



School Improvement Action Plan



School Year:	2022-23
School Name:	Tapp Middle School
Principal Name:	Dr. Alvin Thomas
Date Submitted:	June 2, 2022
Revision Dates:	8/10/2022

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Tapp Middle School
<i>Team Lead</i>	Dr. Alvin Thomas
<i>Position</i>	Principal
<i>Email</i>	Alvin.thomas@cobbk12.org
<i>Phone</i>	(770) 222-3758
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: Elevation Team (ILT/OLT) and Title 1 Committee

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	Delores Thompson
Academic Coach (District)	Meta Rome
Academic Coach (Local School)	Christian Waldon
Title 1 Administrator	Dr. Joy Jones
Parent (Non CCSD Employee)	Erica Campbell
Business Partner	Martha Joyce
Counselor	Larrinecia Parker
Parent Facilitator	Laura Shyman
Health Care Providers	Angela Gabehart
Social Workers	Alaiyah Shotwell
Faith-based Community Leaders	Marcus Turner
Technology Experts (TIS)	N/A
Media Specialists/Librarians	Jaclyn Krider
Police/Public or School Safety Officers	Anthony Gentile
Universities or Institutes of Higher Education	N/A

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):	06/02/2022-06/07/2022
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Position/Role	Printed Name	Signature
Principal	Dr. Alvin Thomas	Electronic (met virtually)
Academic Coach	Christian Waldon	Electronic (met virtually)
AP	Joy Jones	Electronic (met virtually)
AP	Aurelia Marzullo	Electronic (met virtually)
PTSA President	Erica Campbell	Electronic (met virtually)
Parent Facilitator	Laura Shyman	Electronic (met virtually)
Teacher	Alexander Shannon	Electronic (met virtually)
Community Member	Martha Joyce	Electronic (met virtually)
Lead Counselor	Larrinecia Parker	Electronic (met virtually)

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	By the end of the 2021-2022 school year, students scoring at the proficient level of RI will increase by 10%.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	The end of year Proficiency Summary report from Reading Inventory (RI) supports the outcome. The RI Summary Report combining Proficient and Advanced shows 53% of Tapp's students were proficient and above during SY 2020-21 and 50% of Tapp's students were proficient and above during SY 2021-22
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	All students will engage in intensive Tier 1 level reading classes. Students who require additional support based on data will receive intervention through the reading support classes. We will also use the web-based software PowerUp in our targeted Reading classes. Lastly, we will have mandatory tutorials for identified students.
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	By the end of the 2021-2022 school year, students scoring at the proficient level of MI will increase by 10%.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	The end of year Proficiency Summary report from Math Inventory (MI) supports the outcome. Combining Proficient and Advanced MI Summary Reports SY 2020-21 had 30% of students proficient and above. SY 2021-22 had 36% of students proficient and above
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?	Our school interventions such as math support classes, Virtual Saturday School and teacher student tutoring all contributed to Tapp students exceeding the goal of 10%.

Previous Year's Goal #3	By the end of the 2021-2022 school year, decrease the number of students receiving 2 or more office referrals by 5%.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	PBIS Behavior portal
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Tapp will continue to use PBIS strategies with fidelity. Identified teachers will receive professional development in classroom management and consistent monitoring. The principal and administration team will engage in quarterly talks with students, and teachers will continue to communicate with parents/guardians. Please note, this was the baseline year for referral data.
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 #4	N/A
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of 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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<p>Tapp's schoolwide (Tier1) reading classes that are used to enhance content area knowledge through the context of reading is a huge support for ELA which has helped with the following:</p> <ul style="list-style-type: none"> • Ideas • Usage • Reading Literary • 68% of our students are reading at or above grade-level • 89% of students score at Developing or higher on Milestones EOG. 	<p>Writing proficiently is a major challenge for Tapp's students. Over 51% of 6th and 7th grade students fall into the Remediate Learning category for writing on Milestones and 40% of 8th graders.</p> <ul style="list-style-type: none"> • Writing • Identifying areas of weakness in students' writing • Reteaching deficits in a timely manner 	Milestones/EOG
Math	<ul style="list-style-type: none"> • Expressions & Geometry • 77% of students school-wide are developing or higher in math 	<ul style="list-style-type: none"> • Ratios • Numbers • Being extremely intentional with scheduling the right students in math support classes • Lack of solid knowledge of foundational math skills • Inability to transfer knowledge of math skills to general ed math classes 	Milestones/EOG
Science	60% are developing or higher	<ul style="list-style-type: none"> • Science teachers must be intentional about unpacking and teaching to the standards with fidelity • Teachers must do a better job of tiering their support groups 	Milestones/EOG 8th Grade (Only)
Social Studies	76% are developing or higher	<ul style="list-style-type: none"> • Social Studies teachers must be intentional about unpacking and teaching to the standards with fidelity • Teachers must do a better job of tiering their support groups 	Milestones/EOG 8th Grade (Only)

