



School Improvement Action Plan



School Year:	FY23
School Name:	Fair Oaks Elementary
Principal Name:	Cathie Seibert
Date Submitted:	June 30, 2022
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Fair Oaks Elementary
<i>Team Lead</i>	Cathie Seibert
<i>Position</i>	Principal
<i>Email</i>	Cathie.Seibert@cobbk12.org
<i>Phone</i>	678-594-8080 x 010
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:
 The development of our SY2023 Title I School Improvement Plan included participation and input from school administrators, teachers, paraprofessionals, business leaders, and families. The guiding coalition team began by reviewing the data from the SY2022 school year. Data was pulled from the following sources to determine our strengths and weaknesses: RI Data, MI Data, EOG, Report card and common assessment, Discipline data, Counseling/Social Worker Data. The team discussed our priorities for the 2022-2023 school year to best support our student's instruction. The Title 1 parent survey was also reviewed to provide parent input based on strengths and weaknesses. The comprehensive needs

assessment CNA was reviewed with the Guiding Coalition for feedback. Revisions were applied and submitted for approval. The Guiding Coalition monitors the implementation of our plan throughout the school year. The announcement for the meeting was posted in our parent newsletter and shared out for three weeks consecutively prior to the meeting.

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)	Elizabeth Gonzalez
Parent (Non CCSD Employee)	Sandra
Business Partner	Brenda Grace pointe
Counselor	Valerie Wagley Jasmyne Sprinkles
Parent Facilitator	Dinna Ortiz de Gracia Cynthia Cruz Llamas
Health Care Providers	
Social Workers	Darlene Alvarez
Faith-based Community Leaders	Adrian Coetzer

Technology Experts (TIS)	Chelsie Harvey
Media Specialists/Librarians	Lori Quintana
Police/Public or School Safety Officers	Officer Shepard
Universities or Institutes of Higher Education	

COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	5/18/22
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Position/Role	Printed Name	Signature

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 the Math Inventory K-5 will increase by 15% from Aug. 2021 to May 2022.																																																																								
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO																																																																									
What data supports the outcome of the goal?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="8" style="text-align: left; padding: 5px;">Math Inventory Data</th> </tr> <tr style="background-color: #d9ead3;"> <th style="padding: 5px;">Grade</th> <th colspan="3" style="padding: 5px;">August 2021</th> <th colspan="4" style="padding: 5px;">May 2022</th> </tr> <tr style="background-color: #d9ead3;"> <th style="padding: 5px;"></th> <th style="padding: 5px;">Advanced</th> <th style="padding: 5px;">Proficient</th> <th style="padding: 5px;">Total</th> <th style="padding: 5px;">Advanced</th> <th style="padding: 5px;">Proficient</th> <th style="padding: 5px;">Total</th> <th style="padding: 5px;">Growth</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Kindergarten</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">+32%</td> </tr> <tr> <td style="padding: 5px;">First Grade</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">+39%</td> </tr> <tr> <td style="padding: 5px;">Second Grade</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">+42%</td> </tr> <tr> <td style="padding: 5px;">Third Grade</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">+48%</td> </tr> <tr> <td style="padding: 5px;">Fourth Grade</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">+40%</td> </tr> <tr> <td style="padding: 5px;">Fifth Grade</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">+54%</td> </tr> </tbody> </table>	Math Inventory Data								Grade	August 2021			May 2022					Advanced	Proficient	Total	Advanced	Proficient	Total	Growth	Kindergarten	0%	1%	1%	5%	28%	33%	+32%	First Grade	0%	2%	2%	13%	28%	41%	+39%	Second Grade	0%	5%	5%	17%	30%	47%	+42%	Third Grade	0%	4%	4%	13%	39%	52%	+48%	Fourth Grade	0%	3%	3%	24%	19%	43%	+40%	Fifth Grade	1%	8%	9%	17%	46%	63%	+54%
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<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The goal was exceeded in Grades K-5. The following are actionable strategies that are in place and will be continued to sustain progress:</p> <ul style="list-style-type: none"> Workshop Model Procedures 20-day tutors and Title 1 tutors Math Rise program for 1st grade Enrichment specialist in 1st and 5th grade Teachers on Special Assignment (3rd and 5th grades) Daily Number Talks Hired and funded one 2nd Grade and one 3rd Grade teacher to decrease class size Implementing Technology: Education Galaxy Family Literacy Night Test Anxiety program with counselors for 3rd Grade
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<p>Previous Year's Goal #2</p>	<p>We will increase the percentage of students scoring proficient and advanced on the Reading Inventory by 25% from August 2021 to May 2022 in grades 2nd-5th</p> <p>Kindergarten- Students will increase sight words by an average of 50 words from August 2021- May 2022</p> <p>1st grade- Students will increase sight words by an average of 100 words from August 2021- May 2022</p>																																														
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	Sight Word Data		
	The percentage of kindergarten students increasing 50 or more words from December 2021 to current data May 2022		
	Grade	August 2021	May 2022
	Kindergarten	4%	44%
	The percentage of kindergarten students increasing 100 or more words from August 2021 to current data May 2022		
	Grade	August 2021	May 2022
	First Grade	6%	45%

