School Improvement Action Plan

School Year:	2022-2023
School Name:	Norton Park Elementary
Principal Name:	Kendall Foster
Date Submitted:	June 27, 2022
Revision Dates:	7/26/22 and 8/11/22

District Name	Cobb County School District
School Name	Norton Park Elementary
Team Lead	Kendall Foster
Position	Principal
Email	Kendall.Foster@cobbk12.org
Phone	678.842.5833

	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: In developing this plan the school administrative and instructional support staff gathered and desegregated school wide data. This data was integrated into a professional learning presentation in which teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders could participate in collaboration of the Comprehensive Needs Assessment. This leadership team reviewed and discussed current data, goals from the School Improvement Plan and reflected on this information. The team further determined the root causes and prioritized needs for the next school year.

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	James Milliman
Academic Coach (District)	Laura Franco
Academic Coach (Local School)	Kristen Zajac & Niashsache Perry
Parent (Non CCSD Employee)	Andrea Lennard
Business Partner	
Counselor	Chemara Jackson
Parent Facilitator	Sianda Ruiz
Health Care Providers	Deborah Walker
Social Workers	Lara Fain
Faith-based Community Leaders	
Technology Experts (TIS)	Keith Brown
Media Specialists/Librarians	Ellen Adams
Police/Public or School Safety Officers	Officer Darren Leopard
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):	May 19, 2022, Sign in sheet? Tina has this.

Position/Role	Printed Name	Signature
Principal	Michelle Curry	
Assistant Principal	Tina Clark	
Academic Coach	Kristen Zajac	
Academic Coach	Niashsache Perry	
Kindergarten/Teacher	Nicole Crossland	
First Grade/Teacher	Krystin Beno	
Second Grade/Teacher	Delores Agbaje	
Third Grade/Teacher	Sarah Castleberry	
Fourth Grade/Teacher	Anthony Bradway	
Fifth Grade/Teacher	India Abel	
Special Education/Teacher	Emily Devane	
Specialist	Krystal Evans	
RTI/Coordinator	Kathryn Johnson	
RTI/Coordinator	Erika Griffin	
Paraprofessional/Lead	Kasey Barber	
Parent Facilitator	Sianda Ruiz	
ESOL/Lead	Carrie Thomas	
Secretary	Karyn Bartel	

Comprehensive Needs Assessment Evaluation of Goal(s)
(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	Math Goal Data Chart Our beginning and end of the year Math Inventory is the main data that supports the outcome of this goal (see attached) as well as grade level assessment data in CTLS.
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?	▪ Before/During/After school tutoring offered ▪ Hosted two Family Math Nights ▪ Provided daily fluency centers/stations enhancing number fluency ▪ Equipped parents with Math Strategy Guide during conferences that could be used at home to assist children. ▪ Guided Math Workshop model for teachers to help the students ▪ Implemented data CCC meetings and alternating with RTI to consistently adjust instruction and aligned with student needs. ▪ Consistently collaborated, utilized data, and shared strategies to plan for differentiated instruction. ▪ Developed and utilized common vocabulary throughout grade levels. ▪ Increased the use of models and manipulatives in the classroom.

Previous Year's Goal #2	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	Reading Goal Data Our beginning and end of the year Reading Inventory is the main data that supports the outcome of this goal (see attached) as well as grade level assessment data completed by individual teachers through the Next Steps Guided Reading Assessments platform.
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?	▪ Before/During/After school tutoring offered ▪ Hosted two Family Literacy Nights ▪ Provided reading materials on the student's reading level. ▪ Equipped parents with Reading Strategy Guide during conferences that could be used at home to assist children. ▪ Implemented Jan Richardson's Guided Reading Workshop model with more consistency in conjunction with Next Steps Guided Reading Assessments ▪ Implemented data CCC meetings and alternating with RTI to consistently adjust instruction and aligned with student needs. ▪ Consistently collaborated, utilized data, and shared strategies to plan for differentiated instruction. ▪ Continued to implement K-3 early literacy framework with fidelity. ▪ Integrated Headsprout, Lexia and Raz Kids Plus into daily reading instruction for K-5 and utilized Story Works in grades 3-5.

Previous Year's Goal #3	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.
Was the goal met? ⊠ YES ☐ NO	
What data supports the outcome of the goal?	Writing Goal Data Our beginning and end of the year writing excel sheet for each grade level, using the Units of Study writing rubrics, is the main data that supports the outcome of this goal (see chart attached). This data was assessed and tracked pre and post of every quarter.

