School Improvement Action Plan

School Year:	2023-2024
School Name:	Clay-Harmony Leland
Principal Name:	Angela Manning
Date Submitted:	June 7, 2023
Revision Dates:	**August 11, 2023**

District Name	Cobb County School District
School Name	Clay-Harmony Leland
Team Lead	Angela Manning
Position	Principal
Email	Angela.Manning@cobbk12.org
Phone	770-819-0736
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)**	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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: Clay-Harmony Leland sought and included advice from stakeholders through meetings and feedback forms. Input was solicited through verbal conversations and feedback forms.

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. Suggested stakeholder participation includes the following roles. **A parent is required**.

Positions and Roles to consider when developing the SIP Committee.
1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. *Required:* **At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. 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. Multiple meetings should occur, and a sign-in sheet must be maintained for each meeting.

Meeting Date(s):	June 6, 2023

Position/Role	Printed Name	Signature
Principal	Angela Manning	
Assistant Principal	Dr. Reisha McKinney	
Assistant Principal	Kevin O'Meara	
Academic Coach	Jennifer Hughes	
Academic Coach	Dr. Danielle Hickerson	
Academic Coach	Lashonda Tutt	
Academic Coach	Dr. Candis Ervin	
Kelly Riggins	RTI Coach	
Parent Facilitator	Melody Cruell	
Parent	Natosha McNeal	

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 number of students in grades 3-5 scoring meets and exceeds in writing will increase by 20% from the baseline score as measured by the grade level common writing assessment. (Benchmark Writing)
Was the goal met? ☐ YES ☐ XNO	
What data supports the outcome of the goal?	We did not complete the action steps to address this goal because we realized we would not be able to devote the time and resources to this goal.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	N/A
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?	N/A

Previous Year's Goal #2	By the end of the 2022-2023 school year, the number of students scoring below basic will decrease by 20% from the baseline score on the fall administration of the Math Inventory (MI). [9]
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	The percentage of students scoring below basic in Q1 was 58% (472 students). A 20% decrease would have been 95 students fewer (377 or less) students scoring below basic. The percentage of students scoring below basic at the end of the school year was 19% (170 students). We exceeded the goal by 207 students

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	N/A
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. The following actions contributed to the goal being exceeded: 1) Understanding of student's strengths and weaknesses as determined by the GLOSS assessment 2) Small group differentiated math instruction using manipulatives and Hand 2 Mind Kits 3) Math support for students during intervention block and during after school tutoring

Previous Year's Goal #3	**By the end of the 2022-2023 school year the percentage of kindergarten- 2nd grade students reading on grade level will increase by 20% from the baseline score on the fall administration of the Foundational Reading Assessment (FRA).**

Was the goal met? ☐ YES ☐ NO	

What data supports the outcome of the goal?	Our students exceeded this goal! Kindergarten increased by 96%, First Grade increased by 83% and Second Grade increased by 97% based on the 2022-2023 ELF Cycle data, each grade level, Kindergarten through Second Grade, showed an increase in their classroom averages; per grade, per teacher. In addition, each grade level's classroom averages were higher than the ELF Cycle data during the 2021-2022 school year. All the ELF data can be retrieved from CTLS.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	The professional learning sessions provided to the K-2 teachers and kindergarten paraprofessionals were successful. Throughout the 2022-2023 school year, K-2 teachers had the opportunity to attend several phonics professional learning sessions.

Previous Year's Goal #4	By the end of the 2022-2023 the percentage of 3rd - 5th grade students reading at the below basic level will decrease by 25% from the baseline score on the fall administration of the Reading Inventory (RI).
Was the goal met? ☐ X YES ☐ NO	
What data supports the outcome of the goal?	The percentage of students scoring below basic in Q1 was 40% (160 students). A 25% decrease would have been 40 fewer students scoring below basic (120 students) The percentage of students scoring below basic at the end of the school year was 26% (111 students). We exceeded the goal by 9 students (49 fewer scored below basic).

