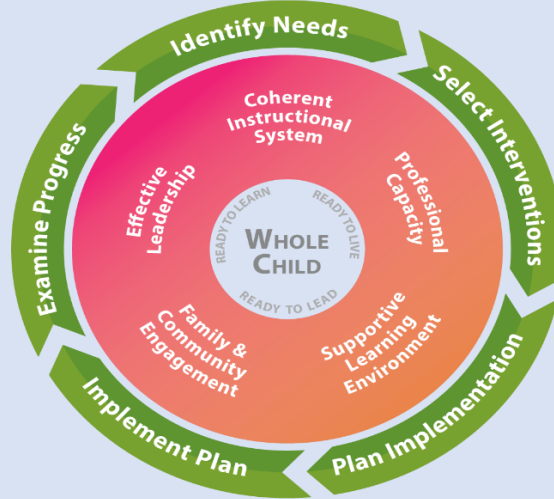




School Improvement Action Plan



School Year:	FY23
School Name:	Smitha Middle School
Principal Name:	Chris Salter
Date Submitted:	June 5, 2022
Revision Dates:	July 18, 2022, August 2, 2022

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Smitha Middle School
<i>Team Lead</i>	William Grant
<i>Position</i>	Assistant Principal
<i>Email</i>	William.grant@cobbk12.org
<i>Phone</i>	678-594-8267
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: Spring 2021 EOG and EOC results were triangulated with three rounds of Reading and Math Inventory screenings along with trend data (Reading/Math) available through SLDS. Additionally, these results were compared with classroom grades, the Common Summative results of CCCs, and RTI probe data.

The following comprised the steps taken in developing Smitha Middle School's Title I School Improvement Plan derived from the advice of stakeholders:

1. In April 2021, all core academic teachers (in their Cardinal Collaborative Communities (CCCs)) were asked to examine Smitha's Title I goals for SY21 mirrored against their collective perspectives of the most persistent problems encountered while engaged in teaching their content/curriculum. English Language Arts (ELA) and Reading teachers recognized that literacy skills of the students remained a persistent problem. Teachers voiced a particular concern for the lack of progress being experienced by SWD and ELL students. The ELA and Reading teachers recommended a need to improve the literacy skills of our students so that they can more effectively read text and write across genres. The ELA and Reading CCCs concluded that this root cause should be addressed with a seamless alignment of assessments, instruction, resources, support, enrichment, and strategies. Math teachers concluded that Math literacy continues to be a challenge for all students. Most notably, students with disabilities (SWD) and English limited students continue to display moderate to significant decline over previous gains in demonstrating growth on the Math Milestones End of Grade Assessment (EOG). The Math teachers offered that the root cause centered around instructional strategies. In order to address this root cause, the Math stated that it was incumbent on the CCCs to devise impactful strategies and interventions targeting students who are not responding to instruction; and Social Studies and Science teachers asserted their findings to be centered around vocabulary and contextual reading skills. A few Social Studies and Science teachers have created an interdisciplinary CCC to increase collaboration amongst all content area CCCs in order to better inform literacy instructional strategies used in the Social Studies and Science classrooms. (See Appendix B and C)
2. After receiving teacher input, school leadership discussed both EOG/EOC data along with data derived from SLDS and the inventory screeners. School leadership arrived at a consensus as to the root causes to present for discussion with the basic teacher leadership team.
3. The basic leadership team would constitute the CNA Team (a.k.a. Design Team) which was comprised of administrators, academic coaches, the school Special Education Administrator (SSA), guidance counselors, the Media Specialist, and staff specializing in instruction for Students with Disabilities (SWD) as well as English Language Learners (ELL). The team discussed and advised the refining of the CNA.
4. **The CNA was drafted and presented to local school stakeholders via an electronic meeting platform in order to solicit input.** (See Appendix D)
5. The Title I SIP and related goals was then developed being informed by the CNA which was inclusive of input and advice derived from all stakeholders. (See Appendix A.)