Discipline / School Climate Data	Quarterly Grade-level meetings Only 19% had two or more referrals	73% increase in referrals (no benchmark from which to compare) Classroom Management	PBIS Discipline Portal
Professional Learning What's been provided? What is the impact?	Prioritize and Unpack Standards, AVID WICOR Strategies training, CommonLit and Learning Targets and Rigor		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	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	Reading showed the most growth and Data shows no learning regression based on pre pandemic scores ELL students are comparable with English speaking students. Other strengths include: <ul style="list-style-type: none"> • Ideas • Usage • Reading Literary • Teachers advocate for students consistently by communicating with the SSA • Teacher/Student relationships are strong 	Writing was the most challenging Sped-proficiency rate is low-68% are below in reading ELL-34% are below grade-level in reading. Other challenges are: <ul style="list-style-type: none"> • Writing • Language • Craft (ELL) • Vocabulary (ELL) • monitoring student progress data and revisiting IEPs in a timely manner • Carrying over goals from grade-level to grade-level to make instructional changes 	EOG Lexile and Writing domains

			<ul style="list-style-type: none"> Small group classes are large 	
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	Sped-NA ELL-comparable with English speaking students <ul style="list-style-type: none"> Expressions Geometry Teachers advocate for students consistently by communicating with the SSA Teacher/Student relationships are strong 	Sped-9% are proficient or above ELL-28% are proficient or above <ul style="list-style-type: none"> Ratios Numbers Statistics Geometry (ELL) monitoring student progress data and revisiting IEPs in a timely manner Carrying over goals from grade-level to grade-level to make instructional changes Small group classes are large 	Milestones/EOG
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	Sped-NA ELL-comparable with English speaking students <ul style="list-style-type: none"> Teachers advocate for students consistently by communicating with the SSA Teacher/Student relationships are strong 	Sped-0% are proficient or above ELL-18% are proficient or above <ul style="list-style-type: none"> monitoring student progress data and revisiting IEPs in a timely manner Carrying over goals from grade-level to grade-level to make instructional changes Small group classes are large 	Milestones/EOG
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	Sped-NA ELL-comparable with English speaking students <ul style="list-style-type: none"> Teachers advocate for students consistently by communicating with the SSA Teacher/Student relationships are strong 	Sped-3% are proficient and above ELL-30% are proficient and above <ul style="list-style-type: none"> monitoring student progress data and revisiting IEPs in a timely manner Carrying over goals from grade-level to grade-level to make instructional changes 	Milestones/EOG

			<ul style="list-style-type: none"> Small group classes are large 	
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	Only 19 ELL students had two or more referrals Only 20 SWD students had two or more referrals	NA	CSIS Discipline Portal and PBIS data
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Monthly Sped meetings AVID training ELL-NA	<ul style="list-style-type: none"> Consistent variations of co-teaching models Appropriate use of planning time 	Lesson Plans Observations CCC Meetings
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			

Overarching Challenge #1	Learning gaps in ELA for all students
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	We were unable to monitor and identify gaps early in the year due to not having benchmark data Inconsistent instruction and attendance due to the pandemic
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	Lack of professional development training opportunities
Contributing Factors (Outside of control)	Student attendance, teacher attrition/ turnover during the year and pandemic related issues
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2022-23 school year students scoring at the proficient level or above on ELA/Milestones assessment will increase by 10%. We will measure the progress towards meeting our goals by administering three RI assessments throughout the SY. We will monitor student progress by analyzing CTLS assessment data during the CCC process and students will monitor student progress using various formative assessments as written in the weekly lesson plans.

Overarching Challenge #2	Learning gaps in math
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	We were unable to monitor and identify gaps early in the year due to not having benchmark data Inconsistent instruction and attendance due to the pandemic
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	Lack of professional development training opportunities
Contributing Factors (Outside of control)	Student attendance, teacher attrition/ turnover during the year and pandemic related issues
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2022-23 school year students scoring at the proficient level or above on Math/Milestones assessment will increase by 10%. We will measure the progress towards meeting our goals by administering three MI assessments throughout the SY. We will monitor student progress by analyzing CTLS assessment data during the CCC process and students will monitor student progress using various formative assessments as written in the weekly lesson plans.

