



Georgia Department of Education

# School Improvement Action Plan



School Year:	2023-2024
School Name:	Green Acres Elementary School
Principal Name:	Maria Braswell
Date Submitted:	May 17, 2023
Revision Dates:	6/14/23, 8/8/23, 8/8/23

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Green Acres Elementary School
<i>Team Lead</i>	Maria Braswell
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:Maria.Braswell@cobbk12.org">Maria.Braswell@cobbk12.org</a>
<i>Phone</i>	678-842-6905
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	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:** We met with the staff to analyze data, then brainstormed root causes and possible actions as a school. The Guiding Coalition reviewed and revised the staff responses to make them more appropriate for school-wide goals and actions.

## 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):	May 17
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Position/Role	Printed Name	Signature
Principal	Ashley Mize	
Assistant Principal	Tiffany Jones	
Academic Coach	Adrienne Martin	
Academic Coach	Jennifer Murchie	
Teacher	Ginger Hendrix	
Teacher	Samantha Massey	
Teacher	Tara Hope	
Teacher	LeeAnn Shirley	
Teacher	Geena Frikor	

Teacher	Monica Brooks	
Teacher	Wilber Jean	
Teacher	Teresa Hils	
Teacher	Ana Melo	
Teacher	Sonya Henry	
Teacher	Robin Guthrie	
Teacher	Selena Prado	
Teacher	Renee Kroll	
Teacher	Christina Hagan	

## 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).

<b>Previous Year's Goal #1</b>	<p>Increase the number of students reading on grade level by 30 students in each grade K-2 grade as measured by the Next Steps Assessment.</p> <p>Increase the number of students scores proficient or advanced by 30 students in each grade 3-5 grade as measured by the Reading Inventory.</p>			
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO				
What data supports the outcome of the goal?	<b>5<sup>th</sup> grade RI-August to May Comparison</b>			
	<b>August</b>	<b>December</b>	<b>May</b>	<b>Total Year Change (students)</b>
	Below Basic- 45% (38 students)	Below Basic- 47% (41 students)	Below Basic – 34 % (29 students)	-9
	Basic- 34% (29 students)	Basic- 24% (21 students)	Basic – 30 % (26 students)	-3
	Proficient- 15% (13 students)	Proficient- 21% (18 students)	Proficient – 24 % (21 students)	8
	Advanced- 6% (5 students)	Advanced- 8% (7 students)	Advanced – 12% (10 students)	5
				<b>Total Change in Advanced and Proficient: 13</b>
	<b>4<sup>th</sup> Grade RI-August to December Comparison</b>			
	<b>August</b>	<b>December</b>	<b>May</b>	<b>Total Year Change</b>
	Below Basic- 64% (50 students)	Below Basic- 58% (45 students)	Below Basic –49% (40 students)	-10
	Basic- 17% (13 students)	Basic- 17% (13 students)	Basic – 18% (15 students)	2

Proficient- 18% (15 students)	Proficient- 22% (17 students)	Proficient – 26% (21 students)	6
Advanced- 0	Advanced- 3% (2 students)	Advanced – 7% (6 students)	6
			<b>Total Change in Advanced and Proficient: 12</b>

<b>3rd Grade RI-August to December Comparison</b>			
<b>August</b>	<b>December</b>	<b>May</b>	<b>Total Year Change</b>
Below Basic- 61% (48 students)	Below Basic- 51% (39 students)	Below Basic – 49% (39 students)	-9
Basic- 23% (18 students)	Basic- 29% (22 students)	Basic – 26% (21 students)	3
Proficient- 16% (13 students)	Proficient-18% (14 students)	Proficient– 20% (16 students)	3
Advanced- 0	Advanced- 1% (1 students)	Advanced – 5% (4 students)	4
			<b>Total Change in Advanced and Proficient: 7</b>