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	Cheryl C. Johnson
Academic Coach (District)	Sheri Drake, Dr. Angela Mack, Ashley Powell
Academic Coach (Local School)	Dean Spear, Stacey Jones
Parent (Non CCSD Employee)	
Business Partner	
Counselor	
Parent Facilitator	
Health Care Providers	
Social Workers	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	
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 3, 2022; July 18, 2022
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Position/Role	Printed Name	Signature
See attached		

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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 (ELA)	Improve reading comprehension, vocabulary attainment and writing skills to decrease the percentage of students performing at Below Basic on the Reading Inventory (RI) by at least 3% between the Fall 2021 administration and the Spring 2022 administration; increase the percentage of students performing at Level 3 or Level on the Spring 2022 ELA EOG by at least 3%.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	Schoolwide, students scoring On and Above grade level (Proficient and Advanced) increased 9% and students scoring Below Basic decreased 14%. For 7 th Grade, students scoring On and Above grade level (Proficient and Advanced) increased 13% and students scoring Below Basic decreased 13%. For 6 th Grade, students scoring On and Above grade level (Proficient and Advanced) increased 12% and students scoring Below Basic decreased 16%.
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?	The goal was exceeded. Read 180/S44 teachers monitored the performance of students and provided incentives that celebrated students achieving the program and personalized goals. English Language Arts teachers addressed gaps and strengths in students' writing by implementing conferencing, goal setting and student portfolios. Reading teachers addressed gaps and strengths in students' reading behaviors by implementing conferencing, goal setting and student portfolios. As a part of the ELA/RDG department meetings, teachers developed their understanding of backwards design and participated in data digs to help guide instructional focus.

<p>Previous Year's Goal #2</p>	<p>Improve math literacy skills, and vocabulary attainment to increase the percentages of students performing at Proficient on the Spring SY22 Math Inventory (MI) administration by at least 3% between the Fall 2021 administration and the Spring 2022 administration.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>During the 2021-2022 school year 18% of our math students increased in proficient or advanced. There was a 28% reduction in below basic overall. Smitha's SWD students had an 11% increase in proficient and advanced. Our ESOL students had an 18% increase in proficient or advanced.</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>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>	<ul style="list-style-type: none"> • Providing professional learning for differentiated instructional approaches that utilize highly effective literacy strategies including but not limited to "5 Practices" and "Math360". • Fully embedding coaches in CCCs. Creating a "CCC Needs Submission" process to allow coach to plan for support in advance. • Schedule standing follow up meetings with CCC's to ensure specific goals are met. Math support classrooms and Weekly Intervention Periods. Extended day tutoring and Math Team office hours. • Continued delivery of "5 Practices" PD developed and delivered in conjunction with district coaches to include but not limited to collaborative lesson delivery, modeling, monitoring and feedback. • Expansion and refinement of Math Support program to focus more on supporting foundations math skills and previewing. Better usage of DreamBox to facilitate closing achievement gaps.

<p>Previous Year's Goal #3</p>	<p>Reduce the number of SY22 referrals for insubordination and disruption of class by 5% so that we can:</p> <ol style="list-style-type: none"> 1. Promote a respectful and conducive learning environment free of distraction. 2. Decrease loss of instructional days for challenging students. 2. Increase positive reinforcements to incentivize students to self-direct behaviors.
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Yes* As measured by comparisons to pre-Covid virtual learning (SY18) when we recognized a 26% decrease in referrals for insubordination or disruption. SY20 and SY21 should not be used for comparison as they contained significant amount of virtual learning such to skew the outlier. Our decline from SY19 is 14%.</p> <p>CSIS Referral Reports by Behavior</p>
<p>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>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>PBIS, PBIS Rewards, Cardinal Class, SecondStep SEL</p>

<p>Previous Year's Goal #4</p>	
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	
<p>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>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
ELA	<p>6th – 8th Students are more skilled at writing narratives. Students can monitor progress towards their learning goal (self-efficacy). Teachers are implementing backwards design.</p>	<p>6th – 8th Students struggle with writing arguments and informative/explanatory texts. Students struggle with tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI8) Students struggle with citing textual evidence to support analysis of text and inferences drawn from text. (L/I 1) Students struggle analyzing how a particular part of a text (sentence, scene, paragraph, section, or chapter) fits into the overall structure of the text and contributes to the development of the theme or ideas. (RL5/RI5) Students struggle with comparing and contrasting texts in different forms/genres AND one author’s presentation of events with that of another. (RL9/RI9) Teachers struggle with managing student conferencing.</p>	<p>MI Write, Reading Inventory, Word UP, READ 180 / System 44, Assessment Plan (artifacts uploaded in Teams)</p>
Math	<p>6th Measure of center and variation 7th Volume & Area. Ratios & Proportions, Cross sections 8th Pythagorean Theorem</p>	<p>6 Fact Fluency, Decimal/Fraction/Percents, using formulas, evaluating expressions 7 Fact Fluency, Integer Rules 8 Fact Fluency, Integer Rules, System of Equations</p>	<p>MI, iXL, Interims, Common Formative, Common Summative</p>

