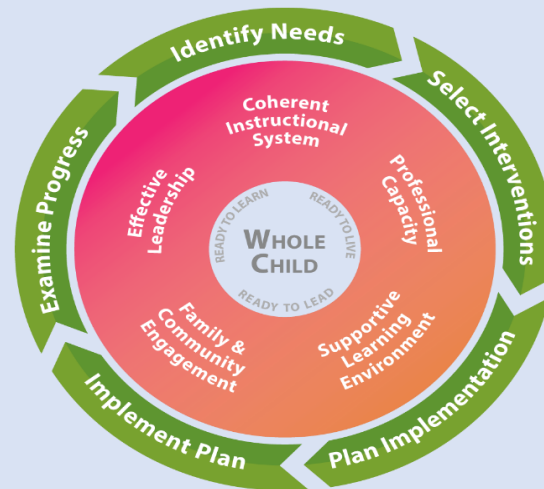




School Improvement Action Plan



School Year:	2022-2023
School Name:	Garrett Middle School
Principal Name:	Kristie Brown
Date Submitted:	June 22, 2022
Revision Dates:	July 31, 2022

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Garrett Middle School
<i>Team Lead</i>	Kristie Brown
<i>Position</i>	Principal
<i>Email</i>	Kristie.Brown@cobbk12.org
<i>Phone</i>	770-819-2466

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)

Direct Certification

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: The development of Garret Middle School's SY2023 Title I School Improvement Plan included participation and input from school administrators, teachers, school support personnel, the PTA, Principal Advisory Council, parents and community partners. These discussions and meetings were held to identify our most urgent needs and get feedback on current programs and initiatives. The teams began with an analysis of the mid-year achievement data from SY2022 and looked at multiple sources. Data sources included the Title I parent survey, Building Leadership Team Meetings, CCC Meetings with teacher teams and the results from district and school assessments. School level teams then met to determine goals and identify the action steps that would support the goals and lead to the achievement of successful outcomes.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	Dr. Dennissa Brown
Academic Coach (District)	Meta Rome
Academic Coach (Local School)	Angela Price
Parent (Non CCSD Employee)	Amuche Okoye
Business Partner	Allison Carroll, Allstate Agent
Counselor	John Nwosu
Parent Facilitator	Pamela Walker
Health Care Providers	Natalie Burse
Social Workers	Bethany Miller
Faith-based Community Leaders	Jason Lumpkin, Love Bridge Church
Technology Experts (TIS)	Jill Pierce
Media Specialists/Librarians	Karii Zimmerman
Police/Public or School Safety Officers	Ronald George
Universities or Institutes of Higher Education	Whitney Palmer, Clark Atlanta University, TRIO

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 English Language Arts students scoring proficient or higher will improve by 15% from August 2021 to May 2022, as measured by the Reading Inventory Schoolwide.																																													
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO																																														
What data supports the outcome of the goal?	<p>RI Scores (Fall and Spring Administration Windows) – The data below shows growth in the areas of below basic, basic, proficient, and advanced from the Fall - Spring implementation of RI (except for Grade 7 who increased the number of students performing at Basic by 1%).</p> <p>Schoolwide Results: Though the goal was to increase to Proficient or higher by at least 15%, Garrett gained 11% in this performance band. There were improvements however in other performance bands. In the Fall, there were 66% of students scoring <u>below</u> Proficient and by Spring it was 55%. This shows an improvement in moving students closer toward proficiency, though they may not have met the goal.</p> <p>Proficient or Higher (Reading Inventory): Grades 6-8 – increased from 34% to 45% (went from 321 students to 425 students out of 945 total students) Grade 6 – increased from 25% to 39% (went from 79 students to 123 students out of 315 total students) Grade 7 – increased from 38% to 48% (went from 117 students to 148 students out of 309 total students) Grade 8 – increased 39% to 49% (went from 125 students to 157 students out of 321 total students)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS RI DATA</th> </tr> <tr> <th colspan="3">Schoolwide Results</th> </tr> <tr> <th></th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>34%</td> <td style="color: green;">25%</td> </tr> <tr> <td>Basic</td> <td>32%</td> <td style="color: green;">30%</td> </tr> <tr> <td>Proficient</td> <td>15%</td> <td style="color: green;">21%</td> </tr> <tr> <td>Advanced</td> <td>19%</td> <td style="color: green;">24%</td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS RI DATA</th> </tr> <tr> <th colspan="3">Below Basic Results</th> </tr> <tr> <th>Grade</th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS RI DATA</th> </tr> <tr> <th colspan="3">Basic Results</th> </tr> <tr> <th>Grade</th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> </div>	SY 2021-2022 GMS RI DATA			Schoolwide Results				Fall 2021	Spring 2022	Below Basic	34%	25%	Basic	32%	30%	Proficient	15%	21%	Advanced	19%	24%	SY 2021-2022 GMS RI DATA			Below Basic Results			Grade	Fall 2021	Spring 2022				SY 2021-2022 GMS RI DATA			Basic Results			Grade	Fall 2021	Spring 2022			
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	7	33%	31%		7	30%	31%
	8	32%	24%		8	28%	27%
	SY 2021-2022 GMS RI DATA				SY 2021-2022 GMS RI DATA		
	Proficient				Advanced		
	Grade	Fall 2021	Spring 2022		Grade	Fall 2021	Spring 2022
	6	13%	23%		6	12%	14%
	7	16%	22%		7	22%	26%
	8	16%	19%		8	23%	30%