<b>Number of Students Reading On Grade Level (Grades K-2)</b>			
<b>Grade Level</b>	<b>September</b>	<b>May</b>	<b>Total Year Change (students)</b>
Kindergarten	<b>3</b>	<b>41</b>	<b>38</b>
First Grade	<b>12</b>	<b>38</b>	<b>26</b>
Second Grade	<b>23</b>	<b>37</b>	<b>14</b>

**Reflecting on Outcomes**

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> <li>• Monthly data analysis to measure student growth and determine the next steps as a team, including support staff</li> <li>• Professional Learning for 3-5 in the area of phonics and word study</li> <li>• Daily intervention block for all grade levels. Intervention groups built based on most recent formative assessments. In grades K-2, a portion of the intervention block will be dedicated to phonemic awareness.</li> <li>• Linking the learning target/standard, mini lesson, work time and closing.</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

<p><b>Previous Year's Goal #2</b></p>	<p>Increase the number of students scoring proficient or advanced by 50 students in each grade level K-5 as measured by the Math Inventory.</p>			
<p style="text-align: center;">Was the goal met?    <input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p>				
<p>What data supports the outcome of the goal?</p>	<p><b>5<sup>th</sup> grade MI-August to May Comparison</b></p>			
	<p>August</p>	<p>December</p>	<p>May</p>	<p>Total Year Change</p>
	<p>Below Basic- 68% (56 students)</p>	<p>Below Basic- 55% (47 students)</p>	<p>Below Basic – 42 % (36 students)</p>	<p>-20</p>
	<p>Basic- 18% (15 students)</p>	<p>Basic- 21% (18 students)</p>	<p>Basic – 23% (20 students)</p>	<p>-4</p>
	<p>Proficient- 10% (8 students)</p>	<p>Proficient- 20% (17 students)</p>	<p>Proficient – 20% (17 students)</p>	<p>9</p>
	<p>Advanced- 4% (3 students)</p>	<p>Advanced- 4% (3 students)</p>	<p>Advanced – 16% (14 students)</p>	<p>11 <b>Total Change in Advanced and Proficient: 19</b></p>



### 4th Grade MI-August to May Comparison

August	December	May	Total Year Change
Below Basic- 67% (50 students)	Below Basic- 46% (35 students)	Below Basic –28 % 23 students)	-27
Basic- 25% (19 students)	Basic- 34% (26 students)	Basic – 23% (19 students)	0
Proficient- 7% (5 students)	Proficient- 13% (10 students)	Proficient – 26% (21 students)	16
Advanced- 1% (1 student)	Advanced- 7% (5 students)	Advanced – 22% (18 students)	17
			<b>Total Change in Advanced and Proficient: 33</b>

### 3<sup>rd</sup> grade MI-August to December Comparison

August	December	May	Total Year Change
Below Basic- 78% (58 students)	Below Basic- 63% (44 students)	Below Basic – 43% (34 students)	-24
Basic- 12% (9 students)	Basic- 14% (10 students)	Basic –16 % (13 students)	-4
Proficient- 9% (7 students)	Proficient- 23% (16 students)	Proficient – 25% (20 students)	13
Advanced- 0% (0 students)	Advanced- 0% (0 students)	Advanced – 16% (13 students)	13
			<b>Total Advanced and Proficient: 33</b>

### 2<sup>nd</sup> grade MI-August to May Comparison

August	December	May	Total Year Change
Below Basic-72% (68 students)	Below Basic- 51% (50 students)	Below Basic – 29% (30 students)	-38
Basic- 18% (17 students)	Basic- 26% (26 students)	Basic – 28% (29 students)	12

Proficient- 10% (9 students)	Proficient- 17% (17 students)	Proficient – 27% (28 students)	19
Advanced- 0% (0 students)	Advanced- 6% (6 students)	Advanced – 16% (16 students)	16
			<b>Total Change in Advanced and Proficient: 35</b>