Science	6 th -8 th Students are actively engaged in experiential discovery science labs.	6 th -8 th students continue to struggle with inquiry and investigation in science classes.	Common Formative, Common Summative, Interims
Social Studies	6 th -8 th students are skilled in accessing and applying knowledge of current events.	6 th -8 th students continue to struggle with academic and content vocabulary.	Common Formative, Common Summative
Discipline / School Climate Data	70 % of our students have had zero referrals all year. 6 th 70% with zero referrals 7 th 65% with zero referrals 8 th 76% with zero referrals	Core groups of students resistant to change and compliance. Need for better agreement about common expectations, their enforcement and our tiered consequence plan.	PBIS, CSIS
Professional Learning What's been provided? What is the impact?	SecondStep, PBIS Rewards, Fresh Air Friday, Counselors Student Groups – Reduced our referrals for insubordination and disruptions ELA/RDG - Backwards Design; Analyzing Instructional Impact; Read 180/S44 District Expectations; Data Digs A. Teachers are creating assessments based on the standards and then planning lessons to support student mastery of the skill/concept. B. Teachers are analyzing student performance and their instructional practices to determine needed adjustments.	Need clear uniform PD for new teachers. Refinement of New to Smitha Committee goals, objectives and implementation plan. ELA/RDG - Ongoing differentiated professional learning is needed to support the varied needs of staff (new to teaching, veteran that is new to Smitha and master teacher).	SecondStep, PBIS Rewards, CSIS ELA/RDG - Backwards Design; Analyzing Instructional Impact; Read 180/S44 District Expectations; Data Digs
Other	Current schedule allows for weekly data driven remediation as well as SEL lessons and student incentives	May need to further refine schedule to allow for more targeted or more for remediation	

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Students can monitor progress towards their learning goal (self-efficacy).</p>	<p>Students struggle with writing arguments and informative/explanatory texts.</p> <p>Students struggle with tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI8)</p> <p>Students struggle with citing textual evidence to support analysis of text and inferences drawn from text. (L/I 1)</p> <p>Students struggle analyzing how a particular part of a text (sentence, scene, paragraph, section, or chapter) fits into the overall structure of the text and contributes to the development of the theme or ideas. (RL5/RI5)</p> <p>Students struggle with comparing and contrasting texts in different forms/genres AND one author’s presentation of events with that of another. (RL9/RI9)</p> <p>Students struggle to read and comprehend text in the appropriate complexity band proficiently. (RL10/RI10)</p>	<p>MI Write, Reading Inventory, Word Up, READ 180 / System 44</p>

Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	SWD -Operations with Fractions, decimals and percentages improvement	SWD – 68% below basic ESOL – 50% below basic 1. Basic Math facts: Multiplication Facts, Long Division (Numbers and Operations) 2. Integer rules in isolation 3. Integer rules in equations	MI, iXL, Dreambox, RTI Probes CSIS, Interims
Science	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	English Learners have improved on their experiential and discovery in science labs	Students continue to struggle with investigation and inquiry in science classes.	
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	SWD students have improved in making connections and applying knowledge with current events.	Students continue to struggle with academic and content vocabulary	
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			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		Special Education and General Education teachers need more professional development to better serve our English learners and Students with Disabilities.	
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1 Reading	Of those 516 6 th , 7 th and 8 th grade students that are Below Proficient, 209 are English Learners and 109 are Students with Disabilities.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need to plan instruction with a list of the modifications and accommodations that ELs and SWDs need to access the curriculum.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need to know how to differentiate lessons to meet the needs of students. This includes planning with needed accommodation and modification in mind for EL and SWD students.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Grade level CCCs need to examine individual student performance data across content areas so that learning gaps can be addressed early on with agreed upon strategies.
Contributing Factors (Outside of control)	At home, many students do not practice the skills learned at school. The transiency rate at the school is 26.7%, which makes it difficult for affected students to build skills.
Goal #1 <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Improve reading comprehension and vocabulary attainment to increase the percentage of students performing at the proficient level on the Reading Inventory (RI) by at least 10% (52 of 516) between the Fall 2022 administration and the Spring 2023 administration. Decrease the percentage of English learners performing at Below Basic on the Reading Inventory (RI) by at least 10% (21 of 209) between the Fall 2022 administration and the Spring 2023 administration.