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> • Use Advisement period (9:20 – 9:55 a.m. Monday – Thursday) for additional literacy focus: ELA, Social Studies and Science classrooms • Independent Reading – common approach in all classes: daily designated time for reading, student choice, teacher-student conferences, Read-Alouds and Book Talks • Increased PL on literacy strategies • Based on data - More intentional monitoring of teacher implementation regarding identified literacy strategies. • Based on data - Provide additional feedback during CCCs based on RI and common assessments throughout the year. • CCSD Balanced Literacy Instruction Model • Coaching practices (modeling lessons, teacher feedback, professional learning) • School-wide standardized Small Group Guided Reading approach to instruction
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	N/A

<p>Previous Year's Goal #2</p>	<p>The number of Math students scoring proficient or higher will improve by 15% from August 2021 to May 2022, as measured by the Math Inventory schoolwide.</p>																																																																
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<p>What data supports the outcome of the goal?</p>	<p>Math Inventory Scores (Fall 21- Spring 22 Administration Windows) – The data below shows growth in the areas of below basic, basic, proficient, and advanced from the Fall - Spring implementation of MI.</p> <p>Schoolwide Results: The goal was to increase to Proficient or higher by at least 15%, Garrett gained 16% in this performance band.</p> <p>Proficient or Higher (Math Inventory): Grades 6-8 – increased from 27% to 43% (went from 255 students to 406 students out of 945 total students) Grade 6 – increased from 7% to 20% (went from 22 students to 63 students out of 315 total students) Grade 7 – increased from 12% to 34% (went from 37 students to 105 students out of 309 total students) Grade 8 – increased 39% to 49% (went from 125 students to 157 students out of 321 total students)</p> <table border="1" data-bbox="1045 867 1598 1146" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS MI DATA</th> </tr> <tr> <th colspan="3">Schoolwide Results</th> </tr> <tr> <th></th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Basic</td> <td>25%</td> <td>28%</td> </tr> <tr> <td>Proficient</td> <td>17%</td> <td>20%</td> </tr> <tr> <td>Advanced</td> <td>10%</td> <td>23%</td> </tr> </tbody> </table> <table border="1" data-bbox="680 1179 1209 1419" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS MI DATA</th> </tr> <tr> <th colspan="3">Below Basic Results</th> </tr> <tr> <th>Grade</th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>78%</td> <td>56%</td> </tr> <tr> <td>7</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>8</td> <td>32%</td> <td>24%</td> </tr> </tbody> </table> <table border="1" data-bbox="1335 1179 1835 1419" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS MI DATA</th> </tr> <tr> <th colspan="3">Basic Results</th> </tr> <tr> <th>Grade</th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>15%</td> <td>24%</td> </tr> <tr> <td>7</td> <td>31%</td> <td>39%</td> </tr> <tr> <td>8</td> <td>28%</td> <td>27%</td> </tr> </tbody> </table> <table border="1" data-bbox="680 1458 1209 1495" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS MI DATA</th> </tr> </thead> </table> <table border="1" data-bbox="1335 1458 1835 1495" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">SY 2021-2022 GMS MI DATA</th> </tr> </thead> </table>		SY 2021-2022 GMS MI DATA			Schoolwide Results				Fall 2021	Spring 2022	Below Basic	49%	29%	Basic	25%	28%	Proficient	17%	20%	Advanced	10%	23%	SY 2021-2022 GMS MI DATA			Below Basic Results			Grade	Fall 2021	Spring 2022	6	78%	56%	7	57%	26%	8	32%	24%	SY 2021-2022 GMS MI DATA			Basic Results			Grade	Fall 2021	Spring 2022	6	15%	24%	7	31%	39%	8	28%	27%	SY 2021-2022 GMS MI DATA			SY 2021-2022 GMS MI DATA		
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	Proficient			Advanced		
	Grade	Fall 2021	Spring 2022	Grade	Fall 2021	Spring 2022
	6	7%	13%	6	0%	7%
	7	9%	24%	7	3%	10%
	8	16%	19%	8	23%	30%