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?	▪ Before/During/After school tutoring offered ▪ Hosted two Family Literacy Nights ▪ Equipped parents with Writing Strategy Guide during conferences that could be used at home to assist children. ▪ Implemented Lucy Calkins Units of Study and the Writing Workshop model with more consistency in conjunction with Next Steps Guided Reading Assessments ▪ Implemented data CCC meetings and alternating with RTI to consistently adjust instruction and aligned with student needs. ▪ Consistently collaborated, utilized data, and shared strategies to plan for differentiated instruction. ▪ Implementation and usage of Writing Data Excel sheet by grade level to track data and set clear goals for writing. ▪ Increasing student recognition of writing to both monthly and of the year spotlights and celebrations.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	▪ Next Steps Guided Reading Assessments data usage is beneficial in identifying specific student's needs. ▪ Phonics instruction is strong K-2 and collaboration of resources and strategies across grade levels 3-5 has increased. ▪ Teachers scored and tracked progress in writing effectively to understand deficits and student needs.	▪ Guided reading group management and resources (materials, leveled books etc) ▪ Closing sessions for ELA ▪ Writer's workshop (modeling, work session; meeting student individual needs)	▪ Lesson Plans ▪ Instructional walks local and district ▪ Reading Inventory/NSGRA data ▪ Data excel spreadsheet tracking for Writing ▪ Common Assessments ▪ Teacher surveys and feedback ▪ Milestones
Math	▪ Math instruction is consistent and strong. ▪ The use of manipulatives resources and technology has increased daily. ▪ The consistency of Number talks has increased daily.	▪ Math workshop small group management, differentiated task and closing ▪ Number Sense ▪ Fact Fluency ▪ Vocabulary	▪ Lesson Plans ▪ Instructional walks local and district ▪ Math Inventory ▪ Common Assessments ▪ Teacher surveys and feedback ▪ Milestones

Science	▪ STEM is collaboration and instruction has increased along with student understanding of the process. ▪ Science instruction is taught daily with consistency.	▪ STEM lesson planning strength of standards ▪ Increasing hands on engagement and incorporation of literacy	▪ STEM walks, observations; data digs ▪ Lesson plans ▪ Instructional walks ▪ Milestones
Social Studies	▪ Social studies instruction is taught daily with consistency.	▪ Increasing the engagement and incorporation of literacy	▪ Classroom visits observations; data digs ▪ Lesson plans ▪ Instructional walks
Discipline / School Climate Data	▪ RTI collaboration and documentation ▪ Classroom/School wide PBIS points and celebrations	▪ Strengthening intervention implementation for Tier 2 and 3 ▪ Increasing the uses, incentives and importance of PBIS points specifically with challenging behaviors and reluctant learners	▪ PBIS app system ▪ CICO data ▪ Teacher feedback ▪ RTI meeting agendas, notes ▪ Parent surveys ▪ PBIS walks
Professional Learning What's been provided? What is the impact?	▪ Number Talks ▪ Raz Kids Plus ▪ Next Steps Guided Reading Assessments ▪ Jan Richards Next Step Forward in Guided Reading ▪ School wide Data Binder ▪ Resources and Utilization ▪ Differentiation Museum (All Subjects) ▪ Units of Study ▪ CTLS support sessions ▪ New Teachers Academy ▪ STEM ▪ PBIS ▪ Lexia ▪ Para University 1 & 2 (paraprofessionals only) ▪ Individual teacher/staff one-on-one as needed ▪ RTI	▪ Collaboration of sharing the analyzation, scoring and grading of student data and work. ▪ The need for more modeling in the classroom ▪ The need for more peer observations and discussions multiple times a year	▪ PL presentations ▪ Surveys and reflections ▪ Agendas ▪ Sign in ▪ Teacher Surveys and Feedback

	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			RI/MI Milestones
Math	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			RI/MI Milestones
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			RI/MI Milestones

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			Fill this one out as well
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Overarching Challenge #1	Significant number of students are not performing at grade level proficiency on common math assessments.
Root Cause #1 – (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Students lack consistent growth in fact fluency, utilizing different strategies and number sense.
Root Cause #2 – (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack a common math curriculum resources to support consistent math instruction and implementation for fluency.
Root Cause #3 – (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students lack understanding of grade level specific math vocabulary which limits their ability to apply grade level math concepts.
Contributing Factors **(Outside of control)**	▪ Conflicts or changes in scheduling ▪ Planning time
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	The percentage of students scoring proficient or advanced on the MI assessments will increase 20 percentage points from the August 2022 administration to the May 2023 administration.

Overarching Challenge #2	Significant number of students are not performing at grade level proficiency in Next Steps Guided Reading Assessments and Lexile levels.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent implementation of the guided reading workshop model including but not limited to the mini lesson, work session (independent, guided groups) and the closing.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Inconsistent vocabulary-based and sight word instruction, which limits student growth towards reading proficiency across all grade levels.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers are inconsistently utilizing data to analyze student needs and to drive instruction which limits student growth towards grade level proficiency.
Contributing Factors **(Outside of control)**	▪ Schedule changes/disruptions ▪ Parental support at home with reading including ELL family support and engagement ▪ More time to plan and implement reader's workshop
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of K-1 students scoring on grade level as measured by the Fountas and Pinnell reading levels will increase by 20 percentage points from August 2022 to May 2023. The percentage of 2nd - 5th grade students reading on or above grade level as identified by the RI will increase 20 percentage points from the August 2022 administration to the May 2023 administration.