Overarching Challenge #3	Reacclimating and introducing students to the face-2-face middle school environment/setting
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	Making sure teachers know and understand how to implement and apply the PBIS Behavior Matrix.
Root Cause #2 - (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 checked="" type="checkbox"/> Family Engagement	Making sure we're very intentional about how we communicate and stress the important need for family and community engagement regarding all school events
Contributing Factors (Outside of control)	COVID, lack of social skills, limited parental involvement
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of 2022-23 SY decrease the number of students receiving three or more office referrals by 3%. Admin will review the Discipline Portal quarterly to identify minor and major student office referrals.

Overarching Challenge #4	
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	
Root Cause #2 - (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	
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	
Contributing Factors (Outside of control)	
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	By the end of the 2022-23 school year students scoring at the proficient level or above on ELA/Milestones assessment will increase by 10%.
Goal #2	By the end of the 2022-23 school year students scoring at the proficient level or above on Math/Milestones assessment will increase by 10%.
Goal #3	By the end of 2022-23 SY decrease the number of students receiving three or more office referrals by 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?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The academic coach will work with all staff and specifically with new teachers to make sure effective teaching and learning is taking place. The academic coach will also work with the PBIS Team
Math Support Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The math support teacher will work with all grade-level students in a Tier 2 capacity to ensure math proficiency
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will serve as the liaison between the school, families and other stakeholders

GOAL #1		By the end of the 2022-23 school year students scoring at the proficient level or above on ELA/Milestones assessment will increase by 10%				
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
ELA, reading, and social studies teachers will implement selected strategies within the CCSD Balanced instructional framework and use AVID WICOR strategies	Student AVID binders	Title 1	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: Student Tracker forms, RI	Desired Outcome: Students will be able to transfer knowledge of common strategies and skills from content to content Evidence: AVID binder checks	Teachers Admin Academic Coach
ELA and reading teachers will utilize Newsela and Scholastic to scaffold assignments	Magazines and digital sites	Title 1	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: RI, CommonLit	Desired Outcome: students will perform at grade-level or higher Evidence: RI test, formative and summative content assessments, progress reports, report cards and EO	Teachers Admin Academic Coach
ELA and reading teachers will use web-based programs: IXL, USA Test prep, MI Write, CommonLit, Power-up and Flocabulary/Nearpod	Website Subscriptions	Title 1	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: Web-based Student Progress Reports	Desired Outcome: Students will become proficient readers and writers	Teachers Admin Academic Coach
Teachers will develop, give, and analyze common assessments using CTLS to monitor student progress and proficiency.	CTLS Platform Student Tracker	NA	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: CTLS reports, Student Tracker	Desired Outcome: progress monitoring will be effective and timely Evidence: CTLS Standard Mastery Reports	Teachers Admin Academic Coach

Teachers will participate in internal and external professional development	PD Events	Title 1	Sept 2022	Implementation: PDs will begin in September 2022 Artifacts: Professional Development surveys and feedback forms, sign-in sheets, Master Schedule and District and School Calendars	Desired Outcome: Teachers will stay abreast of effective strategies for teaching and learning, thus transferring knowledge to classrooms instruction Evidence: Lesson plans, CCC meetings	Teachers Admin Academic Coach District Personnel
Teachers will accelerate and enrich learning during the intervention period (TIGER Time). Saturday School Tutoring After the Bell Teacher Tutoring (before & after school)	Master Schedule Student Data	Title 1 20 Day Fund	August 2022 October 2022	Implementation: Bi-weekly, Saturdays, Monday-Thursday Artifacts: Master Schedule, Teacher and Student Sign-up sheets	Desired Outcome: students will perform at grade-level or higher Evidence: formative and summative content assessments	Teachers Admin Academic Coach
TappN2Reading schoolwide author visits to help students delve deeper into comprehending what they have read	Authors Books	Title 1	?	Implementation: Students will begin reading the novels about a month before the author visits Artifacts: Novels, Questions and Feedback forms, Student Reflection Forms and Author's Contracts	Desired Outcomes: students will become proficient readers	ELA Admin Teachers Authors
ELA/Math Support teacher will work with targeted students	Student Data Master Schedule	NA	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: Master Schedule, Gradebooks and RI	Desired Outcome: Students will perform at grade-level Evidence: Teacher assessments, progress reports and report cards	Academic Coach Admin Teachers