<b>1<sup>st</sup> grade MI-August to May Comparison</b>			
August	December	May	Total Year Change
Below Basic-89% (93 students)	Below Basic- 43% (37 students)	Below Basic – 23% (24 students)	-69
Basic- 8% (8 students)	Basic- 37% (32 students)	Basic –26 % (27 students)	19
Proficient- 2% (2 students)	Proficient- 15% (13 students)	Proficient – 22% (23 students)	21
Advanced- 1% (1 student)	Advanced- 5% (4 students)	Advanced – 29% (30 students)	29
			<b>Total Change in Advanced and Proficient: 50</b>

<b>Kindergarten MI-August to May Comparison</b>			
August	December	May	Total Year Change
Below Basic 90% (84 students)	Below Basic- 59% (48 students)	Below Basic – 34% (33 students)	-51
Basic- 10% (9 students)	Basic- 28% (23 students)	Basic – 32% (31 students)	22
Proficient- 0% (0 students)	Proficient- 12% (10 students)	Proficient – 24% (23 students)	23
Advanced- 0%	Advanced- 1%	Advanced – 9%	9

(0 students)	(1 student)	(9 students)	<b>Total Change in Advanced and Proficient: 32</b>
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### Math Inventory

Number of Students Advanced and/or Proficient				
	August	December	May	Total Year Change
Kindergarten	0	11	32	32
First Grade	3	17	53	50
Second Grade	9	23	44	35
Third Grade	7	16	33	26
Fourth Grade	6	15	39	33
Fifth Grade	11	20	30	19

### Reflecting on Outcomes

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> <li>• Monthly data analysis of common and/or interim assessments to measure student growth and determine the next steps as a team, including support staff</li> <li>• Professional learning for K-5 on new standards and best practices</li> <li>• During CCC's, explicit modeling of appropriate manipulatives, vocabulary and strategies for each unit</li> </ul>
<p>If the goal was <b>met or exceeded</b>, 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	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<p>The kindergarten team exceeded the goal and doubled the number of students exiting kindergarten on grade level the previous year (2022 – 19 students, 2023 – 38 students.)</p> <p>The reading interventionist specifically for kindergarten supported effective instruction and student achievement.</p>	<ul style="list-style-type: none"> <li>• Reading achievement in the upper grades is lagging, with approximately two-thirds of students in grades 3, 4, and 5 reading below grade-level proficiency.</li> <li>• Reading instruction is still inconsistent. Teachers need continued support in effective reading instructional strategies and interventions.</li> </ul>	<p>Reading Inventory</p> <p>Next Step Forward Assessment</p>
<b>Math</b>	<p>Math achievement increased steadily from August to mid-year, and from mid-year to May.</p>	<p>5<sup>th</sup> grade students are gaining proficiency at a slower rate than the other grade levels.</p> <p>Teachers need continued support to integrate critical thinking and reasoning skills into math instruction every day.</p>	
<b>Science</b>			
<b>Social Studies</b>			
<b>Discipline / School Climate Data</b>			
<p><b>Professional Learning</b></p> <p>What’s been provided? What is the impact?</p>			
<b>Other</b>			

## Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
<b>ELA</b>	<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>The number of English Learners scoring proficient and advanced on the RI increased by 13% from August to May.</p> <p>The number of students with disabilities scoring advanced and proficient on the RI increased by 9% from August to May.</p>	<p>Overall, our data shows weaknesses in reading achievement and slow progression for ESOL students, especially in the upper grades.</p>	<p>Reading Inventory CCSD Interim Assessments Grade-level common assessments</p>
<b>Math</b>	<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>Although many students are not achieving at the proficient or advanced levels, there is good movement of English Learners and students with disabilities from below asi into other bands.</p>	<p>Instructional strategies to promote critical thinking and reasoning skills are not used with fidelity</p>	<p>Math Inventory CCSD Interim Assessments Grade-level Common Assessments</p>
<b>Science</b>	<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			
<b>Social Studies</b>	<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			
<b>Discipline / School Climate Data</b>	<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			