Overarching Challenge #3	Significant number of students are not writing at grade level proficiency on common writing assessments.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent implementation of the writing workshop model including but not limited to modeling in the mini lesson, work session (strategies including grammar; conferencing) and the closing.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack consistency in utilizing assessments and writing rubrics to analyze and grade student work.
Root Cause #3 – (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Students lack the motivation and writing stamina to produce quality writing pieces.
Contributing Factors **(Outside of control)**	▪ Students pulled out for support segments may not align with writing and causes students to miss all daily writing instruction in the classroom. ▪ Teachers need protected time for planning and grading writing quarterly
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	The percentage of students scoring meets or exceeds on Units of Study Benchmark Assessments will increase 20 percentage points from the pre to the post assessments during the 2022-2023 school year.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	The percentage of students scoring proficient or advanced on the MI assessments will increase 20 percentage points from the August 2022 administration to the May 2023 administration.
Goal #2	The percentage of K-1 students scoring on grade level as measured by the Fountas and Pinnell reading levels will increase by 20 percentage points from August 2022 to May 2023. The percentage of 2nd - 5th grade students reading on or above grade level as identified by the RI will increase 20 percentage points from the August 2022 administration to the May 2023 administration.
Goal #3	The percentage of students scoring meets or exceeds on Units of Study Benchmark Assessments will increase 20 percentage points from the pre to the post assessments during the 2022- 2023 school year.
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?
Class Size Reduction Teacher 3rd Grade	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	We will use the strategy of reducing class sizes so that we can implement evidenced based strategies for our students with greater frequency and duration.
Class Size Reduction Teacher 1st Grade	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	We will use the strategy of reducing class sizes so that we can implement evidenced based strategies for our students with greater frequency and duration.
Class Size Reduction Teacher Kindergarten	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	We will use the strategy of reducing class sizes so that we can implement evidenced based strategies for our students with greater frequency and duration.
Instructional Paraprofessional (grade levels?)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

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.5 Instructional Paraprofessional (grade levels?)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Help parents understand how to access and navigate CTLS Parent and CTLS students to support their student's academic goals. Support parents with translations and interpretation to communicate with all the Staff at meetings/Events. Facilitate with parent's phone calls to support Staff, Students, and Administration. Help to improve the communication among school personnel and non-English speaking parents. Facilitates and participates in different school events and workshops like Math Night, Literacy Night, Science Night and shares resources in English and Spanish. Provide necessary materials and handouts for our families during conference week, meetings, and activities to help families work with their children. Translates the school resources in a language that the families can understand.