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The goal was met in 5th grade but not met in grades K-4. The following are the actionable strategies that will be put in place:</p> <ul style="list-style-type: none"> 20-day tutors and Title 1 tutors Library reading initiatives Early Learning Framework training Continued implementation of the Reading Workshop Model Guided Reading RISE program Social Studies and Science Integration RIME Magic for small strategy groups After school tutoring Implementing technology programs: EPIC, Imagine Learning for IEL students W.I.G.S. family nights per quarter to set reading goals Grade Level planning with ESOL teacher to provide ESOL strategies for classroom teachers Enrichment Specialists to support enrichment in Grades K-5 ELA teachers for Grades K,1, and 2 will receive Orton Gillingham Training
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<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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<p>Previous Year's Goal #3</p>	<p>Implement classroom management systems in which 90% of the students are engaged with academic pursuits as measured by campus walks, parents and students' feedback, and 50% decrease of discipline referrals. Maintain, or reduce, the percentage of targeted students who had 10 or more unexcused absences from 260 students to less than 20 students</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Students in K-5 had 389 students with 10 or more unexcused absences, which is an increase of 129 students. CSIS attendance data Discipline Report</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The goal was not met. During the 20-21 school year Fair Oaks had 260 students with 10 or more absences. For the 21-22 school year, Fair Oaks had 389 students with 10 or more absences. This was an increase of 129 students with 10 or more absences.</p>

An average of 78% of students with excessive absences in Grades 2-5 received a score below basic and basic on the Reading Inventory. An average of 73.5% of students with excessive absences in Grades K and 1 are below reading level according to the Jan Richardson Reading Inventory.

Grade	Reading Level- May 20222(on level for K=D; on level for 1 st Grade=I)		
	Number of Students with 10 or more absences	Number of Students Below Level	Percentage of Students
Kindergarten	76	60	81%
First Grade	76	50	66%

Grade	Reading Inventory (May 2022)			
	Number of Students with 10 or more absences	Below Basic	Basic	Percentage of Students
Second Grade	55	39	10	89%
Third Grade	48	25	13	79%
Fourth Grade	66	43	10	80%
Fifth Grade	53	20	14	64%

The following actionable strategies will be implemented to address the number of students with excessive absences:

- Attendance initiatives
- Attendance ceremonies
- Parent meetings and workshops for attendance concerns
- Meeting with parents regarding attendance concerns

	Closing the gap through the counseling department (interventions with students and parents)
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	
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	
Reflecting on Outcomes	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
<p>ELA</p>	<p>Increase of 17.25% (AVG) of students in grades 2-5 who were proficient or advanced on Reading Inventory from the first administration to the final administration for school year 2021-2022.</p> <p>For school year 21-22, 25% of 5th graders received a score of 3 or 4 on the Georgia Milestones for ELA.</p>	<p>In grades 2 – 5, an average of 55% of students are below basic readers and an average of 19.75% of students are basic readers according to Reading Inventory</p> <p>74% of Kindergarteners are reading below grade level (Level D) according to the Jan Richardson Reading Assessment</p> <p>77% of First Graders are reading below grade level (Level I) according to Jan Richardson reading Assessments</p>	<p>Jan Richardson Reading Assessments</p> <p>Interim Assessments</p> <p>ELF Assessments (Grades K-2)</p> <p>CCC notes</p> <p>Reading Inventory</p>