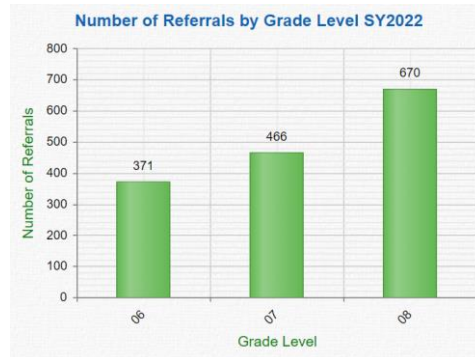
Reflecting on Outcomes

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?	<ul style="list-style-type: none"> • Implementation of the Math 360 Degree Classroom & continuation of related PL for Math Teachers • Advisement courses created based on RI/MI data & CCC's selected intervention strategies based on data for advisement • Recognition for students who improved on MI

Previous Year's Goal #3	By the end of the 2021-2022 school year, 85% of students will receive no more than one referral as measured by the data in the PBIS Dashboard.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p><u>PBIS Dashboard – Referral Data</u></p> <p>Data at the end of the 2021-2022 school year, indicated that 75% of students received at least 1 referral in the PBIS Dashboard. This result is 10% less than the targeted goal of 85%.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> 2021-2022 Referral Data </div>

Number of Referrals	Percentage of Students
1 referral or less	75%
2 or more referrals	25%

- 8th grade students received the highest number of overall referrals, and 6th grade students received the least amount of overall referrals.



- Insubordination is the top reason for a student receiving a referral.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

- Increase counseling support for mediations/restorative circles
- Increase celebration of students not receiving referrals
- Increase student leadership opportunities
- Increase PBIS lessons to teach target behaviors (ex: insubordination, physical offenses, etc.)

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

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<ul style="list-style-type: none"> • Overall, Grade 6, 7, 8 showed decrease in % performing Below Basic, Fall vs. Spring: <ul style="list-style-type: none"> - Grade 6 – 36% vs. 31% - Grade 7 – 33% vs. 21% - Grade 8 – 32% vs. 24% • Impact of Discovery Ed Strategies • CCCs 	<ul style="list-style-type: none"> • Academic Vocabulary recognition – Students had difficulty with meaning of words and applying the action of that word to their writing. • Analyzing texts • Citing Text Evidence 	<ul style="list-style-type: none"> • RI • MI Write • Springboard – Embedded Assessments • EOG
Math	<ul style="list-style-type: none"> • Daily use of vertical white boards • Common Formative and Summative Assessments in CTLS Assess • CCCs 	<ul style="list-style-type: none"> • Basic skill deficiencies (operations with integers, solving multi-step equations) • Math content vocabulary • Accountable conversations among students 	<ul style="list-style-type: none"> • MI • Interim Assessments • Common formative assessments • EOG
Science	<ul style="list-style-type: none"> • Common Formative and Summative Assessments in CTLS Assess • CCC's 	<ul style="list-style-type: none"> • Academic Vocabulary recognition • Analyzing texts • Citing Text Evidence 	<ul style="list-style-type: none"> • Common formative and summative assessments • EOG
Social Studies	<ul style="list-style-type: none"> • Common Formative and Summative Assessments in CTLS Assess • CCCs 	<ul style="list-style-type: none"> • Academic Vocabulary recognition • Analyzing texts • Citing Text Evidence 	<ul style="list-style-type: none"> • Common formative and summative assessments • EOG
Discipline / School Climate Data	<ul style="list-style-type: none"> • Increased positive recognition schoolwide • Classroom PBIS Stores 	<ul style="list-style-type: none"> • Disruptive behaviors after returning from virtual learning 	<ul style="list-style-type: none"> • PBIS Rewards App • Discipline Data (Dashboard)
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> • ELA and Math Coaches visiting and supporting classroom teachers • PLs on literacy strategies 	<ul style="list-style-type: none"> • Implementing strategies with fidelity in all classrooms including work sessions involving collaborative groups working on a specific strategy, as well as one-on-one teacher-student sessions providing additional support as needed. 	<ul style="list-style-type: none"> • ELA and Math Coaches