Overarching Challenge #2	A significant number of students in 6th, 7th and 8th grade are performing at below basic (134-6th, 120-7th, 95-8th) and basic (67-6th, 82-7th, 101-8th) levels in mathematics.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Student’s lack of knowledge in integer rules and basic computational skills
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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students receive intervention and support based on their cut score on an assessment as opposed to identified misconceptions or approach to solving a problem.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students do not receive immediate feedback and commentary on their work, particularly during the work session.
Root Cause #4 (Within Control) <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Teachers need additional professional development in sequencing and connecting as defined by the 5 practices to address students who do not master standards.

<input type="checkbox"/> Family Engagement	
<p align="center">Contributing Factors (Outside of control)</p>	<p>Student’s current reading level upon entering. Students’ past academic success in math. Familial support with math and/or literacy. Attendance, Apathy, Transiency, lack of engagement</p>
<p align="center">Goal #2 <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Increase the number of students performing at proficient and advance on the Math Inventory by at least 10% (52 Of 516 students) from August 2022 to May 2023.</p>

<p>Overarching Challenge #3</p> <p>School Climate</p>	<p>Inconsistent implementation of Schoolwide PBIS Plan</p>
<p>Root Cause #1 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Teachers buy-in and acceptance of the Schoolwide PBIS plan.</p>
<p>Root Cause #2 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>Inconsistent interpretation and administration of consequences of behaviors</p>
<p>Root Cause #3 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>A small percentage of students are not responding to the behavior plan and are repeatedly being referred to the office for disruption and insubordination, especially following transitions.</p>
<p>Root Cause #4 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <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>High teacher turnover and significant number of new teachers or vacancies in Reading and Math.</p>

<p>Root Cause #5 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement 	<p>Lack of uniformity with processes, grading, expectations, and communication between home-school-student.</p>
<p>Contributing Factors (Outside of control)</p>	<p>Reassigned teachers, teacher/student relationships, teacher efficacy, student efficacy, home-school communication & parent involvement & follow through.</p>
<p>Goal #3</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Increase the number of students with zero referrals all year by at least 10% (651 of 930) students had zero referrals in SY 2021-2022.</p>

Overarching Challenge #4 Writing	Teachers lack sufficient knowledge to teach writing.
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	Teachers are not embedding time daily/weekly to conference with students about their writing.
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 are not explicitly teaching the writing process.
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	Teachers are not building student understanding of the domains and the impact that each domain has on the product.
Contributing Factors (Outside of control)	Some students are unmotivated to complete writing tasks. The transiency rate at the school is 26.7%.
Goal #4 <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Increase the percentage of students performing at Level 3 or Level on the Spring 2023 ELA EOG by at least 10%.

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	Improve reading comprehension and vocabulary attainment to increase the percentage of students performing at the proficient and advance level on the Reading Inventory (RI) by at least 10% (52 of 516 students) between the Fall 2022 administration and the Spring 2023 administration. Decrease the percentage of English learners performing at Below Basic on the Reading Inventory (RI) by at least 10% (21 of 209 students) between the Fall 2022 administration and the Spring 2023 administration.
Goal #2	Increase the number of students performing at proficient and advance on the Math Inventory by at least 10% (52 Of 516 students) from August 2022 to May 2023.
Goal #3	Increase the number of students with zero referrals all year by at least 10% (651 of 930) students had zero referrals in SY 2021-2022
Goal #4	Increase the percentage of students performing at Level 3 or Level on the Spring 2023 ELA EOG by at least 10% (52 of 516 students).

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?
Math Academic Coach	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Continue to provide job embedded professional learning and differentiated instructional strategies around the 5 math practices. • Facilitate CCC's with a focus on data analysis and developing lessons to address learning deficits in math and science • Monitor and support teacher implementation of evidence-based interventions
Parent Liaison	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Provide support to families in assisting their students at home and access to instructional resources. • Provide communication between school and home including supporting parents in navigating CTLS and other online platforms. • Collaborate with teachers to facilitate parent workshops.
Math Connection Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Provide additional instructional support of foundational math skills to 6th-8th grade students to close the achievement gap. • Collaborate with grade level math teachers to preview upcoming math standards.
Math Connection Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Provide additional instructional support of foundational math skills to 6th-8th grade students to close the achievement gap. • Collaborate with grade level math teachers to preview upcoming math standards.