		An average of 48% of students in Grades 3-5 received a score of 1 on the Georgia Milestones for ELA.	Georgia Milestones
Math	<p>Increase of 44.6% (AVG) of students who were proficient or advanced on Math Inventory K-5</p> <p>For school year 21-22, 33% of 5th graders and 35% of 3rd graders received a score of 3 or 4 on the Georgia Milestones for Math.</p> <p>Consistent practice of math gap skills through Dream Box/Education galaxy</p>	<p>An average of 29% of students are below basic and 21.8% (AVG) of students scored basic on the Math Inventory</p> <p>34% of 4th graders received a score of 1 on the Georgia Milestones for Math.</p>	<p>Math Inventory</p> <p>Interim assessments</p> <p>CCC notes</p> <p>Georgia Milestones</p>
Science	Stem activities - quarterly STEM days built into program for Grades K-5	Science vocabulary and scaffolding writing journals	<p>Formative assessments</p> <p>CCC notes</p>
Social Studies	Integration of social studies within other content areas	Integration of social studies in other content areas	<p>Formative assessments</p> <p>CCC notes</p>
Discipline / School Climate Data	<p>Office referrals have decreased from 2021-2022.</p> <p>Consistent positive reinforcements with rewards</p> <p>Recognizing student achievement for the grade-levels</p>	Overall, 52% of students in Grades K-5 have 10 or more unexcused absences.	<p>Student survey</p> <p>Discipline data</p>

Professional Learning What's been provided? What is the impact?	ESOL strategies support with Title 3 consultant Science integration with Title 1 district coach OG training for K,1, and 2 ELA teachers	Cross-Curriculum training for all content areas	
Other	30% of 5 th Grade ESOL students have exited the program according to ACCESS scores (25 out of 82)	Speaking and writing are weaknesses for ACCESS testing	

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Incorporating strategies to serve our ESOL students effectively. The number of minutes students are actively engaged in the reading workshop has increased. Integration of reading and content curriculum has increased.	75% of Hispanic students scored basic or below basic on the Reading Inventory	Student artifacts Interim assessments Reading Inventory
Math	<input checked="" 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 checked="" type="checkbox"/> Migrant	48% of Hispanic students in Grades K-5 scored proficient or advanced on the Math Inventory		Math inventory Interim assessments

Science	<input checked="" 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	STEM days Experiments Research Exploration with science	Vocabulary	Common assessments
Social Studies	<input checked="" 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	Use of culturally diverse texts Integrating social studies and ELA with DOK 3-4 level projects and activities	Vocabulary	Common assessments
Discipline / School Climate Data	<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		389 students have excessive absences during the 2021-2022 school year African Americans are tardy at a disproportionate amount	
Professional Learning	<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	Embedded Professional learning ESOL strategies for all teachers Vertical building walks	Culturally reflective history needs to be imbedded within the curriculum	
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	30% of 5 th Grade ESOL students have exited the program according to ACCESS scores (25 out of 82)		

Overarching Challenge #1	Students struggle with ELA as it relates to applying decoding and encoding skills, syllabication, and vocabulary knowledge to comprehend unfamiliar texts.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction- x <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students in Grades 2 – 5 have difficulty decoding and encoding multi-syllabic words which affects their fluency when reading. Teachers struggle with comprehensive knowledge to teach students syllabication rules to enhance students’ ability to decode and encode when reading independently.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction-x <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students in grades K-5 struggle with Tier 2 vocabulary words (high frequency/multiple meaning words – academic words) and Tier 3 vocabulary words (subject/content related words) which weakens understanding of text. Teachers struggle with consistent implementation of vocabulary strategies.
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 - x	Students in Kindergarten and First Grade have difficulty decoding and encoding unfamiliar words. Teachers struggle with comprehensive knowledge to teach students language rules to enhance students’ ability to decode and encode when reading independently.
Contributing Factors (Outside of control)	