<b>Professional Learning</b>	<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			
<b>Other</b>	<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			

<b>Statement of Concern #1</b>	In all grade levels, the majority of students are not demonstrating grade level mastery of reading skills and standards.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Lack of consistent, structured (small group) reading lessons, incorporating appropriate phonemic awareness and/or phonics and comprehension based on the grade level standard and student's reading level.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Lack of intentional data usage and instructional coordination between classroom teachers, ESOL teachers and EIP teachers (shared learning targets, practices, and goals) to support student achievement in reading.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	Ineffective teaching of grade level standards.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Lack of exposure to English at home and before kindergarten  Students arriving from outside of the US that are several years below grade or have not attended school  Students that are below grade level arriving from other schools, districts or state

**Goal #1**

*Specific, Measurable, Achievable, Relevant,  
Timebound*

Increase the number of students demonstrating grade level mastery of reading skills by:

- In Kindergarten, increase the number of students reading on grade level by 3 students as measured by NSGRA by the end of the year.
- In 1st and 2nd grades, increase the number of students scoring proficient or above on the Reading Inventory by 30 students by the end of the school year
- In third grade, 30 students will score a level 3 on the Georgia Milestones ELA EOG and 5 students will score a level 4 on the Georgia Milestones ELA EOG
- In 4<sup>th</sup> and 5<sup>th</sup> grades, increase the number of students scoring level 3 on the Georgia Milestones ELA EOG to 20 students per grade level and increase the number of students scoring level 4 on the Georgia Milestone ELA EOG to 5 students per grade level



<b>Statement of Concern #2</b>	In all grade levels, the majority of students are not demonstrating grade level mastery of math skills and standards.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Ineffective teaching of critical thinking skills necessary to effectively solve math problems in context
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Lack of consistent use of math manipulatives and hands-on strategies during work time
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	Ineffective teaching of grade level standards and use of academic vocabulary
<b>Contributing Factors</b> <b>(Outside of control)</b>	Lack of exposure to English at home and before kindergarten  Students arriving from outside of the US that are several years below grade or have not attended school  Students that are below grade level arriving from other schools, districts or states

**Goal #2**

*Specific, Measurable, Achievable, Relevant,  
Timebound*

Increase the number of students demonstrating grade level mastery of math skills by:

- In Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade, 50 students in each grade level will score proficient or advanced as measured by the MI by the end of the year.
- In 3<sup>rd</sup> grade, 30 students will score a level 3 on the Georgia Milestones Math EOG and 5 students will score a level 4 on the Georgia Milestones Math EOG
- In 4<sup>th</sup> and 5<sup>th</sup> grade, increase the number of students scoring level 3 on the Georgia Milestones ELA EOG to 30 students per grade level and increase the number of students scoring level 4 on the Georgia Milestone ELA EOG to 10 students per grade level

## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	<p>Increase the number of students demonstrating grade level mastery of reading skills by:</p> <ul style="list-style-type: none"><li>• In Kindergarten, increase the number of students reading on grade level by 30 students as measured by NSGRA by the end of the year.</li><li>• In 1st and 2nd grades, increase the number of students scoring proficient or above on the Reading Inventory by 30 students by the end of the school year</li><li>• In third grade, 30 students will score a level 3 on the Georgia Milestones ELA EOG and 5 students will score a level 4 on the Georgia Milestones ELA EOG</li><li>• In 4<sup>th</sup> and 5<sup>th</sup> grades, increase the number of students scoring level 3 on the Georgia Milestones ELA EOG to 20 students per grade level and increase the number of students scoring level 4 on the Georgia Milestone ELA EOG to 5 students per grade level</li></ul>
<b>Goal #2</b>	<p>Increase the number of students demonstrating grade level mastery of math skills by:</p> <ul style="list-style-type: none"><li>• In Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade, 50 students in each grade level will score proficient or advanced as measured by the Math Inventory by the end of the year.</li><li>• In 3<sup>rd</sup> grade, 30 students will score a level 3 on the Georgia Milestones Math EOG and 5 students will score a level 4 on the Georgia Milestones Math EOG</li><li>• In 4<sup>th</sup> and 5<sup>th</sup> grade, increase the number of students scoring level 3 on the Georgia Milestones ELA EOG to 30 students per grade level and increase the number of students scoring level 4 on the Georgia Milestone ELA EOG to 10 students per grade level</li></ul>