GOAL #1	Improve reading comprehension and vocabulary attainment to increase the percentage of students performing at the proficient and advance level on the Reading Inventory (RI) by at least 10% (282 of 891 students) between the Fall 2022 administration and the Spring 2023 administration. Decrease the percentage of English learners performing at Below Basic on the Reading Inventory (RI) by at least 10% (539 of 891 students) between the Fall 2022 administration and the Spring 2023 administration.					
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
Provide professional development Workshop Model with a focus on: <ul style="list-style-type: none"> • Openings/ mini-lesson • Work Session • Closings • Differentiated instruction 	Job embedded PD Title I Academic Coaches	Title I Local School Funds	August 2022	Implementation: 1. Conduct Content area walks by grade to determine the component of the workshop model for the PD (Aug) 2. Provide PD on the Workshop Model (Sept) with look fors (see AVID forms) Artifacts: Agenda/ Sign-in from PD and Lesson plans, classroom observation schedule and follow up documents	Desired Outcome: Engaging openings, student-to-student interaction, use of anchor charts,.. Evidence: Walk-through data (The 75% of teachers by grade-level / content implementing each part of the workshop model with fidelity)	District and School Academic Coaches
Provide professional development on the following: <ul style="list-style-type: none"> • Supporting ELS (language objectives – • WIDA standards 	Job embedded PD	Title I and Title III	August 2022	Implementation: <ul style="list-style-type: none"> • Schedule a meeting with ESOL Lead to create PD Schedule on Language Objectives/ WIDA Standards by grade-level • Set implementation expectations • Create walk-through schedule Artifacts: PD Calendar, Agendas, Sign-in sheet; Walk-through schedule (look -Fors)	Desired Outcome: Teachers will implement WIDA standards in daily lessons and students can explain what they are learning. Evidence: Classroom observation data and lessons plans including WIDA standards and language objectives.	ELA Instructional Support Specialist, Title I District Coaches, ESOL Lead

<p>Implement professional learning on instructional strategies for SWDS in literacy.</p> <ul style="list-style-type: none"> Supporting teachers with understanding and implementing processing deficits, modifications, accommodations, co-teaching strategies 	<p>SSA and district personnel</p>	<p>Title I Local School</p>	<p>August 2022</p>	<p>Implementation: SSA will create Professional Learning schedule and conduct PD on instructional strategies supporting SWDS.</p> <p>Artifacts: PD Calendar, Agendas, Sign-in sheet; Walk-through schedule (look -Fors)</p>	<p>Desired Outcome: Teachers will plan lessons with SWD strategies. Co-teachers will implement co-teaching models effectively. Evidence: Walk-through data will show teachers using strategies, Lessons will include reference to, effective co-teaching strategies will be demonstrated in walk through data.</p>	<p>ELA Instructional Support Specialist, Title I District Coaches, SSA</p>
<p>Provide professional development on student conferencing, and self-efficacy.</p>	<p>Job embedded PD (Find books to support.)</p>	<p>Title I</p>	<p>August 2022</p>	<p>Implementation: (When? How often?) Provide PD on student conferencing, goal setting and self-efficacy</p> <p>Artifacts: Lesson plans, classroom visit follow up document</p>	<p>Desired Outcome: Teachers will understand how to conference with students and schedule conferences during the literacy block.</p> <p>Evidence: Conference feedback, walk-thru data, journals</p>	<p>District and School Academic Coaches Read 180 teacher(s) that excelled with promoting self-efficacy</p>
<p>Provide professional development on schoolwide reading strategies from AVID conference that focus on the following:</p> <ul style="list-style-type: none"> Vocabulary comprehension Organization and note taking Annotating text Students' response to reading Writing 	<p>AVID online resources</p>	<p>Title I</p>	<p>August 2022</p>	<p>Implementation: September 2022 initial roll out of AVID critical reading/vocabulary strategies during subject area meetings. Following AVID critical strategy meeting admin to begin reviewing lesson plans looking for implementation of strategies within plans. Application of the AVID strategies will take place during CCCs (lesson planning and instruction).</p> <p>October-December AVID site team begin walk-throughs looking for implementation of strategies in classrooms.</p>	<p>Desired Outcome: ELA and non-Read 180 Reading teachers will understand AVID strategies and be able to infuse them consistently in lesson plans and instruction.</p> <p>Evidence: AVID Site TEAM walk-thru data will indicate that 75% or more of teachers are implementing strategies with fidelity.</p>	<p>School Academic Coach AVID Site Team</p>

