (RI).				

Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	Resources	Funding Source(s) *SWP Checklist 5.e*	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? *SWP Checklist 3.a*	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? *SWP Checklist 3.a*	Person Responsible
During our literacy block, teachers will implement read aloud strategies including an emphasis on vocabulary comprehension monitoring.	Classroom book sets Planbook Raz-Kids	Title I, EIP Title I Title I	Sept	Implementation: Coaches walk the classroom once every other week to see evidence of read-aloud strategies Artifacts: walk form, lesson plans	Desired Outcome: Students' independent reading levels will increase quarterly. Evidence (JRA) Ind Reading Level Assessment	Admin Coaches Teachers
Since our teachers have mastered the training resources for the Next Steps Forward in Guided Reading during professional development which ended after two years, teachers will continue implementing the NSFGR Guided Reading instruction daily.	Digital Readers Guided Reading Materials	Title I	Sept	Implementation: Coaches walk the classroom to look for evidence of guided reading lessons Artifacts: walk form, lesson plans	Desired Outcome: Students' independent reading levels will increase quarterly. Evidence: (JRA)Ind Reading Level Assessment	Admin Coaches Teachers
Since we were a Reading and Writing Project school for the past three years, training resources which have ended after three years, teachers will continue implementing the Lucy Calkins Reading and Writing Units of Study (UOS) instruction daily	UOS teacher materials	Title I	Sept	Implementation: Coaches walk the classroom to look for evidence of Lucy Calkins UOS instructional practices Artifacts: walk form, lesson plans	Desired Outcome: Students will be able to implement reading strategies in UOS when reading independently, comprehension will improve, and independent reading levels will increase. Evidence: teacher anecdotal notes, Ind reading assessments	Admin Coaches Teachers
Implement the K-2 District Phonics Initiative (ELI)	Classroom materials	District	Aug	Implementation: daily- follow the county pacing guide Artifacts: lesson plans, walkthroughs, CCC agendas/data	Desired Outcome: Students will learn and apply skills during ELA block Evidence: lesson plans, JRA, data team meetings	Admin Coaches Teachers

Implement the Jan Richardson RISE program for striving students in grades 1-3	Part-Time Teacher	Title I	Sept	Implementation: Teachers will implement three days per week from September until May. Coaches will monitor through weekly walkthroughs Artifacts: lesson plans, walkthroughs	Desired Outcome: Students' independent reading levels will increase quarterly. Evidence: JRA, lesson plans, anecdotal notes	Admin Coaches Teachers

GOAL #2	All students will show 150 points in quantile growth by the end of the year on the Math Inventory (MI) 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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implement Number Talks to improve mental problem solving strategies and build number sense.	CTLS Number Talks calendar Manipulatives	District Title I	August	Implementation: Classroom teachers will use these daily 10-15 minute lessons to develop students' critical thinking skills. Artifacts: walk form, lesson plans	Desired Outcome: Students will demonstrate number sense and critical thinking throughout number talks. Evidence: MFF, walkthroughs	Teachers Coaches Administration
Implement the use of the 3-Step instructional model: concrete, representational, and abstract to provide students more differentiation depending on need	Summer District Trainings Professional Development	Title I (Pam Harris) District	August	Implementation: K-5 teachers will utilize CTLS Teach, knowledge from district-led and Title funded training. Artifacts: walk form, lesson plans, student work samples, discussion of classroom assessments during CCCs	Desired Outcome: Students will demonstrate problem-solving skills using the instructional approach throughout the math block Evidence: District Interim Assessments and classroom assessments	Teachers Coaches Administration
Implement the Math Fluency Framework through CTLS in grades K-5. Additionally, the following software will supplement instruction: IXL (3-5), GimKit (2–5), and Generation Genius (K-5) Espark (K and 2).	CTLS MFF lesson plans and instructional technology	District Title I	August	Implementation: Classroom teachers will use the MFF framework lesson plans to provide daily instruction. Additionally, these programs will be used daily to help improve student performance and increase MI scores. Artifacts: walk from, lesson plans, data meetings	Desired Outcome: Fact fluency for students should increase as well as formative math assessments aligned to math standards. Evidence: Interim assessments, software growth reports and common formative math assessments.	Teachers Coaches Administration