## 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?
Lorena Gonzalez	<input checked="" 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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Class size reduction teacher to provide additional small group instruction to students needing additional support. She is a second grade teacher.
Flannen Taylor	<input checked="" 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 checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This teacher provides targeted instruction to students identified. She works with multiple grade levels to push those students to reach on grade level status.
Ericka Guzman	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	She provides engagement and instruction to parents so they may better access their child's education.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p style="text-align: center;"><b>GOAL #1</b></p>	<p>Increase the number of students demonstrating grade level mastery of reading skills by:</p> <ul style="list-style-type: none"> <li>• In Kindergarten, increase the number of students reading on grade level by 30 students as measured by NSGRA by the end of the year.</li> <li>• In 1st and 2nd grades, increase the number of students scoring proficient or above on the Reading Inventory by 30 students by the end of the school year</li> <li>• In third grade, 30 students will score a level 3 on the Georgia Milestones ELA EOG and 5 students will score a level 4 on the Georgia Milestones ELA EOG</li> <li>• In grades 4 and 5, increase the number of students scoring level 3 on the Georgia Milestones ELA EOG to 20 students per grade level and increase the number of students scoring level 4 on the Georgia Milestone ELA EOG to 5 students per grade level</li> </ul>					
<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p>All grade levels will unpack and implement ELA standards with fidelity</p>	<p>Subs for collab</p> <p>Classroom materials and supplies to implement standards with fidelity</p>	<p>District</p> <p>Title I</p>	<p>July 23, 2023</p>	<ol style="list-style-type: none"> <li>1. All teachers will receive PL for unpacking ELA standards in August.</li> <li>2. Teachers will review and unpack upcoming ELA standards continuously during CCCs with the assistance of local school instructional leaders and district academic coaches.</li> <li>3. Teachers will collaboratively create assessments, plan, and implement lessons to address the unpacked ELA standards.</li> <li>4. Admin, local instructional leaders, and district coaches will walk classrooms every two weeks to ensure</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers will implement unpacked ELA standards continuously and with fidelity as evidenced by walkthrough data.</li> </ol> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Walkthrough data forms</li> </ol>	<p>Teachers</p> <p>Admin</p> <p>Instructional Support Specialists</p> <p>District Academic Coaches</p>

				<p>implementation of unpacked standards.</p> <p>5. Teachers will participate in a full day collaboration every 9 weeks where they will bridge unpacked standards, assessment, data, and instructional practice.</p> <p><b>Artifacts:</b></p> <ol style="list-style-type: none"> <li>1. CCC agendas</li> <li>2. Target and Proficiencies protocol sheets</li> <li>3. Collaborative planning agendas</li> <li>4. Pacing guides</li> <li>5. Common assessments</li> <li>6. Completed walkthrough data forms</li> </ol>		
All grade levels will implement daily, explicit, systematic, and sequential phonics instruction	<p>Classroom materials</p> <p>UFLI Manuals</p> <p>Heggerty</p> <p>Benchmark Phonics</p>	District Title I	August 2023	<p><b>Implementation:</b></p> <ol style="list-style-type: none"> <li>1. All students will be screened using the CORE phonics assessment and the Word Knowledge Inventory 3 times per year (August, December, May)</li> <li>2. Administrators, Instructional Support Specialists, and teachers will review and analyze the CORE phonics and WKI data to understand student performance levels</li> </ol>	<p><b>Evaluation of Impact:</b></p> <p>_____ # of K-2 students will increase phonic awareness on a common phonemic awareness screener.</p> <p>_____ # of K-2 students will increase on ELF/benchmark assessment.</p> <p><b>Evidence:</b> Assessment summary data:</p> <ul style="list-style-type: none"> <li>- Phonics Screener summaries</li> <li>- ELF/Benchmark data summaries</li> </ul>	<p>Admin</p> <p>Instructional Support Specialists</p> <p>Teachers</p> <p>District Coaches</p>