				<p>January 2023 Recalibration or adjustments of AVID strategies if necessary.</p> <p>Following the calibration meeting admin continue to review lesson plans for any necessary strategy changes in plans.</p> <p>February-April AVID site team continue walk-throughs of classrooms looking for implementation of strategies within classrooms.</p> <p>Provide PD on strategies that focus on comprehension and responding to text.</p> <p>Artifacts: PD Agenda w/ dates, Schoolwide calendar, Lesson plans, classroom observation and follow up documents</p>		
Implement explicit vocabulary instruction	Flocabulary: Word Up	Title I	August 2022	<p>Implementation: Teachers will sustain the integrity of the Word Up Flocabulary program.</p> <ul style="list-style-type: none"> All assessments will be administered and results drawn using the exact guidelines of the program. A monitoring schedule for Word Up will be followed to analyze student performance. <p>Artifacts: Pre, mid and post data; Quarterly – student quizzes data</p>	<p>Desired Outcome: Students’ vocabulary will increase and improve instructional reading level.</p> <p>Evidence: Progress monitoring data form the web-based program Wordup will indicate growth.</p>	<p>Instructional Support Specialist</p> <p>ELA/RDG Coordinator</p>

GOAL #2	Increase the number of students performing at proficient and advance on the Math Inventory by at least 10% (from 68 student fall SY23 to 75 students Spring SY23) from August 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
Continue Implementation of the instructional strategies from the book: <u>5 Practices for Orchestrating Productive mathematics Discussions.</u>	Math 360 5 practices (texts) Job-embedded PD (instruction Books) District math coaches	Local school Title I	August 2022	Implementation: Provide PD on 5 Practices in Practice using the rubric and written implementation expectations to all math teacher's 1st 6weeks of school. Conduct focus walks and provide feedback (follow coaching cycles every 9 weeks) Artifacts: Rubric, written expectations and look fors, sign-in sheet, walk through data	Desired Outcome: Students can explain their progress towards mastery of standards. Teachers will consistently implement 5 practices. Evidence: The 75% or more of math teachers implementing the "5 Practices Strategies" on walk-thru data.	Academic Coach Title I District Math Coach Admin Math Supervisor
Provide professional development on math wide strategies for increasing the identification, creation and usage of open ended or rich math problems in context in math classroom by grade-level		Local school Title I	August 2022	Implementation: Academic Coach will create Professional Learning schedule and conduct PD on 5 Practices for Orchestrating Productive mathematics strategies Artifacts: PD Calendar, Agendas, Sign-in sheet; Walk-through schedule (look -Fors	Desired Outcome: Teachers will implement 5 Practices strategies in daily lessons and students can explain what they are learning. Evidence: Classroom observation data and lessons plans including 5 Practices	Academic Coach
Provide opportunities for students to receive remediation and enrichment by working independently on skills toward standards mastery while addressing deficits in math.	Dreambox	Title I	August 2022	Implementation: Teachers schedule students for pre-assessment and then create a rotation with individualized targeted instruction on math skills and standards.	Desired Outcome: Close the achievement gap and address pre-requisite standards students are missing	Academic Coach

				Artifacts: Student schedules and assessment data from IXL; Usage report	Evidence: Growth Reports from IXL	
Review of performance of ESOL students on EOG and MI. Coordinate with Smitha and District ESOL staff to develop and provide teachers of math with ESOL specific strategies to improve achievement.		Local School Title 1	October 2022	Implementation: Academic Coach will create a Professional Learning schedule and secure PD on ESOL specific mathematics strategies Artifacts: PD Calendar, Agendas, Sign-in sheet; Walk-through schedule (look -Fors	Desired Outcome: Teachers will implement ESOL specific strategies in daily lessons. Increase in ESOL students performing at proficient Evidence: Classroom observation data, CCC notes and agenda, and lessons plans	Academic Coach ESOL Lead Building Principal

GOAL #3	Increase the number of students with zero referrals all year by at least 10% (651 of 930) students had zero referrals in SY 2021-2022					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Continue implementation and usage of SecondStep	SecondStep	CCSD PBIS Funding	August 2022	Implementation: Provide SecondStep training for all staff Communicate expectations for SecondStep Create a monitoring plan Artifacts: SecondStep calendar, Written expectations, monitoring schedule and lesson plans	Desired Outcome: Students will demonstrate self-regulating strategies and make better choices when dealing with confronting other students. Evidence: Students can explain how they resolve problems. Data indicates 75% or more of the teachers and staff are implementing SecondStep consistently.	Academic Coach Instructional support Teacher APs
Continuing implementation and usage of PBIS Rewards	PBIS Rewards	District PBIS	August 2022	Implementation: Provide PBIS Rewards training for all staff and students Communicate expectations for implementing PBIS rewards. Use software to monitor teachers usage of rewards monthly Artifacts: PBIS Rewards reports to include “awarded by staff” and “awarded by grade level”	Desired Outcome: 90 – 100% of staff will consistently implement all components of PBIS Rewards program. Evidence: Students will understand and follow PBIS intervention/ rewards guidelines. There will be consistent communication regarding behavior school-wide/ common language & expectations	Principal PBIS TEAM APs