GOAL #2		By the end of the 2022-23 school year students scoring at the proficient level or above on Math/Milestones assessment will increase by 10%				
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Math and science teachers will implement selected strategies using CCSD Balanced instruction framework and AVID strategies	Copy of framework	NA	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: AVID Student Notebooks and Master Schedule	Desired Outcome: Students will be able to transfer knowledge of common strategies and skills from content to content Evidence: AVID Binder Checks	Academic Coach Admin Teachers
Teachers will implement STEM strategies, activities and lessons	STEM Scope magazine	Title 1	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: STEM Committee Mtg. schedule, PL Sign-in, Student work displayed in school	Desired Outcome: Students will be able to transfer knowledge of common strategies and skills from content to content Evidence: AVID Binder Checks, student grades	Academic Coach Admin Teachers
Math Support teacher will work with targeted students	Student Data Master Schedule	Title 1	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: MI and Gradebook	Desired Outcome: Students will perform at grade-level Evidence: Teacher assessments, progress reports and report cards	Academic Coach Support Teacher
Teachers will use digital platforms such as IXL, Deltamath.com, Edulastic (website Clever), Flocabulary/Nearpod and USA Test prep	Website subscriptions	Title 1	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: Web-based Student Progress Reports	Desired Outcome: Students will perform at a level of proficiency and/or show continuous growth Evidence: Program monitoring and teacher assessments	Academic Coach Admin Teachers

Teacher class assignments to implement more writing, reading, and opened ended questions in math and science classes.	Classroom assignments	NA	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: School-wide writing and reading strategies posted in classrooms	Desired Outcome: Students will increase their ability to write and read at a proficient level across contents Evidence: Student written responses for assessments	Academic Coach Admin Teachers
Teachers will develop, give, and analyze common assessments using CTLS to monitor student progress and proficiency.	CTLS Platform Student Tracker	NA	August 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: CTLS Assessment Reports and Student Trackers	Desired Outcome: progress monitoring will be effective and timely Evidence: CTLS Standard Mastery Reports	Teachers Admin Academic Coach
Teachers will participate in internal and external professional development	PD Events	Title 1	Sept 2022	Implemented daily and monitored through walkthroughs and weekly lesson plans Artifacts: Professional Development Surveys and feedback forms and District and School Calendars	Desired Outcome: Teachers will stay abreast of effective strategies for teaching and learning, thus transferring knowledge to classrooms instruction Evidence: Lesson plans, CCC meetings	Teachers Admin Academic Coach District Personnel
Teachers will accelerate learning during the intervention period (TIGER Time). Saturday School Tutoring After the Bell Teacher Tutoring (before & after school)	Master Schedule Student Data	Title 1 20 Day Fund	August 2022 October 2022	Implementation: Bi-weekly, Saturdays, Monday-Thursday Artifacts: Master Schedule, District and School calendars, Student Applications and Teacher and Student Sign-up Sheets,	Desired Outcome: students will perform on grade-level or higher Evidence: formative and summative content assessments	Teachers Admin Academic Coach

GOAL #3	By the end of 2022-23 SY decrease the number of students receiving three or more office referrals by 3%					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Continue to implement PBIS expectations school wide.	PBIS trainings Posters	Title 1	August 2022	Implementation: PBIS Coach and staff will meet monthly Artifacts: School Meeting Calendar, Sign-in Sheets, School Posters and Daily AM Announcement of PRIDE Expectations	Desired Outcome: Student behavior will improve in the classroom and outside of the classroom Evidence: Discipline Reports	
Refresh PBIS classroom lessons on a quarterly basis.	NA	NA	August 2022	Implementation: Quarterly Artifacts: School Calendar and Master Schedule	Desired Outcome: Student behavior will improve in the classroom and outside of the classroom Evidence: Discipline Reports	
Implement Teach One to Lead One (only 7th grade)	PBIS Coach Counselors Lessons/Activities	NA	August 2022	Implementation: Weekly/Monthly Artifacts: Worksheets and Student Feedback Forms	Desired Outcome: Student behavior will improve in the classroom and outside of the classroom Evidence: Discipline Reports	
Continue to expand our school-wide behavior acknowledgement system using the PBIS Rewards App and use of a school and teacher store.	PBIS Badges and platform Behavior Matrix	Title 1	August 2022	Implementation: Weekly Artifacts: Student Badges, PBIS store and Fresh Air Fridays	Desired Outcome: Student behavior will improve in the classroom and outside of the classroom Evidence: Discipline Reports	

GOAL #4						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist 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 type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Intentional and targeted professional development for Sped teachers	PD Sessions SSA	Title 1
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Focused monitoring for student progress	ESOL Teacher	Title 1