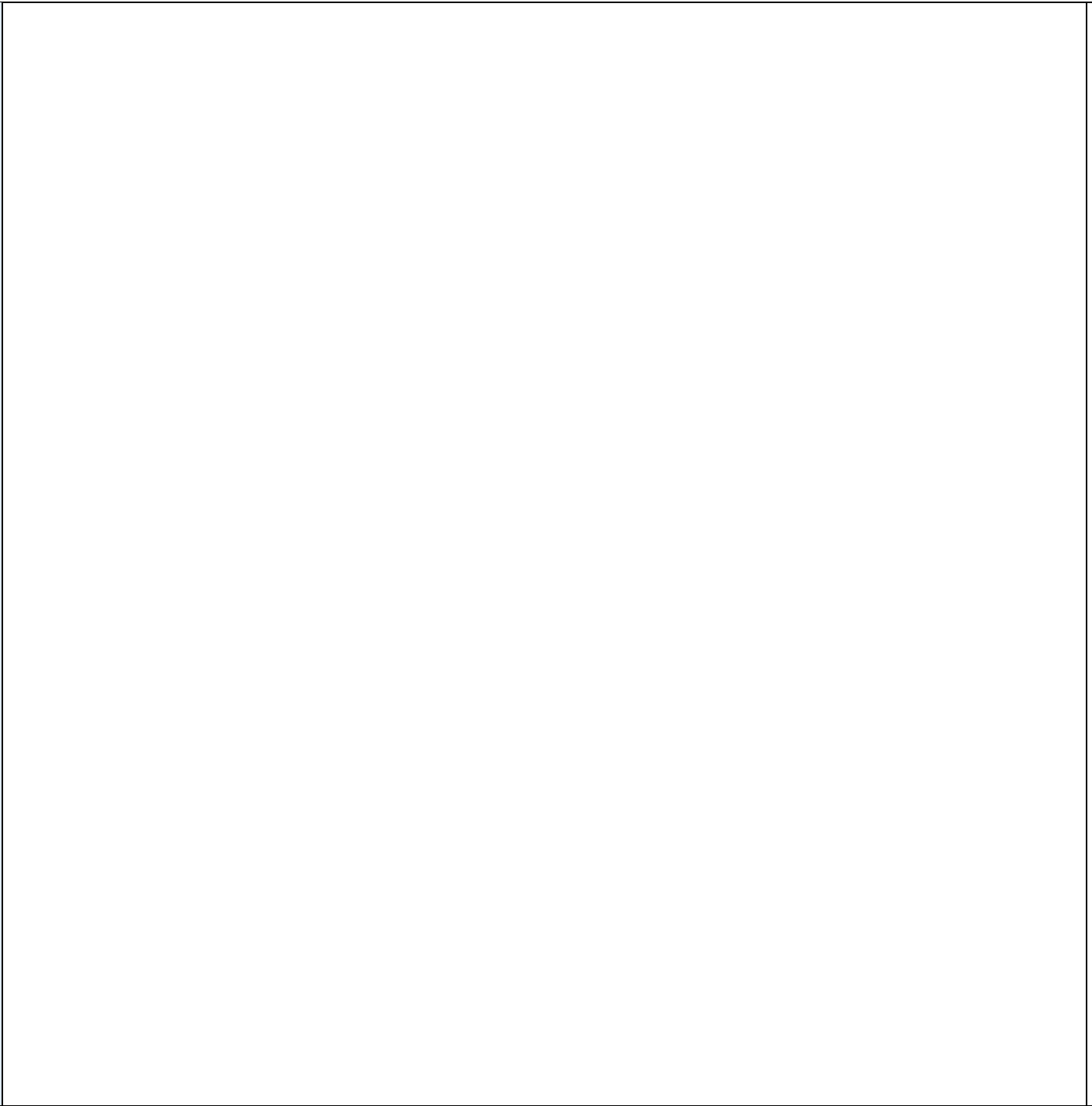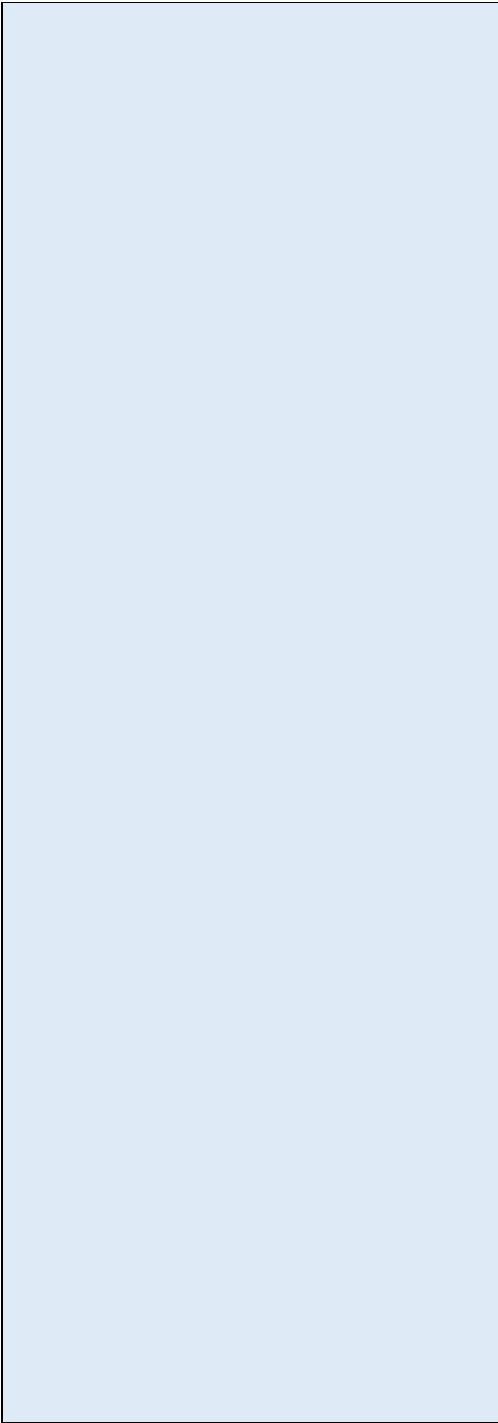|		
GOAL #1	The percentage of students scoring proficient or advanced on the MI assessments will increase 20 percentage points from the August 2022 administration to the May 2023 administration.	The percentage of students scoring pro
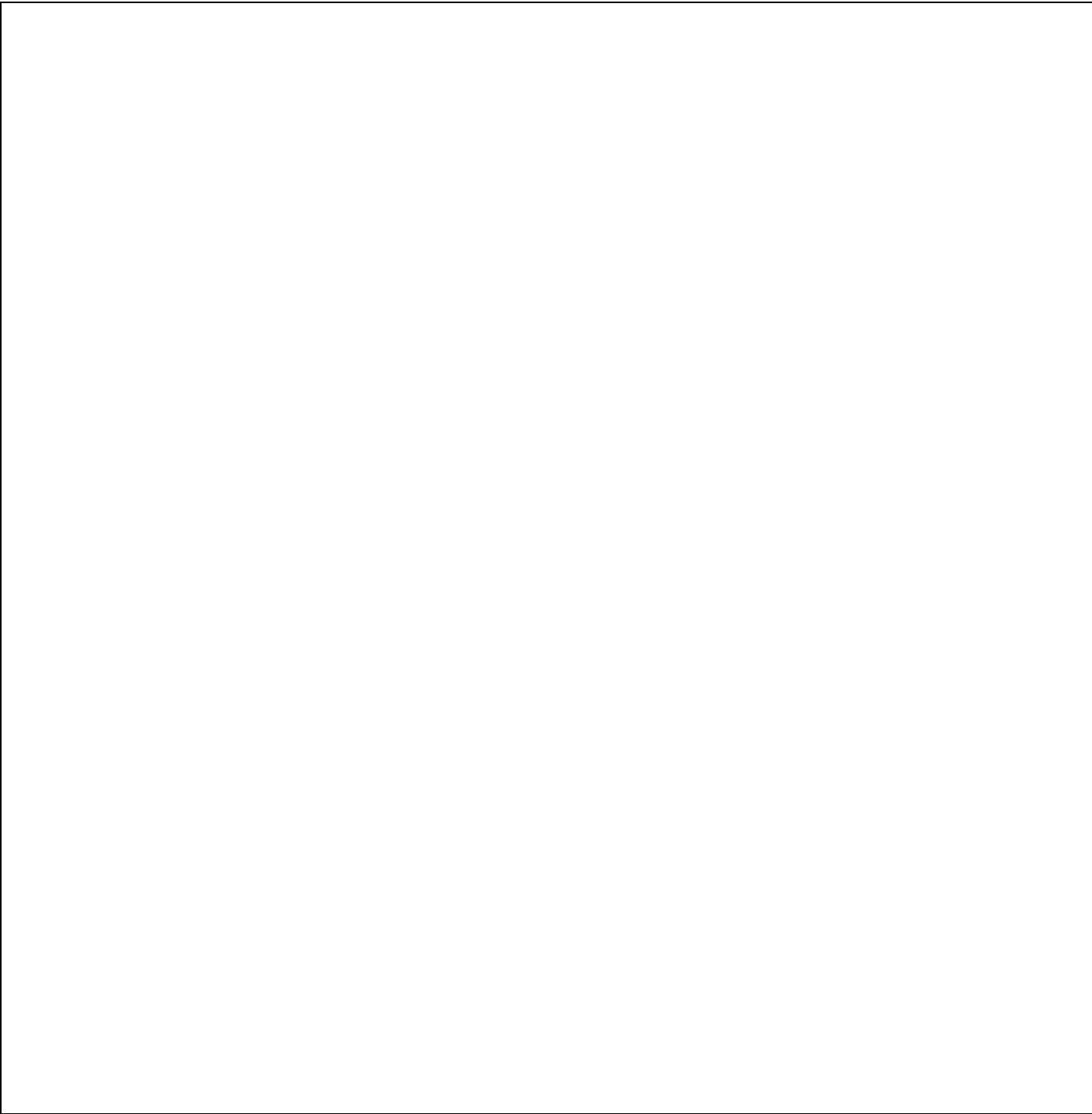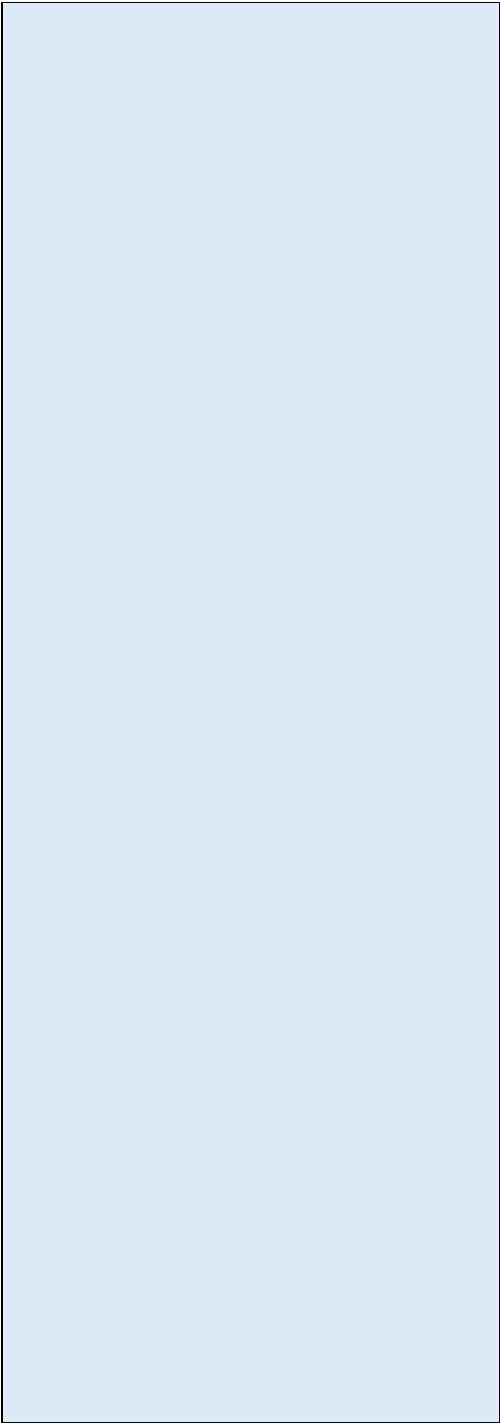
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Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	Resources	Funding Source(s) *SWP Checklist 5.e*	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? *SWP Checklist 3.a*	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? *SWP Checklist 3.a*	Person Responsible
Implement Math Fluency Framework lessons and assessments K-5	PL provided by Academic Coaches MFF Teams CTLS resources for Math interventions Instructional support working with students in small groups Tutors or Paraprofessionals or both Math manipulatives and technology resources	Title I Title I District Coaches Local Funds, Title I Local Funds, Title I Title I, Local Funds	July 2022	Implementation: MFF Lessons will be incorporated daily using the calendar provided with assessments and resources in Teams. Artifacts: MFF Calendar, MFF Assessments (CTLS), lesson plans (whole group/small group)	Desired Outcome: Student data will show growth in fact fluency. Teachers will have a consistent common curriculum to address fluency and strengthen daily instruction. Evidence: Instructional Walks/Observations, MFF assessment data from CTLS, common assessments, MI scores, CCC agenda/minutes, Data Binder	Admin, Academic Coaches, Teachers, Paras
Provide professional development for Number Talks and math strategies K-5 along with ongoing classroom support.	PL provided by Academic Coaches Number Talks book	Title I Title I, Local Funds	July 2022	Implementation: Number Talks instruction daily. Math strategies modeled explicitly during mini lessons and in small groups.	Desired Outcome: Teachers will have ongoing support to implement Number Talks and teach a variety of math strategies with fidelity.	Admin, Academic Coaches, Teachers