				<ol style="list-style-type: none"> <li>3. All teachers will receive training on phonics fundamentals – (K-2 – ELF refresher; 3-5 phonics foundations)</li> <li>4. Teachers will receive ongoing training and differentiated support on explicit, systematic, and sequential phonics instruction to meet the needs of students.</li> <li>5. K-2 teachers will utilize ELF data to inform instructional planning</li> <li>6. Admin, local instructional leaders, and district coaches will walk classrooms every two weeks to ensure implementation.</li> </ol> <p><b>Artifacts:</b></p> <ol style="list-style-type: none"> <li>1. CCC Agenda/Minutes</li> <li>2. Walkthrough form</li> <li>3. PL agendas</li> <li>4. CORE phonics data</li> <li>5. WKI data</li> </ol>		
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<p align="center"><b>GOAL #2</b></p>	<p>Increase the number of students demonstrating grade level mastery of math skills by:</p> <ol style="list-style-type: none"> <li>2. In Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade, 50 students in each grade level will score proficient or advanced as measured by the MI by the end of the year.</li> <li>3. In 3<sup>rd</sup> grade, 30 students will score a level 3 on the Georgia Milestones Math EOG and 5 students will score a level 4 on the Georgia Milestones Math EOG</li> <li>4. In 4<sup>th</sup> and 5<sup>th</sup> grade, increase the number of students scoring level 3 on the Georgia Milestones ELA EOG to 30 students per grade level and increase the number of students scoring level 4 on the Georgia Milestone ELA EOG to 10 students per grade level</li> </ol>					
<p align="center"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p align="center"><b>Resources</b></p>	<p align="center"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p align="center"><b>Start Date</b></p>	<p align="center"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p align="center"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p align="center"><b>People Responsible</b></p>
<p>All grade levels teachers will unpack and implement (new) Math standards with fidelity</p>	<p>Subs for collab</p> <p>Classroom materials and supplies to implement standards with fidelity</p>	<p>District</p> <p>Title I</p>	<p>July 23, 2023</p>	<p>All teachers will receive PL to:</p> <ol style="list-style-type: none"> <li>a. Learn new math standards</li> <li>b. Unpack new math standards.</li> </ol> <ol style="list-style-type: none"> <li>1. Every 9 weeks, teachers will review and unpack upcoming Math standards through CCCs with the assistance of local school instructional leaders and district academic coaches.</li> <li>2. Every 9 weeks teachers will collaboratively plan and implement lessons to address the unpacked Math standards.</li> <li>3. Admin, local instructional leaders,</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers will implement unpacked Math standards quarterly and with fidelity as evidenced by walkthrough data.</li> </ol> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Quarterly walkthrough data summaries</li> </ol>	<p>Teachers</p> <p>Admin</p> <p>Instructional Support Specialists</p> <p>District Academic Coaches</p>