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students scoring proficient and advanced on the Reading Inventory will increase by 15% from August 2022 to May 2023 in Grades 2 through 5.</p> <p>Kindergarten- 40% of kindergarten students will score a Level D or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 21% of K grade students were reading at Level D)</p> <p>1st grade- 45% of first grade students will score a Level I or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 23% of 1st grade students were reading at Level I)</p>
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Overarching Challenge #2	Students struggle with the automaticity of math skills, strategy knowledge, and multistep problems.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction - X <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students have difficulty with Depth of Knowledge (DOK 3 and 4) questions which impacts their ability to increase their math scores on math inventory. Teachers struggle to be consistent with extension of simple problems.
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	Students have difficulty solving multistep word problems. Students struggle to identify when a problem has more than one step. Students will complete the first step of a word problem but will struggle to complete the next step. Teachers struggle to consistently give students practice with multistep problems during math workshop.
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	Students struggle with the automaticity of math facts. Students spend extra time solving simple addition and multiplication facts with drawings and pictures. Teachers struggle to consistently give students time to practice simple math facts during the school day.
Contributing Factors (Outside of control)	

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students scoring proficient or advanced on the Math Inventory K-5 will increase by 15% from Aug. 2022 to May 2023.</p>
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Overarching Challenge #3	Student achievement and behavior is impacted by excessive absences and misunderstanding of common behavior expectations.
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	389 students have 10 or more absences in the 21-22 school year. Students who are frequently absent struggle to catch up and are performing at the basic and below basic levels of performance. Teachers struggle to catch students up on missing work.
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	Teachers and support staff should consistently apply behavior expectations throughout the school building using consistent language.
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)	Spike in Covid cases and pandemic fear

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Excessive absences (15 or more days) will be decreased by 50% from the 2022 school year to the 2023 school year. (241 students have 15 or more absences in the 21-22 school year which is 32% of the school enrollment)</p>
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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)	

<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	
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<p>School Improvement Goals</p> <p><i>Include goals on the parent compacts and policy</i></p>	
Goal #1	<p>The percentage of students scoring proficient and advanced on the Reading Inventory will increase by 15% from August 2022 to May 2023 in Grades 2 through 5.</p> <p>Kindergarten- 40% of kindergarten students will score a Level D or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 21% of K grade students were reading at Level D)</p> <p>1st grade- 45% of first grade students will score a Level I or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 23% of 1st grade students were reading at Level I)</p>
Goal #2	<p>The percentage of students scoring proficient or advanced on the Math Inventory K-5 will increase by 15% from Aug. 2022 to May 2023.</p>
Goal #3	<p>Excessive absences (15 or more days) will be decreased by 50% from the 2022 school year to the 2023 school year. (241 students have 15 or more absences in the 21-22 school year which is 32% of the school enrollment)</p>

Goal #4	
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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?
Paraprofessional	<input type="checkbox"/> Goal 1 <input 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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Paraprofessionals will be assisting Grades 3 and 4 with small group Math instruction. Paraprofessionals will create individualized instruction for struggling students including fact fluency and solving multistep word problems.
Class size reduction in Kindergarten, First, and Second Grades (3 teachers)	<input type="checkbox"/> Goal 1 <input 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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reducing class sizes will create more conferences, smaller groups, and more individualized instruction for K-2 beginning readers.
1.6 parent facilitators	<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 type="checkbox"/> Family Engagement	Parent facilitators will assist with parent communication (phone calls, emails, and texts). Parent Facilitators will help plan, translate, and attend literacy/goal events. Parent facilitators will create videos for parents to use to model school goals. Parent facilitators will increase parent involvement and volunteerism.
	<input type="checkbox"/> Goal 1 <input 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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p>GOAL #1</p>	<p>The percentage of students scoring proficient and advanced on the Reading Inventory will increase by 15% from August 2022 to May 2023 in Grades 2 through 5.</p> <p>Kindergarten- 40% of kindergarten students will score a Level D or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 21% of K grade students were reading at Level D)</p> <p>1st grade- 45% of first grade students will score a Level I or greater (On Level) on the Jan Richardson Reading Assessment by May 2023. (May 2022 – 23% of 1st grade students were reading at Level I)</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p>	<p>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p>	<p>Person Responsible</p>
<p>Grades K –2 will continue implementation of the reading workshop model while incorporating structured literacy and ESOL strategy implementation in the general classroom</p>	<p>LETRS structured literacy training for team leads (K-2 and ESOL) through county PL</p> <p>Decodable Readers</p> <p>Tutors</p> <p>Orton Gillingham Training for K-2</p> <p>ELF Training</p>	<p>CCSD Funds</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>CCSD</p>	<p>8/1/2022</p>	<p>Implementation: Reading workshop incorporating structured literacy will be implemented during daily literacy block</p> <p>Team Leads and ESOL lead will assist teachers with structured literacy strategies from district LETRS training</p> <p>Tutors will work with striving students 3-4 times a week</p> <p>K-2 teachers will have a summer training on OG to improve phonemic instruction</p>	<p>Desired Outcome: an increase in students reading on or above grade level</p> <p>Evidence: Reading Inventory results from August, December, and May</p> <p>Jan Richardson Reading Assessment results from August, December, and May</p> <p>Review ELF assessments, Interim assessments, and teacher created assessments</p> <p>GKIDS scores for kindergarten students</p>	<p>Admin</p> <p>Coach</p> <p>Teachers</p> <p>Enrichment Specialists</p>