	CTLS unit math strategies Number Talks Look Fors – Teacher reflection list	Title I, Local Funds Local funds		Artifacts: PL training presentations, Resources provided, lesson plans, Number Talk Look For/Reflection checklist	Evidence: Instructional Walks/Observations, common assessments, MI scores, CCC agenda/minutes	
Incorporate math vocabulary into math workshop daily as well as into the instructional environment K-5	CTLS Unit Math Vocabulary cards K-5 Math manipulatives and technology resources Flocabulary Cross Curricular Book Tubs Math Workshop Look fors – Teacher reflection checklist	Title I, Local Funds Title I, Local Funds Title I	August 2022	Implementation: Math Vocabulary will be added into the daily mini lesson (explicitly taught), small groups and added to content walls for student reference. Artifacts: Unit Math Vocabulary cards CTLS, Lesson Plans (mini lesson), Math Workshop Look fors/Reflection checklist	Desired Outcome: Students will understand of grade level specific math vocabulary and increase their ability to apply grade level math concepts Evidence: Instructional Walks/Observations, common assessments, MI scores, CCC agenda/minutes	Admin, Academic Coaches, Teachers
Implement differentiated small group and independent work during the math work session	Math Workshop Look Fors MFF Lessons CTLS Strategies and Interventions for math	Title I Title I Title I, Local School	August 2022	Implementation: Small groups and independent work daily during the work session. Work should be differentiated and a variety of hands on, technology and project-based activities that encourage collaboration.	Desired Outcome: Students will develop multiple strategies to apply to mathematical concepts through work that is tailored to meet their individual needs.	Admin, Academic Coaches, Teachers