Continue implementation and usage of behavior rewards and incentives to include but not limited to process related items such as scheduling to allow for Fresh Air Friday (FaF)		Local School	August 2022	Implementation: Artifacts: CSIS referral reports	Desired Outcome: Reduce the number referrals for insubordination and disruption of class by 5% as measured from end of year totals from SY22 to SY23 Evidence:	Academic Coach APs
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GOAL #4	Increase the percentage of students performing at Level 3 or Level 4 on the Spring 2023 ELA EOG by at least 10% (<u> </u> of <u> </u> students).					
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
Provide professional development on AVID writing component.	Job embedded PD AVID Program	Title I	August 2022	Implementation: AVID protocols (WICOR- Writing , Inquiry, Collaboration, Organization and Reading) across content areas. Artifacts: Lesson plans, student writing classroom visit data	Desired Outcome: 75% or more of content area teachers will implement AVID protocols across all content areas Evidence: Effective use of graphic organizers in classrooms, use of Socratic strategies	AVID Teacher

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 checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<u>ELA/RDG</u> Implement AVID pre-writing activities/quick writes to develop thinking Implement the use of interactive notebooks in reading and writing classrooms Implement AVID writing curriculum strategies Implement AVID Socratic questioning or Socratic seminar Continue the use of graphic organizers in reading and writing classrooms Provide professional development on schoolwide reading strategies that focus on comprehension and responding to text and implement. Provide professional development on processing deficits for all content areas.	District Academic Coaches School Academic Coach AVID Site Team	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<u>MATH</u> Continue Implementation of the instructional strategies from the book: 5 Practices for Orchestrating Productive mathematics Discussions. Implement steps 4 & 5 sequencing and connecting Implement schoolwide strategies for feedback and teacher commentary Provide opportunities for students to receive remediation and enrichment by working independently on skills toward standards mastery while addressing deficits in math.	District Academic Coaches School Academic Coaches	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<u>School-wide Behavior</u> Continue implementation and usage of SecondStep Continuing implementation and usage of PBIS Rewards Continue implementation and usage of behavior rewards and incentives to include but not limited to process related items such as scheduling to allow for Fresh Air Friday (FaF)	District Academic Coaches School Academic Coaches	Title I
<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			
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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>	8/18/22		<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>	9/15/22 to 10/14/22		<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>	4/26/23		<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> 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: PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</u></p>	9/16/22		<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
	11/15/22		
	01/03/23		
	03/07/23		
<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. <u>Briefly describe the transition activities here:</u> Smitha Middle School’s leadership and guidance counselors will collaborate with district resource personnel, high school leadership, local businesses, and local colleges in an effort to promote matriculation to secondary school. Career and classroom guidance lessons will provide the basis of informing students of requirements for matriculation as well as for graduation from high school. Before and after school forums for parents will be held to convey requirements and opportunities afforded students as they prepare for high school. 8th grades students will participate in surveys that upon completion will present students with an inventory of interests to better inform students and families of potential career paths. All Smitha students will be provided with an opportunity to interact with community businessmen and women, secondary educators, post-secondary educators, and other professionals during Career and College Day or Reality University to inform and support Students’ aspirations.</p>	07/28/22 Class Meeting 03/08/23 Elementary Visit 01/25/23 HS Parent Meeting 03/13/23 High School Visit		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*

Provide extended day tutoring.
Schedule IWC translator. Case manager will contact families to ensure participation in tutoring opportunities.