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

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Decrease in ELLs performing Below Basic: Fall 14% (35 students) vs. Spring 11% (28 students) Decrease in SWDs performing Below Basic Fall 9% (9 students) vs. Spring 8% (8 students) 	<ul style="list-style-type: none"> Unpacking assessment questions, i.e., determining exactly what is being asked of the student Analyzing texts Academic vocabulary 	<ul style="list-style-type: none"> RI MI Write Springboard – Embedded Assessments EOG
Math	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Decrease in SWDs performing Below Basic Fall 30% (11 students) vs. Spring 24% (25 students) 	<ul style="list-style-type: none"> SWD students are not growing at the same rate as their peers 	<ul style="list-style-type: none"> MI Interim Assessments
Science	<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			
Social Studies	<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			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Increase in student recognition and celebrations 	<ul style="list-style-type: none"> Black males receive more referrals than other students 	<ul style="list-style-type: none"> PBIS Dashboard – Referral Data

Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> Hosted one reading strategies PL – staff want more 	<ul style="list-style-type: none"> Increase co-teaching and reading strategies PL offerings 	<ul style="list-style-type: none"> Teacher survey (forms)
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1	55% of students in grades 6-8 are scoring basic or below basic on the Reading Inventory.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need lessons in phonetic awareness.
Root Cause #2 - (Within control) Impacts which system(s): <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	Students need structured academic vocabulary instruction.
Root Cause #3 - (Within control) Impacts which system(s): <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	Students who are lacking comprehension skills may not have enough time to practice reading (independent reading).
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Student transiency</p> <p>Attendance</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>Increase the percentage of English Language Arts students who will score at Advanced or Proficient by 16% from August 2022 to May 2023, as measured by the Reading Inventory assessment.</p>

Overarching Challenge #2	57% percent of students in grades 6-8 scored basic or below basic.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students need to develop confidence when solving problems.
Root Cause #2 - (Within control) Impacts which system(s): <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	Students need to consistently have accountable math conversations.
Root Cause #3 - (Within control) Impacts which system(s): <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	Students have difficulty solving multi-step problems, applying strategies to solve problems, and recalling math facts and applying the integer rules.
Contributing Factors (Outside of control)	Virtual learning and inconsistent math instruction
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Increase the percentage of math students who will score at Advanced or Proficient by 17% from August 2022 to May 2023, as measured by the Math Inventory assessment.

Overarching Challenge #3	Behavior – Increase the number of students receiving 1 or less referrals
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students are receiving a high number of referrals for insubordination.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students struggle with building positive relationships or rapport with one another.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students have difficulty managing emotions and effectively dealing with conflict.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Virtual learning and lack of peer interaction</p> <p>Negative interactions on social media</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Increase the number of students receiving 1 or no referrals to 799 (85%) as measured by the PBIS Dashboard.

Overarching Challenge #4	n/a
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
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<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	Increase the percentage of English Language Arts students who will score at Advanced or Proficient by 16% from August 2022 to May 2023, as measured by the Reading Inventory assessment.
Goal #2	Increase the percentage of math students who will score at Advanced or Proficient by 17% from August 2022 to May 2023, as measured by the Math Inventory assessment.
Goal #3	Increase the number of students receiving 1 or no referrals to 799 students (85%) as measured by the PBIS Dashboard.
Goal #4	

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Math Support Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The math support teacher will teach 6 classes (2 per grade level) during connections. Students are identified based on teacher recommendations, MI scores, and EOG performance.
Read 180 Teacher	<input checked="" type="checkbox"/> Goal 1 <input 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	The Read 180 teacher will teach 6 classes (2 per grade level) during connections. Students are identified based on teacher recommendations, RI scores, Lexile levels, and EOG performance.
8 th Grade ELA Teacher – Class Size Reduction	<input checked="" type="checkbox"/> Goal 1 <input 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 position will reduce class size in grade 8 to provide additional support for students who are striving in ELA. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction, facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, instruction, and data to fuel continual professional improvement. The teacher will also actively communicate with families.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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 checked="" type="checkbox"/> Family Engagement	The parent facilitator will collaborate with the leadership team to plan opportunities for parents to learn about the standards assessments, resources, and other methods to support their student.
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The academic coach will provide small group, CCC, and whole group professional learning opportunities to support the goals outlined in the SIP.