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	N/A
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 by 9 students. The following actions contributed to the goal being exceeded: 1) Students utilizing reading software for differentiated reading support 2) Teachers utilizing reading software reports to plan instruction for students 3) Student participation in afterschool tutoring for reading

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	• Most K-2 students demonstrate phonics proficiency	• In grades 3-5 over half of our students are not demonstrating grade level reading proficiency. • In grades 3-5 students are not demonstrating mastery of ELA standards.	**Reading Inventory:** Proficient and Above: • 2nd: 47% • 3rd: 61% • 4th: 51% • 5th: 49% **ELF: % proficiency of all cycles** **K: 85%** **1st: 81%** **2nd: 84%** **ELA Interim Averages:** **1st:** **2nd:** **3rd:**58% **4th:** 63% **5th:**64%

			EOG ELA
			• 3rd-5th: 68% Level 2-4
			• 3rd-5th: 41% Level 3-4
			• 3RD: 71% Levels 2-4
			• 3rd: 31% Level 3-4
			• 4th: 68% Levels 2-4
			• 4th: 49% Level 3-4
			• 5th: 71% Levels 2-4
			• 5th: 49% Level 3-4
			Course failures by grade & quarter for grades 4-5 ELA Q1:24 Q2:21 Q3:34 Q4:33
			Course failures by grade & quarter for grades 4-5 Reading Q1:28 Q2:54 Q3:46 Q4:35
Math	• Geometry is a relative strength for grades 3-5 • Students in 1st, 3rd and 5th grade are performing at the developing level (higher than other grade levels) on priority standards • 3rd grade students are demonstrating the highest level of mastery when compared to other grades	• In grades 3-5 over half of our students are not demonstrating grade level math proficiency. • In grades 3-5 students are not demonstrating mastery of math standards. • 8%-16% of the quarterly grades earned in math by 4th and 5th graders for the year were F's • 12%-21% of 4th graders earned an F in math each quarter, yet 38% demonstrated proficiency on the EOG • 4%-10% of 5th graders earned an F in math quarterly, yet 33% demonstrated proficiency on the math EOG	**Math Inventory:** Proficient and Above: • All Grades: 58% • K: 49% • 1st: 67% • 2nd: 56% • 3rd: 57% • 4th: 59% • 5th: 61% **Interim Averages:** 1st: 77% 2nd: 69% 3rd: 75% 4th: 64% 5th: 70% **EOG Math** • 3rd-5th :75% Level 2-4 • 3rd-5th: 36% Level 3-4 • 3rd: 82% Levels 2-4 • 3rd: 35% Level 3-4 • 4th 75% Levels 2-4 • 4th 38% Level 3-4 • 5th 69% Levels 2-4

			• 5th 33% Level 3-4 Course failures by grade & quarter for grades 4-5 (289 students) Q1:45 Q2:36 Q3:44 Q4:24
Science	3rd grade students are demonstrating proficiency of science standards	4th and 5th grade students are not demonstrating proficiency of science standards. 2%-4% of 5th grade students received an F in science each quarter, but only 25% demonstrated proficiency on the Science EOG	**EOG Science 5th:** 5th Grade: 54% Levels 2-4 5th Grade: 25% Levels 3-4 3rd grade Interim Scores were between 74-83% 4th Grade Interim Scores between 37-63% 5th Grade Interim Scores between 65-83% (4 of 6 interims were 72% or higher) Course failures by grade & quarter for grades 4-5 Q1:7 Q2:13 Q3:7 Q4:9
		•	
Social Studies		• Students are not demonstrating proficiency of science standards.	Course failures by grade & quarter for grades 4-5 Q1:19 Q2:14 Q3:39 Q4:28
Discipline / School Climate Data	68 of 900 students received an office referral	28 students have 2-5 office referrals 59% of students feel they always/often do well in school	GradScope Behavior Indicator Data Report CSIS Discipline Report Georgia Student Health Survey