List documents translated for parents:

Fall Tutoring Letter
Winter Tutoring Letter
Spring Tutoring Letter

Conference Week Letter

- 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) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
<u>Home Study Session: Reading</u> Parents learn how to help their child increase Lexile score, access reading resources and practice reading engagement strategies.	<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	Spring Board WordUp (Flocabulary) Reading Inventory	Title 1	08/29/22 11/01/22 01/31/23 04/18/23	Parent Survey and Sign-In Sheet	ELA/Reading Teachers AVID Teacher Academic Coaches
<u>Home Study Session: Math</u> Parents learn to access, utilize math resources and practice strategies to support their child's progress in Math.	<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 checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	IXL Delta Math Dreambox Math Inventory	Title 1	09/21/22 11/09/22 02/07/23 03/08/23	Parent Survey and Sign-In Sheet	Math Teachers AVID Teacher Academic Coaches
<u>New Student-Parent Orientation</u> Families are presented school expectations, curriculum, academic support, family engagement, student support and CTLS Parent/ParentVUE.	<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			9/02/22 to 5/05/23	Parent Survey and Sign-In Sheet	Parent Facilitator

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

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

School Improvement Plan Required Questions
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)
<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>

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: Smith MS receives funding for local school and Title III to support Read 180, Math connections, and other supplemental resources for English Learners

The School Improvement Plan 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.

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: School leadership, academic coaches, and teachers will use Reading Inventory (RI) as well as Math Inventory (MI) screeners in combination with academic progress reports (IE report cards, On-track student academic performance, and CTLS assessment platform) to identify students as in need of tutoring to target

specific needs. Students therefore are ranked for service by grade point averages, and screener scores. EOG Data is used to determine academic needs of students regarding on-level, advance content or remedial classes (Read 180 and Math Connections).

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:

A monitoring schedule is created and implemented each school year and includes regular classroom observations and feedback for teachers to ensure the instructional strategies and interventions included in the SIP are implemented consistently. Teachers meet regularly to analyze data and monitoring students' progress towards standards mastery. School leadership and the academic coaches will review data from the Reading Inventory (RI) and Math Inventory (MI) from August to December then again from January to April of the school year to see if students are closing the achievement gap. In addition, school leadership and academic coaches will monitor student progress on district required assessments.

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:

School leadership will revisit the schoolwide plan in January 2023 to determine if the students of Smitha Middle School are closing the achievement gap based on data from fall to winter RI and MI data. If students are not making sufficient increases to close the achievement gap Smitha will offer tutoring and Power Hour to its students. Smitha will also make some changes to the schoolwide plan or provide additional professional learning as needed to support teachers in addressing students not mastering standards.

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: At Smitha Middle School, we have instituted Positive Behavioral Intervention Strategies (PBIS). The PBIS program outlines a school-wide discipline plan that is tiered and serves as a guideline for teachers' response to behaviors. Teachers receive yearly training in identifying and distinguishing between minor and major infractions. Discipline is progressive. Multiple steps are required before a student is referred for minor discipline; major discipline infractions are addressed by administration, but even at that point, structures are in place to directly involve parents in fostering an understanding. Student voice is listened to. Monthly discipline reviews inform staff of the state of behavior, key students needing additional support, and aspects of the school day that require teachers' awareness in order to supervise efficiently (as a proactive approach). In total, these approaches generate a wealth of communication to bridge gaps in understanding and foster partnerships (between parents, teachers, and administrators) to address desired changes in behaviors. We also use MTSS to address academic needs of students through its tiered process. All students enter on Tier I, students are monitored and assessed to determine if they need to move to Tiers II or III. At each tier students are provide with strategies and support to determine if they should move up or down the tiered process.

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: 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: Smitha Middle School’s leadership and guidance counselors will collaborate with district resource personnel, high school leadership, local businesses, and local colleges in an effort to promote matriculation to secondary school. Career and classroom guidance lessons will provide the basis of informing students of requirements for matriculation as well as for graduation from high school. Before and after school forums for parents will be held to convey requirements and opportunities afforded students as they prepare for high school. 8th grades students will participate in surveys that upon completion will present students with an inventory of interests to better inform students and families of potential career paths. All Smitha students will be provided with an opportunity to interact with community businessmen and women, secondary educators, post-secondary educators, and other professionals during Career and College Day or Reality University to inform and support Students’ aspirations. Excursions to college campuses will be planned for Smitha students to become familiar with and learn about the offerings/courses of study featured at local universities (IE Clark-Atlanta, Spellman, Georgia State, Georgia Tech, and Kennesaw State). Rising 6th graders and families are afforded multiple opportunities to tour the school, interact with school leadership, receive school program information through a variety media, and prior to the opening of school participate in class meetings as a means of pre-viewing the upcoming school year.

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

SCHOOL RESPONSE:

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*