	<p>Enrichment Specialists for Grades K-2</p> <p>District ESOL Consultant</p> <p>Imagine Learning</p>	<p>CCSD</p> <p>CCSD</p> <p>Title 3</p>		<p>Enrichment Specialists in Grades K-2 will focus on daily enrichment for students approaching proficient, proficient, and advanced students</p> <p>District ESOL coach will meet monthly to support local school ESOL teachers</p> <p>Daily W.I.N. (What I Need) time set into schedule every morning for 25 minutes – Imagine learning will be used to support reading, speaking, listening, and vocabulary development</p> <p>Artifacts: Walkthroughs, observations, CCC notes, Jan Richardson Assessment sheets, lesson plans, curriculum maps</p>		
<p>Grades 3-5 will continue implementation of the reading workshop model incorporating ESOL strategy implementation in the general classroom</p>	<p>Workshop model procedures</p> <p>District ESOL Consultant</p> <p>Enrichment Specialists for Grades 3-5</p> <p>Tutors</p>	<p>CCSD</p> <p>CCSD</p> <p>CCSD</p> <p>Title 1</p> <p>Title 3</p>	<p>8/1/2022</p>	<p>Implementation: Reading workshop incorporating ESOL strategies will be implemented during daily literacy block</p> <p>District ESOL coach will meet monthly to support local school ESOL teachers</p> <p>Enrichment Specialists in Grades 3-5 will focus on daily enrichment for students approaching proficient, proficient, and advanced students</p> <p>Tutors will work with striving students 3-4 times a week</p>	<p>Desired Outcome: an increase in students reading on or above level</p> <p>Evidence: Reading Inventory results from August, December, and May</p> <p>Jan Richardson Reading Assessment results from August, December, and May</p> <p>Phonics Inventory results from system 44 students</p>	<p>Teachers</p> <p>Admin</p> <p>Enrichment Specialists</p> <p>Coach</p> <p>Teacher on special assignment</p>

	<p>Imagine Learning</p> <p>Scholastic News/Story works for grades 4 &5</p> <p>System 44 Teacher on special assignment for Grades 3-5</p>	<p>Title 1</p> <p>CARES</p>		<p>Daily W.I.N. (What I Need) time set into schedule every morning for 25 minutes – Imagine learning will be used to support reading, speaking, listening, and vocabulary development</p> <p>Teachers will have a daily word work/ syllabication time to enhance students’ ability to read multisyllabic words</p> <p>Artifacts: Walkthroughs, observations, CCC notes, Jan Richardson Assessment sheets, lesson plans, curriculum maps</p>	<p>Review Interim assessments and teacher created assessments</p>	
<p>Collaborative grade level teams will discuss student data to determine strategies for increasing achievement as well as integration of science and social studies standards during CCC’s and half day data digs.</p>	<p>Student Data</p> <p>Substitutes</p> <p>Curriculum maps</p>	<p>CCSD</p> <p>Title 1</p> <p>Title 1</p>	<p>8/1/22</p>	<p>Implementation: Grade Level Teams will meet biweekly to analyze data and determine strategies to improve student achievement.</p> <p>Grade Level teams will meet at the end of each quarter to analyze various data and decide the next steps to instruction.</p> <p>Grade Level teams will review curriculum maps and determine how to further integrate science and social studies into all content.</p> <p>Artifacts: Data spreadsheet completed quarterly, CCC notes, walkthroughs,</p>	<p>Desired Outcome: an increase in students reading on or above level</p> <p>Evidence: Reading Inventory results from August, December, and May</p> <p>Jan Richardson Reading Assessment results from August, December, and May</p> <p>CCC notes focus on interim assessments and teacher created</p>	<p>Teachers</p> <p>Admin</p> <p>Enrichment Specialists</p> <p>Coach</p>