Actions to Assist Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Utilize Imagine Learning in grades K-5 to support language acquisition.	Imagine Learning	Title 1 & 3
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	ESOL teachers assist newcomers with reading acquisition through daily small group lessons. It becomes the students reading and phonics instruction. In upper grades students may receive extra reading support in conjunction with regular reading instruction.	ESOL Teacher Materials	District Title
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Education teachers attend CCCs to collaborate with general education grade level teachers	Subs for collaboration	IDEA
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
☐ 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 State of the School Meeting – Deadline September 30, 2022 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	9/30/22		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	10/30/22		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	4/28/23		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 9/23/22| PL#2 12/9/22 | PL#3 2/17/23 | PL#4 4/28/23	9/15/22 12/6/22 2/14/23 4/25/23		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** Rising Kindergarten students and their parents are invited to our Kindergarten Orientation in May. Also, our current 5th graders will tour Pearson Middle School.	May		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:* Policy, compact, teacher newsletters, principal's newsletter, surveys		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Literacy Day where parents participate in literacy activities during the school day. These strategies will be used at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Grade level Reading activity strategy, Tips to help children at home, Books for parents	Title I	10/28/22	**Sign-in sheets, survey**	Marilyn Valenzuela
Family Math Day where parents participate in math activities during the school day which can then be used at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Grade level math activity- make and takes And manipulatives for parent to use at home	Title I	11/17-11/18	**Sign-in sheets, survey**	Marilyn Valenzuela
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

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

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

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Framework (MFF), LETRS, Read 180, etc.)** <mark>SCHOOL RESPONSE</mark>:   Belmont Hills provides READ 180 / System 44 for 3rd and 5th grade students. The interventionist is funded through CARES, the web-based software is funded through the district and the materials needed for each class are funded through Title I.   Belmont Hills implements CCSD's Early Literacy Initiative, Letters Training, Math Fluency Framework. District funds provide many of the materials while Title I provides subs to cover classrooms during debriefing and assessment discussions.   Title III offers EL students access to Imagine Learning and Title I supplements those licenses where needed.

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

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*
7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*
<mark>SCHOOL RESPONSE</mark>: Coaches and administrators frequently walk classrooms to ensure actions steps are being implemented with fidelity. Academics 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 but will target those that need assistance or support with specific interventions. The plan is also reviewed annually to ensure goals have been achieved. Reflection on goals occur to assist with determining whether or not to keep, revise or abandon the action steps or goals.
8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*
<mark>SCHOOL RESPONSE</mark>: Belmont Hills reviews the score reports for both local and state assessment looking for student growth from one level to the next. The goal is always to move students from below basic to proficient or higher. Students who need additional support are provided that through action steps found within this School Improvement Plan. Each student is then evaluated using the achievement data used to assess whether or not that action step was effective. Revisions occur when needed to adjust the plan.
9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*
<mark>SCHOOL RESPONSE</mark>: 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 BLT also reviews this plan monthly to keep a pulse on 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 in 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)*

<mark>SCHOOL RESPONSE</mark>: At Belmont Hills Elementary School, we practice progressive discipline. We seek to gain insight as to why students are having behavior problems and address those head on with a select Core Team which meets monthly to identify and address student needs. Administration, counselors, school psychologist, and SSA are all present at this meeting.

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)*

<mark>SCHOOL RESPONSE</mark>: **Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:
- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)

Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

In addition:

- Monthly professional learning led by Pam Harris, and district representative and teacher leaders
- New Teacher Mentor/Mentee group

- New Teacher University
- Analyze data monthly with K-2 for phonics and MFF (K-5) using CTLS

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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)*

<mark>SCHOOL RESPONSE</mark>:
Belmont Hills provides an orientation day with Kindergarten parents for all incoming students. Admin speaks with all parents to discuss incoming expectations and school procedures. Parents are added to CTLS to ensure communication can occur in a timely and seamless fashion. Incoming students receive a bookbag of materials to begin practicing skills over the summer as a preview of what will be taught in the classrooms during the first 9 weeks.

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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)*

<mark>SCHOOL RESPONSE</mark>: 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*