	93% of students always or often feel that our school wants them to do well 92% of students feel our school has clear rules for behavior 88% of students feel there is an adult at our school who will help them 80% of students have never/once/twice been hit or kicked by an older/bigger/more popular/powerful kid 83% of students have never/once/twice been threatened by an older/bigger/more popular/powerful kid	65% of students reported they always/often feel safe at school 64% of students report they always/often feel they are treated with respect by teachers 35% of students report that students always/often behave so teachers can teach. 65% of students report they always/often get along well with other students 52% of students report that students always/often treat each other well. 64% of students report an older/bigger/more popular/powerful kid picked on them by leaving them out.	
Professional Learning What's been provided? What is the impact?	Teachers received professional development in reading and math. Specifically, teachers increased the effectiveness of small group math instruction by learning to use the GLOSS Assessment to identify strengths and weaknesses of students. Teachers also improved their knowledge of using manipulatives to increase math understanding. Teachers in grades K-2 received professional learning in teaching phonics and the Science of Reading throughout the school year. The impact was positive in that students' data increased by over 80% on the ELF cycle assessments for grades K-2.		
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	In grades K-2 Hispanic Students closed the gap on ELF cycles 7-12 when compared to EF cycles 1-6 when compared to Black students	• Students receiving ELL services are performing *lower* than students not receiving ELL services. • Students with IEPs are performing *lower* than students without IEPs. • Hispanic Students are performing *lower* than Black students In K-2, Hispanic students performed lower than Black students in phonemic awareness In 1st grade Hispanic students closed the gap to 1 point in the last 6 cycles of ELF compared to Black students Cycle 1-6 gap = 11.5points Cycles 7-12 gap = 1 point	Grade K-5 ELA Interim Early Literacy Framework
Math	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	• Students receiving ELL services have a smaller gap in math than in ELA as compared students not receiving ELL services.	• Students receiving ELL services are performing *lower* than students not receiving ELL services– the gap is smaller in Math than ELA • Students with IEPs are performing *lower* than students without IEPs - the gap is smaller in Math than ELA • Hispanic students are performing *lower* than Black students (the gap is smaller in Math than ELA)	Grade K-5 Math Interim
Science	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Students receiving ELL services have a smaller gap in Science than in ELA as compared students not	• Students receiving ELL services are performing *lower* than students not receiving ELL services (the gap is smaller in Science than ELA) • Students with IEPs are performing *lower* than students without IEPs (the	Grade K-5 Science Interim 9

		receiving ELL services.	gap is smaller in Math than ELA) • Hispanic students are performing *lower* than Black students (except in 3rd grade where they are performing slightly higher) - the gap is smaller in Science than ELA	
Social Studies	☐ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant		• Students receiving ELL services are performing *lower* than students not receiving ELL services. • Students with IEPs are performing *lower* than students without IEPs. • Hispanic Students are performing *lower* than Black students	Grade K-5 SS Interim
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Only 4 students at CHLES are in the at-risk category for behavior referrals.	50% of students in the critical category for behavior referrals are students with IEPs (6 or more behavior referrals *this is 2 of 4 students in this category 28 students are in the at-risk category for behavior (2-5 behavior referrals)	GradScope
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Special Education Teachers began receiving training on Specialized Instruction this year Four staff members at CHLES completed the ELL Endorsement 4 staff members completed 1 year of LETRS professional learning and 4 more teachers joined cohort 2 in May.	Special Education Teachers need more training on Specialized Instruction to improve the performance of students with IEPs. More teachers need training on effective strategies to teach students that receive ELL services	TKES
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Students are not demonstrating an understanding of math concepts. Teachers are not delivering instruction to students so they can develop an understanding of math concepts.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack professional development to provide students with the opportunity to develop a conceptual understanding of math concepts
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers provide limited opportunities for students to engage in differentiated learning through small group instruction.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack the understanding of the standards to effectively teach mathematics concepts.
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	By the end of the 2023-2024 school year, the percentage of students in grades K-5 scoring proficient and/or advanced on the Math Inventory (MI) will increase from 57% (414 students) to 65% (472 students).