				observations, lesson plans, curriculum maps	assessments consistent across grade level team	
Quarterly WIGS (Wonderfully Intentional Goal Setting) meetings will provide teachers and families a time and place to share student performance data and set/monitor achievable, measurable, student-centered academic goals.	Student Data Jan Richardson Assessment (JRA) Teachers Substitutes	CCSD Local School Title 1		Implementation: Parents and Teachers will meet quarterly to discuss data of each child Teachers will provide parents with an in-depth coaching session on how to interpret their child's data based on overall classroom performance and district-wide assessments. Parents will be provided with strategies and tools to help support learning at home. Artifacts: Goal setting sheets from parent and student, power point of data	Desired Outcome: Maximize student learning through home practice of academic skills. Creates purposeful partnerships with families. Evidence: Sign in sheets, photos, evaluation forms	Teachers Admin Parent Facilitators Coach

GOAL #2	The percentage of students scoring proficient or advanced on the Math Inventory K-5 will increase by 15% from Aug. 2022 to May 2023.					
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
Grades K-5 will continue the Math Workshop model daily.	<p>Workshop Model Procedures</p> <p>Teachers on Special Assignment (3rd and 5th grades)</p> <p>Implementing Technology: Education Galaxy</p> <p>Tutors</p> <p>Enrichment specialist</p>	<p>CCSD</p> <p>CARES</p> <p>EIP</p> <p>Title 1</p> <p>CCSD</p>	8/1/22	<p>Implementation: The Math Workshop model incorporates small group differentiation, independent work time and daily number talks</p> <p>Teachers on Special Assignment will be used in grades 3 and 5 will pull small groups using Dream Box</p> <p>Grades 3 – 5 will use Education Galaxy as a supplemental math resource.</p> <p>Tutors will work with striving students 3-4 times a week</p> <p>Enrichment Specialists in Grades K-5 will focus on daily enrichment for students approaching proficient, proficient, and advanced students</p>	<p>Desired Outcome: An increase in the number of students scoring proficient or advanced on the Math Inventory</p> <p>Evidence: Math Inventory results from August, December, and May</p> <p>Review Interim assessments and teacher created assessments consistently across grade level</p>	<p>Teachers</p> <p>Admin</p> <p>Coach</p> <p>Teachers on special assignment</p> <p>Enrichment specialist</p>

				Artifacts: walkthroughs, observations, CCC notes, lesson plans, curriculum maps		
Collaborative grade level teams will discuss student data to determine strategies for increasing achievement during CCC's and half day data dig days.	Student Data Substitutes Curriculum maps	CCSD Title 1 Title 1	8/1/22	Implementation: Grade Level Teams will meet biweekly to analyze data and determine strategies to improve student achievement. Grade Level teams will meet at the end of each quarter to analyze various data and decide the next steps to instruction. Grade Level teams will review curriculum maps and determine how to further integrate science and social studies into all content. Artifacts: Data spreadsheet completed quarterly, CCC notes, walkthroughs, observations	Desired Outcome: An increase in the number of students scoring proficient or advanced on the Math Inventory Evidence: Math Inventory results from August, December, and May CCC notes to review Interim assessments and teacher created assessments consistently across grade level	Teachers Admin Coach Enrichment Specialists