	Math manipulatives and technology resources	Title I, Local Funds		Artifacts: Lesson Plans (small group) Math Workshop Look fors/Reflection checklist	Evidence: Instructional Walks/Observations, common assessments, MI scores, CCC agenda/minutes, Data Binder	

GOAL #2	The percentage of K-1 students scoring on grade level as measured by the Fountas and Pinnell reading levels will increase by 20 percentage points from August 2022 to May 2023. The percentage of 2nd - 5th grade students reading on or above grade level as identified by the RI will increase 20 percentage points from the August 2022 administration to the May 2023 administration.				
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 Readers Workshop and all components of the instructional workshop model daily K-5	PL provided by Academic Coaches Jan Richardson Next Steps Forward book CTLS resources for Launch Units J. Richards Next Steps Library Scholastic Library Cross Curricular Book Tubs Word Study Kits (1 per teacher) Technology programs and Resources Benchmark	Title I Local Funds, Title I Title I, Local Funds Title I Title I Title I Title I Title I/Local Funds Title I	August 2022	Implementation: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. Artifacts: PL trainings/presentations, Jan Richardson Guided Reading Lesson Plan Templates, lesson plans (whole group/small group), Word Study Classroom kits, Readers Workshop/Guided Reading Look Fors/Reflection Checklist	Desired Outcome: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes, Data Binder	Admin, Academic Coaches, Teachers, Paras

	LETRS Training	CCSD				
	Cross content integrated activities that include Social Studies, Science and Math, and STEM	Local Funds and Title I				
Implement daily vocabulary-based and sight word instruction into Readers Workshop.	PL provided by Academic Coaches	Title I	August 2022	Implementation: Incorporate grade level sight word list, J. Richardson vocabulary lists and utilization of word study kits for daily instructions. Grade levels should decide on common lists and strategies for instruction.	Desired Outcome: Student fluency and reading comprehension will increase to on or above grade level by the end of the year.	Admin, Academic Coaches, Teachers
	Word Study Kits (1 per teacher)	Title I, Local Funds			Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes, Data Binder, Next Step Guided Reading Assessments	
	Sight Word Lists	Local Funds				
	Jan Richardson Next Steps Forward book (lessons, word lists/vocab)	Title I, Local Funds		Artifacts: PL trainings/presentations, Jan Richardson Guided Reading Lesson Plan Templates, lesson plans (whole group/small group), Word Study Classroom kits, Readers Workshop/Guided Reading Look Fors/Reflection Checklist, Sight word lists		
	Next Step Guided Reading Assessment Kit/online tool	Local Funds				
	Benchmark Program	Local funds				

Utilize common assessments and Next Steps data proficiently to analyze student needs and to drive daily instruction.	Next Step Guided Reading Assessment Kit/online tool	Title I, Local Funds	August 2022	Implementation: Teachers will streamline data resources by utilizing common assessments and Next Steps Guided Reading Assessments/online tools to drive instruction.	Desired Outcome: The quality of differentiated instruction during whole group and small group sessions will increase. This will support student growth towards reading proficiency.	Admin, Academic Coaches, Teachers
	Teacher created common assessments	Title I, Local Funds		Artifacts: CCC Agendas and meetings, scope and sequence, Next Step Assessments, teacher created common assessments by grade level	Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes, Data Binder, Next Step Guided Reading Assessments	
	CTLS	Local funds				
Implement phonics instruction and skills into reader's workshop daily.	Benchmark Universe	Title I	August 2022	Implementation: Small groups and independent work daily during the work session. Work should be differentiated and a variety of hands on, technology and project-based activities that encourage collaboration.	Desired Outcome: Student fluency and reading comprehension will increase to on or above grade level by the end of the year.	Admin, Academic Coaches, Teachers
	Early Literacy Frameworks K-3	Title I				
	Word Study Kits (1 per teacher)	Title I, Local School		Artifacts: Lesson Plans (small group) Readers Workshop Look fors/Reflection checklist	Evidence: Instructional Walks/Observations, common assessments, FRA/RI scores, CCC agenda/minutes, Data Binder, Next Step Guided Reading Assessments, ELI assessments	
	CTLS	Local funds				
	Technology and Hands on Resources	Title I, Local Funds				

GOAL #3	The percentage of students scoring meets or exceeds on Units of Study Benchmark Assessments will increase 20 percentage points from the pre to the post assessments during the 2022-2023 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **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 units of study through the workshop model K-5	PL provided by Academic Coach Units of study Kits with mentor texts Writing process folders, anchor chart tablets Paraprofessionals working with students in small groups Writers workshop Look Fors checklist	Title I Title I Local funds and Title I Local funds and Title I	July 2022	Implementation: Modeling with mentor text during the mini lessons, conferencing during small group time with writing folders and notebooks. Artifacts: Artifacts reviewed during data team meetings. Review of quarterly pre and post writing assessments. Informal walks and interviews with students. Writers Workshop Look fors Checklist	Desired Outcome: Consistent progress in student production of writing. Evidence: Teacher created data tracking documents for the pre and post writing scores for each quarter. Observations, walkthroughs, Writers Workshop Look fors Checklist/Reflection	Admin, Academic Coaches, Teachers
Implement a collaborative process for assessing, analyzing, and grading student writing.	PL provided by Academic Coaches Teacher created writing rubrics or UOS rubrics	Title I Local Funds	August 2022	Implementation: Teachers will share the work of planning for assessing, analyzing, and grading student work in their collaborative CCC meetings. Artifacts: On Demand/Pre and Post writing prompts, writing	Desired Outcome: Teachers will develop strong collaboration in writing that will increase meeting student whole group and individual needs. Evidence: Collaborative meetings for planning/assessing/scoring	Admin, Academic Coaches, Teachers