Statement of Concern #2	A significant number of students are not demonstrating proficiency in phonemic awareness in grades K-2. A significant number of students in grades 3-5 are not demonstrating an understanding of reading standards.
Root Cause #1 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	K-2 teachers need more resources and ongoing professional learning for teaching phonemic awareness and phonics. Additional resources are needed for small group phonics and phonemic awareness lessons and for new teachers who have limited classroom resources. 3-5 teachers need professional learning on how to effectively analyze students' reading data and provide the appropriate intervention and/or instruction that will meet each student's reading ability needs. In addition, 3-5 teachers need more professional learning on how to teach foundational reading skills for students functioning below grade level.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teaching Vocabulary: Teachers in grades K-5 need professional learning on the power of teaching vocabulary. In addition, teachers in grades K-5 need ongoing collaborative planning time to discuss assessment data to align instructional best practices that will improve students' reading achievement.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	Covid: Many students in 3-5 grade levels were not effectively taught the foundational reading skills needed to be successful in grades 3-5.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Clay-Harmony Leland students will increase their reading achievement: • In Kindergarten – Second Grade, 80% of the students will score proficient or distinguished on each Early Literacy Cycle assessment given in the 2023-2024 school year. • In Third Grade – Fifth Grade, 80% of the students will score proficient or distinguished on each grade-level ELA reading interim assessment given in quarters 2 through 4.

Statement of Concern #3	Students cannot effectively communicate their understanding of concepts and ideas in writing.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack the tools, training, and collaboration time to effectively utilize Benchmark Writing to provide comprehensive writing instruction to include strategies for: generating ideas, drafting, and exploring, editing, publishing, and reflecting.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers lack experience and resources with scoring students' writing across the grade levels. One scoring instrument should be used for each mode of writing K-5 so that teachers can see the progression. This will require more professional learning and collaborative sessions.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**By the end of the 2023-2024 school year, the number of students in grades 3-5 scoring proficient and distinguished on the Writing subtest of the GA Milestones Assessment will increase from 28% (118 students) to 40%.**

School Improvement Goals *Include goals on the parent compacts and policy*

Goal #1	By the end of the 2023-2024 school year, the percentage of students in grades K-5 scoring proficient and/or advanced on the Math Inventory (MI) will increase from 57% (414 students) to 65% (472 students).
Goal #2	Clay-Harmony Leland students will increase their reading achievement: • In Kindergarten-Second Grade, 80% of the students within each classroom will score proficient or distinguished on the Early Literacy end of quarter assessments given in quarters 2 through 4. (Kindergarten Students 110; First Grade Students 115: Second Grade Students 128) • In Third Grade 50% of the students will score proficient or distinguished on each grade-level ELA reading interim assessment given in quarters 2 through 4. • In Fourth and Fifth Grades 40% of the students will score proficient or distinguished on each grade-level ELA reading interim assessment given in quarters 2 through 4. Third Grade: 75 Students of 149 Fourth Grade: 53 Students of 132 Fifth Grade: 63 Students of 158
Goal #3	By the end of the 2023-2024 school year, the number of students in grades 3-5 scoring proficient and distinguished on the Writing subtest of the GA Milestones Assessment will increase from 28% (118 students) to 40% (176 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?
Parent Facilitator	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Our Parent Facilitator plans and coordinates parental involvement opportunities and provides parental involvement training for staff members. She operates the Parent Resource Room and the food pantry. She facilitates the creation of the Parent Compact and other required Title I documents and facilitates the completion of Title I paperwork.
Teachers	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Our Title I-funded teacher will provide reading and math instruction to students performing below grade level.