<p>Quarterly WIGS (Wonderfully Intentional Goal Setting) meetings will provide teachers and families a time and place to share student performance data and set/monitor achievable, measurable, student-centered academic goals.</p>	<p>Fact Fluency Data</p> <p>Teachers</p>	<p>CCSD</p> <p>CCSD</p>	<p>9/1/22</p>	<p>Implementation: Parents and Teachers will meet quarterly to discuss data of each child</p> <p>Teachers will provide parents with an in-depth coaching session on how to interpret their child's data based on overall classroom performance and district-wide assessments.</p> <p>Parents will be provided with strategies and tools to help support learning at home.</p> <p>Artifacts: Goal setting sheets from parent and student, power point of data</p>	<p>Desired Outcome: Maximize student learning through home practice of academic skills. Creates purposeful partnerships with families.</p> <p>Evidence: Sign in sheets, photos, evaluation forms</p>	<p>Teachers</p> <p>Admin</p> <p>Parent Facilitators</p> <p>Coach</p>
				<p>Implementation:</p> <p>Artifacts:</p>	<p>Desired Outcome:</p> <p>Evidence:</p>	

GOAL #3	Excessive absences (15 or more days) will be decreased by 50% from the 2022 school year to the 2023 school year. (241 students have 15 or more absences in the 21-22 school year which is 32% of the school enrollment)					
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
"Count Me In" Program. Counselors will track and celebrate good school attendance with challenge days and quarterly celebrations with students.	Attendance data	CCSD	8/15/23	<p>Implementation: Quarterly celebrations for those students who continue to have less than 10% absences and less than 3 tardies for any reason.</p> <p>Random challenge days where 100% classroom attendance can earn a special treat for students and teachers.</p> <p>Meetings at beginning of school year with parents of students with 10 or more absences from previous year with admin, school counselor, and parent facilitators</p> <p>Small group meetings with parents for students that have 15 or more absences with social workers.</p>	<p>Desired Outcome: Decrease in excessive absences of students that are more than 15 days in a school year.</p> <p>Evidence: Attendance data</p>	<p>School Social Worker</p> <p>Counselors</p> <p>Admin</p> <p>Parent Facilitator</p> <p>Title Coordinator</p>

				<p>One on one meetings with parents and students for students that continue to have excessive absences (15 or more) after each quarter.</p> <p>Artifacts: Attendance data, parent phone logs, meeting sign in</p>		
<p>PBIS (Positive Behavioral Interventions and Supports) is an evidence based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day.</p>	<p>PBIS training- Tier 1</p> <p>Teachers</p>	<p>CCSD</p> <p>CCSD</p>	<p>9/1/22</p>	<p>Implementation: Tier 1 Training (3 full days) Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide this universal support to all students, school wide.</p> <p>Artifacts: Meeting schedule, attendance sheet, meeting minutes</p>	<p>Desired Outcome: Common language for school behavior and expectations</p> <p>Evidence: Team plan for inducting PBIS at Fair Oaks for school years 23-24.</p>	<p>Admin</p> <p>Teachers</p> <p>Coach</p>
				<p>Implementation:</p> <p>Artifacts:</p>	<p>Desired Outcome:</p> <p>Evidence:</p>	

				Implementation: Artifacts:	Desired Outcome: Evidence:	
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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:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

				Implementation: Artifacts:	Desired Outcome: Evidence:	
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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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Imagine Learning will be uses a school-wide reading intervention daily. ESOL teachers will use the data to support reading groups and specialized language development skills. ESOL students will have dedicated time practicing speaking and listening with the ESOL teachers.	Student Data ESOL Teachers Imagine Learning	CCSD CCSD Title 3
<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	Special Education teachers will utilize Imagine Learning and Reading Inventory data to specialize instruction in reading and writing.	Special Education Teachers Imagine Learning	CCSD Title 3
<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			
<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			

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
<p>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.</p>	8/30/22 at 8:00 am in person and 6:00 pm virtually		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <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.</p>	10/21/22		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <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.</p>	2/28/23 at 8:00 am in person and 6:00 pm virtually		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> The 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</p>	PL#1 9/12/22		<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
	PL#2 11/28/22		
	PL#3 2/6/23		
	PL#4 4/10/23		
<p>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: Incoming Kindergarten: Parents and kindergarteners visit the school for a tour of classrooms and areas of the building to become familiar with Parent Facilitators. Families receive resources, a light breakfast, and Storytime. We have a two-week Kindergarten Camp in July to support transition.</p>	Incoming Kindergarten: 5/1/23 July 11 th through July 28 th 6 th Grade Transition: 3/23/23		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6th Grade Transition: In March, parents, students, and visit Pearson Middle School. Parent Facilitators and Admin will participate. Students and parents will meet the principal and be given a tour of the school.</p>			
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p> <p>Parent Facilitators translate any documents sent from teachers to parents when needed. Parent Facilitators double check translations for clarity on any documents that are sent home.</p>	<p><u>List documents translated for parents:</u> Home School Compact School Policy Weekly Newsletters Teacher Newsletters County Documents</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6	