	Teacher created writing prompts or On Demand prompts	Local Funds		rubrics, Scope and Sequence, Launch Units for writing CTLS	student writing. Teacher created data tracking for writing Meeting agenda, Notes	
	Scope and sequence for writing units	Local Funds				
	Writing launch units CTLS	Local Funds and Title I				
	Teacher created data tracking for writing Local teachers create spreadsheet to track progress	Local funds				
Implement student writing goals and recognition of the production of writing K-5	School Wide monthly writing recognition	Local Funds and Title	September 2022	Implementation: Teachers will model writing daily and incorporate student recognition in the workshop closing, monthly, quarterly and annual recognition of student writing.	Desired Outcome: Increase student stamina and production of quality writing K-5	Teachers, Academic Coaches, Admin
	Quarterly/Annual Author's Recognition	Local funds			Evidence: Writing Artifacts posted, Writing Rubrics, writing data tracking sheets, Student Recognition tracker	
	PBIS system	Local funds		Artifacts: Student work posted, PBIS app, Author's Recognition link/tracking spreadsheet, End of the Year Awards, Author's Celebration		

				Implementation:	Desired Outcome:	
				Artifacts:	Evidence:	

GOAL #4						
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**
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

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	Provide workshops for parents to access resources and support at home. Provide interpreters for parents and have necessary communication translated. ESOL teacher will provide interventions.		Title I
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Implement a process to monitor attendance and provide at home resources. Social worker will ensure students are provided with needs outside of school.		
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	SSA will provide time for teachers to collaborate, review IEP's and implement strategies.		
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Offer Push-in tutoring program After-school tutoring support for students not mastering standards Summer Camp program for students considered for retention or in need of a jump start in previewing		Title I/20 Day
☐ 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.	September 15, 2022		☒ 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.	10/13/22 and conference week		☐ 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.	4/12/2022		☐ 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	9/16/2022 11/11/2022 1/27/2023 4/14/2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:**			☐ 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* *We translate all documents into Spanish as well as all communication through CTLS:*		☐ 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**
Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			10/4/22		
Literacy	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			11/17/22		
Science	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			1/19/22		
Literacy	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			2/16/22		
Math	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			3/14/22		

Multicultural Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			4/23/22	
Fine Arts NIght	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			4/27/23	

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:

Norton Park Elementary will integrate state and local funds and community support in several ways. Title I will support district initiatives such as Early Literacy Framework (ELF), Read 180, System 44, and LETRS professional development. Title II will provide professional development support for all staff. Title III will provide language proficiency support and community support as needed through Parent Workshops. Norton Park will utilize Title I and 20 Day funds for tutoring support of our students not meeting the standards.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*

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

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

Norton Park Elementary will regularly monitor the implementation of schoolwide programs through walkthroughs, observations, attendance data, Math and Reading Inventory data, Early Literacy Framework data, Unit of Study Writing rubrics, photos, lesson plan artifacts, and sign-in sheets.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

Schoolwide Plan Reform Strategies – *Section 1114(b)(7)(A)(i-iii)(I-V)*

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Positive Behavioral Intervention & Supports (PBIS) is in place. State/district leadership teams and the school PBIS team regularly assess the status of implementation of the PBIS framework. This framework is used to reduce the number of removals from the classrooms of all subgroups served in our school. Assessment results are then used to change action plans to help all students be successful in the classroom.

14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments<u>, and to recruit and retain effective teachers</u>, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

Norton Park Elementary- Professional development will be provided based on the features of this plan and the structure of Cobb Collaborative Communities as described below. It will be focused providing teachers with ongoing support through monthly PLs, peer observations and feedback, classroom support to follow professional development and weekly collaborative meetings. This will ensure we remain data driven and focused as we continue to meet students needs and progress them forward in academic achievement. Professional learning opportunities will be focused, reflective, and coherent. New Teachers will be supported through new teacher's academy at the local school level. Monthly meetings, mentor/mentee pairings, focused PL sessions, school culture, community involvement and relationship building will continue to be a part of recruiting and retaining effective teachers throughout the school year.

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)

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – *Section 1114(b)(1)(A)*

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