GOAL #1	By the end of the 2023-2024 school year, the percentage of students in grades K-5 scoring proficient and/or advanced on the Math Inventory (MI) will increase from 57% (414 students) to 65% (472 students).					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Teachers in grades 3 through 5 will assess students in math using GLOSS to determine strengths and weaknesses and deepen their understanding of how to use this information to plan instruction.	GLOSS Kits	Title I	August	Implementation: • Teachers will participate in a review session regarding the GLOSS by the local Math Coach • New teachers will participate in a full training session regarding the GLOSS by the local Math Coach • The local school Math Coach will provide support with administering GLOSS assessment and using results to plan instruction Artifacts: Professional learning sign-in sheets, GLOSS score sheets, lesson plans	Desired Outcome: • Teachers will deepen their understanding of their student's strengths and weaknesses in math • Teachers will more effectively plan instruction for students to address their strengths and weaknesses • Students will improve their math performance Evidence: Lesson plans, student math data	Local Math Coaches, Classroom Math Teacher in grades 3 through 5
Teachers will differentiate small group instruction to address deficit math skills using Hand 2 Mind Kits and math manipulatives.	Hand 2 Mind Kits	Title I	August	Implementation: • Teachers will participate in a review session on the Hand 2 Mind Math Kits from the local Math Coach • New teachers will participate in a full training session regarding the Mind 2 Mind Kits and manipulatives by the local Math Coach • Teachers will use the Hand 2 Mind Kits and student	Desired Outcome: • Students will develop an understanding of math concepts by using techniques/strategies and manipulatives from Hand 2 Mind • Students will increase their math performance Evidence: Math lesson plans, math assessment	Local Math Coach, Math Classroom Teachers, Administrators

				GLOSS results to plan and deliver differentiated instruction to students Artifacts: Professional learning sign-in sheets, math lesson plans, classroom walk recording sheets	data from CTLS and GLOSS	
Teachers in grades K-5 will provide additional math instruction to students after school to increase math performance.	Teacher Tutors	Title I	January	Implementation: Teachers will provide small group instruction to students in math. Artifacts: Tutoring attendance sheets	Desired Outcome: Students improve their math performance. Evidence: MI Scores, Tutoring Math Post-Test	Teachers, Academic Coach
Teachers in grades K-5 will improve their math instruction by participating in monthly math professional learning sessions.				Implementation: Teachers will participate in monthly face-to-face professional learning sessions and implement instructional strategies from professional learning sessions in classroom instruction. Artifacts: Lesson plans, classroom walk-throughs	Evaluation of Impact: Teachers will implement evidence-based mathematical practices daily Evidence: lesson plans and walkthroughs	Administration, Academic Coaches, Teachers
Teachers will demonstrate evidence-based practices for effective Cobb Collaborative Communities. • Monthly professional development regarding effective collaborative teams utilizing resources from Solution Tree and Learning by Doing • Teachers will develop and adhere to team norms and norm violation protocols	Learning by Doing, CCSD PLC Implementation Handbook and Global PD Teams	Title I Funds	July 2023	Implementation: Weekly/monthly Artifacts: PD Sign in Sheets and CCC (Cobb Collaborative Community) documentation	Evaluation of Impact: Teachers will participate in weekly Cobb Collaborative Communities to effectively address the 4 questions Evidence: agendas, common assessments, CCC minutes, data reflection sheet	Administration, Academic Coaches, Teachers

• All teachers will assume and fulfill a role on the team i.e., facilitator, timekeeper, • Teachers will utilize and post a meeting agenda to TEAMS weekly • Teachers will share and discuss team and grade level data within two days of the administration of a common assessment					

GOAL #2	Clay-Harmony Leland students will increase their reading achievement: • In Kindergarten-Second Grade, 80% of the students within each classroom will score proficient or distinguished on the Early Literacy end of quarter assessments given in quarters 2 through 4. (Kindergarten Students <u>110</u> ; First Grade Students <u>115</u>: Second Grade Students <u>128</u>) • In Third Grade – Fifth Grade, 80% of the students will score proficient or distinguished on each grade-level ELA reading interim assessment given in quarters 2 through 4. (Third Grade <u>124</u>; Fourth Grade ; Fifth Grade)					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Teachers will deliver phonics instruction using the Early Literacy Framework (ELF) to include the spelling lessons and small group phonics lessons.	Decodable Readers for Small Group Phonics Structured Lesson Plans; Evidence-Based	Title I	August	Implementation: Daily Whole Group and Small Group Teacher-Led Instruction Artifacts: Lesson Plans ELF Data FRA Data	Evaluation of Impact: 80% of students in each K-2 classroom will score 80% or higher on each End of Quarter ELF Assessment. Evidence: ELF Data	K-3 Teachers
Teachers will improve their reading instruction by participating in monthly professional learning sessions. These sessions will focus on the science of reading and effective reading instructional strategies.	LETRS Really Great Reading Foundations A-Z	N/A	September	Implementation: Teachers will attend and participate in face-to-face professional development focused on the science of reading and effective reading instructional strategies and implement these instructional strategies from those professional learning sessions in classroom instruction. Artifacts: Professional Learning Sign in Sheet	Evaluation of Impact: Teachers will improve their reading instruction. Students will improve their reading performance Evidence: Interim ELA Scores	Academic Coaches and Teachers