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Quarterly WIGS (Wonderfully Intentional Goal Setting) meetings will provide teachers and families a time and place to share student performance data and set/monitor achievable, measurable, student-centered academic goals.	<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	Shared responsibilities in parent compact Student Data Power point	Title 1 School funds	Meeting 1: 3-5 Sept 20 K-2 Sept 22 Meeting 2: 3-5 Jan 10 K-2 Jan 12 Meeting 3: 3-5 March 21 K-2 March 23	Parents and Teachers will meet quarterly to discuss data of each child Teachers will provide parents with an in-depth coaching session on how to interpret their child's data based on overall classroom performance and district-wide assessments. Parents will be provided with strategies and tools to help support learning at home. The activity is monitored through the results of Jan Richardson Reading Assessment. Student reading level will be tracked in data spreadsheet. Artifacts and evidence are sign-in sheets, photos, evaluation forms, and GOAL setting sheets.	Admin Coach Teachers Grade Level Specialists Parent Facilitators
International Night Food Festival	<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	Computer Time for families Trifolds for presentations	Title 1 School funds	February 17	Families and students will share pictures, projects, and writing about their culture or another culture of choice. Families will present foods from their culture as part of the presentation.	Admin Teachers Parent Facilitators

						The activity is monitored through the students' presentations. Artifacts and evidence are sign-in sheets, photos, evaluation forms, and presentations	
Math and Reading 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	Games: Bingo, Connect Four, Battleship, card games	Title 1	Nov/Dec	Families will play math and reading games to sharpen processing skills and memory. Pictures and artifacts will be shared as evidence such as sign in sheets, photos, and evaluation forms	Admin Teachers Parent Facilitators

Ga DOE 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)

<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></p> <p>SCHOOL RESPONSE:</p> <p>Fair Oaks Elementary will integrate state and local funds and community support in several ways. Title 1 will support district initiatives such as Early Literacy Framework (ELF), Read 180 and Systems 44, LETRS professional development for K-2 leads and Administration. Title II will provide professional development support for all staff. Title III will provide language</p>

proficiency support and monthly professional development for ESOL and classroom teachers. Fair Oaks will utilize Title I and Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Smyrna Business Network International, Square Church, Mosaic Church, and Gracepoint Church) will provide volunteers and support for our W.I.G.S. nights and our parent university. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such a 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:

Fair Oaks Elementary will regularly monitor implementation of schoolwide programs through walkthroughs, observations, attendance data, math and reading inventory data, photos, 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:

Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, math and reading inventory data and Jan Richardson Guided Reading Levels. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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:

Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, math and reading inventory data and Jan Richardson Guided Reading Levels. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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: Fair Oaks Elementary will begin the implementation of PBIS (Positive Behavioral Interventions and Supports) this school year. PBIS is an evidence based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. School counselors will be on the PBIS team and will help create the PBIS school plan. Counselors will also instruct students in class and small group sessions on behavior strategies as well as being a good citizen.

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

SCHOOL RESPONSE:

Fair Oaks Elementary will have summer training for K-2 ELA teachers using the Orton Gillingham program; K-2 team leads will be trained in LETRS by CCSD; District Coaches will train teachers in ESOL strategies, technology, and integration of Science and Social Studies. New teachers at Fair Oaks Elementary will attend monthly new teacher meetings with the admin and coach.

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:

Fair Oaks Elementary has an incoming Kindergartener program in which parents and students can come in to tour the building, classes, and get resources with Parent Facilitators. Families will receive resources, a light breakfast, Storytime and facilitators will answer questions. Fair Oaks will also be holding a Kinder Camp for incoming students to get them accustomed to the school.

Fifth Graders transitioning to middle school will be able to take a walk to nearby middle school for a tour with parents and teachers. Parent Facilitators will send information to parents for meetings. Facilitators will answer questions and assist parents with any forms to complete.

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

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*