				<p>and district coaches will walk classrooms every two weeks to ensure implementation of unpacked standards.</p> <p><b>Artifacts:</b></p> <ol style="list-style-type: none"> <li>1. PL Agendas</li> <li>2. Quarterly unpacked standards</li> <li>3. Completed walkthrough forms</li> </ol>		
All grade level teachers will use manipulatives to support student learning the New Georgia Math Standards.	<p>Math Manipulatives</p> <p>Classroom materials and supplies to implement standards with fidelity</p>	District Title I	July 2023	<ol style="list-style-type: none"> <li>1. Grade level leads/ Course CCC leads will receive quarterly PL on using manipulatives as part of the District Training on New Georgia Math Standards.</li> <li>2. Grade level leads/Course CCC leads will redeliver quarterly training to CCC team members with the support of local instructional support specialists.</li> <li>3. Admin, local instructional support specialists, and district academic coaches will walk classrooms every two weeks to ensure that teachers are using manipulatives to support student learning and to determine teachers needing additional support.</li> <li>4. Instructional support specialists and district academic coaches will provide additional support to teachers as needed.</li> </ol>	<p>1. All teachers will use math manipulatives to build student conceptual understanding of New Georgia Math Standards.</p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Quarterly Walk through data summaries and next steps</li> </ol>	<p>Teachers</p> <p>Admin</p> <p>Instructional Support Specialists</p> <p>District Academic Coaches</p>

				<b>Artifacts:</b> 1. PL Agendas 2. CCC Agendas 3. Completed walkthrough forms		
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**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Classroom teacher and ESOL teachers will participate in on-going professional learning focused on ELL learners and their needs.</p> <p>County ESOL consultant will work with teachers to implement effective practices for ELL learners.</p> <p>Support families with family partnership workshops.</p>	<p>Instructional Resources</p> <p>Books for families</p>	<p>Title I and ESOL Department</p>
<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>Special education teachers participate in CCCs consistently</p>	<p>N/A</p>	<p>N/A</p>
<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			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )			
Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p><b>1. Required</b> <u>Annual Title I Meeting – Deadline September 29, 2023</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>	August 2023		<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><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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>	October 2023		<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><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</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>	March 2024		<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><b>4. Required</b> <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 9/22/23   PL#2 12/8/23   PL#3 2/16/24   PL#4 4/29/24</u></p>	September	9/6/23	<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
	November		
	February		
	April		
<p><b>5. Required</b> <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></p>	-Kindergarten workshop-August -5 <sup>th</sup> grade workshop-May		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><b><u>List documents translated for parents:</u></b>            -Title I policy and Compact            -Grade level newsletter            -Communication regarding family engagement events.</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
	<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					
	<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					
	<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					

**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:** Our schoolwide plan was developed in coordination with our district academic and ESOL department. Green Acres is an early literacy school in Cobb County and therefore we receive resources and funds to support early reading instruction from the district level academic division. In addition, our academic division provides licenses for our Read 180/System 44 reading intervention software. We also receive support and targeted resources from our Title III (ESOL) department through the purchasing of Imagine Learning licenses and texts to work with our English language learners. All of the resources and materials references support our reading goal and actions.

**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:** Our leadership team, academic coaches and administration monitor the implementation of the plan and review data monthly and quarterly. The leadership team and academic coaches conduct classroom walk throughs to determine the success level of our implementation.

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:** As a school we review and reflect on our assessments monthly and quarterly. In addition, we discuss the actions and goals of our plan on a regular basis to determine if they need to be adjusted or modified.

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:** As we monitor our goals and actions through data discussions and classroom walks our team will make adjustments to the plan.

**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:** Green Acres follows the Response to Intervention process (RTI). Each month our grade level teams work through student learning concerns as a team and determine interventions to support students. We have an RTI coordinator the supports the staff in supporting students on each tier.

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:** Professional development is provided for all teachers and paraprofessionals and connects to our SSP goals and individual and team goals. New teachers are assigned a mentor and attend monthly professional learning and support meetings to guide them in improved instruction and use of data to make instructional decisions.

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

**SCHOOL RESPONSE:** Our 5<sup>th</sup> grade students attend a transition workshop with our school counselor. After the transition workshop the students go on a tour of the middle school.



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*