Family Engagement Plan to Support School Improvement <i>(Required Components)</i>			
Family Engagement Activities <u>(Must be listed in the school policy)</u>	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	8/23 & 8/25		<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
2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	10/17 – 10/21		<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
3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	4/26		<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
4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23	9/13		<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
	12/8		
	2/16		
	4/25		
5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: Family (P.A.W.S.) #1 – Success from the Start Rising 6th Grade Night Rising 9th Grade Night (Date not set) Rising 9th Grade Electives Night at McEachern HS (Date not Set) ESOL Family Night (Date not Set)	8/10 3/30 TBD TBD TBD		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
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>	<u>List documents translated for parents:</u> In Spanish: Policy Compact ESOL Night Materials		<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
All Pro Dads	<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	NA	FACE	9/9 10/14 11/11 12/9 1/13 2/10 3/10 4/14	Parent Facilitator & Team Leader pull monthly topic. Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator
PRIDE Celebration & Success’ (Personal Best) (Respect) (Integrity) (Determination) (Effort)	<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	Mayor’s Office IWC	FACE	9/22 12/15 1/26 3/16 4/27	Parent Facilitator coordinate by Topic. Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator
Family (P.A.W.S.) #1 – Success from the Start	<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	School Social Worker School Counselor Principal Librarian High School Resource	FACE	8/10	Parent Facilitator coordinate Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator
Family (P.A.W.S.) #2 – Surviving the Holidays Safely – Virtual	<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	School Resource Officer School Social Worker School Counselor Principal IWC	FACE	11/30	Parent Facilitator coordinate Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator

Family (P.A.W.S.) #3 – Kahoot Subject Game Night	<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	Reflections of Trinity Subject Teachers	FACE	12/12	Parent Facilitator coordinate Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator
Family (P.A.W.S.) #4 – Black History Family Night	<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	Reflections of Trinity Art Teacher Fine Arts Department	FACE	2/15	Parent Facilitator coordinate Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator
Family (P.A.W.S.) #5 – International Family Night	<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	Reflections of Trinity Art Teacher Fine Arts Department	FACE	4/19	Parent Facilitator coordinate Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator
Family (P.A.W.S.) #6 – Let’s Get Ready for Summer & Spring Input Forum - Virtual	<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	Social Worker Fine Arts Department Librarian Principal Parent Facilitator	FACE	4/26	Parent Facilitator coordinate Feedback forms collected, Power Point Presentation & Photos	Parent Facilitator

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: This plan was created with all the State and District initiatives in mind. We will utilize Read 180 when appropriate during our intervention time. We also adopted the Balanced Literacy Framework. This will allow us to focus on reading and writing in all our classes.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)
<p>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. <i>SWP Checklist 4</i></p>
Evaluation of the Schoolwide Plan - 34 CFR § 200.26
<p>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. <i>SWP Checklist 3(a)</i> SCHOOL RESPONSE: The school utilizes the PLC framework for our instructional framework. Subject areas collaborate every Tuesday and grade-levels collaborate every Thursday. Subject areas are required to implement a common formative assessment cycle during each unit of study. Lastly, we have quarterly data meeting where we analyze grade and assessment data.</p>
<p>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. <i>SWP Checklist 3(b)</i> SCHOOL RESPONSE: We utilize student quarterly grade data, common assessment data, benchmark assessment scores, and the GA Milestone end-of-the-year data as our effectiveness measures.</p>
<p>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. <i>SWP Checklist 3(c)</i> SCHOOL RESPONSE: As we receive data, we will continue to make changes as needed to our plan.</p>
Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)
<p>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. <i>SWP Checklist 2(a)</i></p>

<p>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. <i>SWP Checklist 2(b)</i></p>
<p>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. <i>SWP Checklist 2(c)(i)</i></p>
<p>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.). <i>SWP Checklist 2.c(iii)</i></p> <p>SCHOOL RESPONSE: We have tiered our supports academically and behaviorally. Tiered supports include, AVID strategies, STEM strategies, PBIS strategies, and the PLC instructional framework.</p>
<p>14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, <u>and to recruit and retain effective teachers</u>, particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i></p> <p>SCHOOL RESPONSE: We have created our professional development plan for the school year. It focuses on growing the staff's knowledge in the following areas: writing, reading, inquiry, problem-based learning, rigor, student behavior, classroom management, and self-reported grades.</p>
<p>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. <i>SWP Checklist 2.c(v)</i></p> <p>SCHOOL RESPONSE: Will host a transition camp during the summer and incorporate a 6th grade mentoring program during the school year.</p>
<p>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. <i>SWP Checklist 2.c(ii)</i></p> <p>SCHOOL RESPONSE: N/A</p>
<p align="center">Comprehensive Needs Assessment – Section 1114(b)(1)(A)</p>
<p>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. <i>SWP Checklist 1</i></p>