Teachers will demonstrate evidence-based practices for effective Cobb Collaborative Communities. -Monthly professional development regarding effective collaborative teams utilizing resources from Solution Tree and Learning by Doing -Teachers will develop and adhere to team norms and norm violation protocols -All teachers will assume and fulfill a role on the team i.e., facilitator, timekeeper, -Teachers will utilize and post a meeting agenda to TEAMS weekly -Teachers will share and discuss team and grade level data within two days of the administration of a common assessment	Learning by Doing, CCSD PLC Implementation Handbook and Global PD Teams	Title I Funds	July 2023	Implementation: Weekly/monthly Artifacts: PD Sign in Sheets and CCC documentation	Evaluation of Impact: Teachers will participate in weekly Cobb Collaborative Communities to effectively address the 4 questions Evidence: agendas, common assessments, CCC minutes, data reflection sheet	Administration, Academic Coaches, Teachers

GOAL #3	By the end of the 2023-2024 school year, the number of students in grades 3-5 scoring proficient and distinguished on the Writing subtest of the GA Milestones Assessment will increase from 28% (118 students) to 40% (170 students).					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Teachers will participate in professional learning to learn how to utilize Benchmark Writing materials.	Benchmark Writing Kits	Title I Funds	September	Implementation: Teachers will participate in on-going professional development on utilization of the Benchmark Writing materials. Artifacts: Professional Learning sign-in sheet, teacher reflection sheet	Evaluation of Impact: Teachers will effectively deliver comprehensive writing instruction and help students generate ideas, write drafts, explore ideas, edit, publish clear, comprehensive writing pieces. Students will generate ideas, write drafts, explore ideas, edit, publish clear, comprehensive writing pieces. Evidence: Student writing samples from grade-level common writing assessments	ELA Coach, ELA Teachers,
Teachers will use the Benchmark Writing materials and the Workshop Model framework to plan and deliver instruction.	Benchmark Writing Kits Write Score Assessment Results and Lesson Plans	Title I Funds	October	Implementation: Teachers will plan and deliver writing lessons using the Benchmark Writing materials Artifacts: lesson plans, PLC minutes	Evaluation of Impact: Students will improve their writing performance Evidence: Student writing samples (quarterly common writing assessment)	ELA Teachers, Administration
Teachers will demonstrate evidence-based practices for effective Cobb Collaborative Communities. • Monthly professional development regarding effective collaborative teams utilizing resources from Solution Tree and Learning by Doing • Teachers will develop and adhere to team	Learning by Doing, CCSD PLC Implementation Handbook and Global PD Teams	Title I Funds	July 2023	Implementation: Weekly/monthly Artifacts: PD Sign in Sheets and CCC documentation	Evaluation of Impact: Teachers will participate in weekly Cobb Collaborative Communities to effectively address the 4 questions Evidence: agendas, common assessments, CCC minutes, data reflection sheet	Administration, Academic Coaches, Teachers

norms and norm violation protocols • All teachers will assume and fulfill a role on the team i.e., facilitator, timekeeper, • Teachers will utilize and post a meeting agenda to TEAMS weekly Teachers will share and discuss team and grade level data within two days of the administration of a common assessment						

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Teachers will provide free after-school tutoring to select students demonstrating academic needs.	Teachers and Academic Coaches	Title I Funds
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Teachers will participate in Specialized Instruction training to meet the needs of students with IEPs.	Special Education Trainers and SSA	N/A
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Four staff members completed the ELL Endorsement Course this year. These teachers will use what they learn to instruct ELL students.	Teacher Collaboration Time	N/A

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline September 29, 2023 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	9/5/23		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	10/17/23		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	4/16/23		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadlines: PL#1 9/22/23 | PL#2 12/8/23 | PL#3 2/17/23 | PL#4 4/2/24	8/21/23 10/16/23 1/3/23 3/4/23		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:**			☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	***List documents translated for parents:***		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

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

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) *SWP Checklist 5.e*	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Parents will be invited to participate in a Parent EOG Night to provide information about Milestones Testing. Parents will utilize the DRC Insight website so they can experience what their students will see during testing.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4				Sign in Sheet and Parent Survey	Melody Cruell, Danielle Hickerson, Jennifer Hughes and LaShonda Tutt
Parents will be invited to participate in Parent Math Night. Teachers will provide information about math standards and skills that will be addressed during instruction and model those skills. Teachers will provide parents with information about CTLS and other district resources that support students. Parents will be given tips and activities they can use with their students to increase math performance.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4				Sign in Sheet and Parent Survey	Melody Cruell, Jennifer Hughes and LaShonda Tutt
Parents will be invited to participate in Parent Literacy Night. Teachers will provide information about reading standards and skills that will be addressed during instruction. Teachers will also provide parents with information about Learning A-Z, CTLS and other district resources. Parents will be given tips and activities they can use with their students to increase reading performance.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☒ Goal 3 ☐ Goal 4				Sign in Sheet and Parent Survey	Melody Cruell, Danielle Hickerson and LaShonda Tutt

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.

5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input.
   (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**
SCHOOL RESPONSE: The School Improvement Plan for Clay-Harmony Leland Elementary School was developed in conjunction with other Federal service such as the CARES Act with regards to our Teacher on Special Assignment (Interventionist) and the federally funded nutrition program, State services such as the Early Intervention Program (EIP), and district funding that supports classroom instruction. Our school also utilizes the Early Literacy Framework in grades K-2, utilizes System 44 and Read 180, and has 8 staff members participating in LETRS training. Our SIP is based on the needs of our students and fosters parent and community involvement.

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: Clay-Harmony Leland regularly monitors the implementation and results of the plan by reviewing the artifacts and evidence consistently.** The school monitors the results of the Reading Inventory, Math Inventory, Next Steps Guided Reading, interim assessments, and writing assessments quarterly. We also monitor common assessment data monthly. Milestones results are reviewed annually.
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**: Clay-Harmony Leland determines of the schoolwide program has been effective by reviewing the assessment data and tracking student growth. Each grade level records quarterly reading, writing and math data on a spreadsheet. Each student's score is monitored from one quarter to the next to monitor improvement. Students on Tier 2 and Tier 3 (typically the lowest performing students) also monitored for progress on their RTI goals.
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**: If the action steps taken do not yield marked improvement at end of the first semester, the team will determine the cause and reassess student and teacher needs. Changes may be made in action steps, monitoring, or support

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: Students that are not making adequate progress with Tier 1 instruction will be considered for placement on RTI Tier 1. The classroom teacher, RTI Coordinator and administration will review student data and determine if Tier 2 support is needed. If the student is performing two or more levels below the average performance of students in that grade level, level will be placed on RTI. Strategies to address the deficits will be developed by the RTI team. The teacher will implement the strategies and record the students' progress monitoring data. If the student is not making progress, the strategy will be adjusted. If the student still does make adequate growth, the student will be moved to Tier 3 and receive more frequent/intensive intervention. If adequate progress is still not made, the student may be referred for an evaluation to determine if the qualify for special education services. The Tier progress is fluid, meaning students can move up and down in the 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: Teachers participate in monthly professional development sessions in ELA and math conducted by Instructional Coaches. They also participate on professional development regarding professional learning communities monthly. Teachers also participate in training provided by the district at least twice annually. Paraprofessionals and teachers participate in Parent Engagement training as well.

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: N/A

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

SCHOOL RESPONSE: N/A

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

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