GOAL #1	Increase the percentage of English Language Arts students who will score at Advanced or Proficient by 16% from August 2022 to May 2023, as measured by the Reading Inventory assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Continuation of the independent reading focus in all ELA classes	Classroom libraries Springboard	District and Title I District	August 22	Implementation: <ul style="list-style-type: none"> In ELA, students will engage in independent reading for 10 minutes. Teacher-student conferences will be scheduled on a rotation basis. Teacher will record results based on goals set between teacher and student. Non-graded. Artifacts: RI data, MI Write data, Springboard EA data (CTLs)	Desired Outcome: <ul style="list-style-type: none"> Increased comprehension of texts. Increased proficiency in reading (fluency). Increase in vocabulary acquisition. Increased enjoyment of reading texts selected by students. Evidence: Growth on RI from Aug. 2022 to May 2023	Monica Hobbs – ELA Department Chair
During advisement (Monday – Thursday 9:20 – 9:55 a.m.) Literacy focus – additional opportunity for independent reading (includes SS and Sci.), additional support for strategies being taught in content courses, journaling. The software program is designed to introduce and reinforce vocabulary words across the curriculum using music. Flocabulary will be used to reinforce key vocabulary words to increase engagement and understanding with relevant rigorous educational videos.	Classroom libraries Flocabulary Beanstack	Title I & District Title I District	August 22	Implementation: <ul style="list-style-type: none"> Advisement class will involve Book Talks, Read Alouds, Independent Reading, Flocabulary, and Guest Readers Artifacts: RI data, MI Write data, Springboard EA data (CTLs), Reading Log	Desired Outcome: <ul style="list-style-type: none"> Increased comprehension of texts. Increased proficiency in reading (fluency). Increase in vocabulary acquisition. Increased enjoyment of reading texts selected by students. Evidence: Growth on RI from Aug. 2022 to May 2023, reading log, classroom observations	Monica Hobbs, ELA Department Chair Gerald Krebs, SS Department Chair James Shook, Science Department Chair

<p>Implement Teacher-Student Conferences based on Balanced Literacy Model</p>	<p>Student Journals</p>	<p>Local & Title I</p>	<p>August 22</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Students create weekly journal entries, which will be periodically reviewed by teachers and department chair. CCC's will be trained to implement effective conferences. <p>Artifacts: Student Journals</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Students will meet goals set with teacher and increase fluency, vocabulary and reading comprehension <p>Evidence: Growth on RI from Aug. 2022 to May 2023 and MI Write</p>	<p>Monica Hobbs, ELA Department Chair</p> <p>Danielle Crump, ELA Administrator</p>
<p>Teachers will continue to implement frequent formative assessments measuring effectiveness of specific literacy strategy.</p> <p>Nearpod will allow teachers to adapt instruction or address misconceptions immediately.</p>	<p>Springboard CTLS Nearpod</p>	<p>District District Title I</p>	<p>August 22</p>	<p>Implementation:</p> <ul style="list-style-type: none"> In ELA class, students will engage in formatives via CTLS to monitor progress. <p>Artifacts: CTLS, RI data, MI Write data, Nearpod Usage</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Students will increase in accuracy of the application of specific ELA strategies (e.g., analyzing text, citing textual evidence) <p>Evidence: Growth on RI from Aug. 2022 to May 2023</p>	<p>Monica Hobbs, ELA Department Chair</p> <p>Administration</p>
<p>Students will continue to use MI Write to strengthen their writing skills and increase their confidence as a writer.</p>	<p>MI Write</p>	<p>Title I</p>	<p>October 22</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Students receive feedback about their writing to improve their skills. <p>Artifacts: MI Write monthly data reports</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Students will improve writing skills. <p>Evidence: Growth on MI Write from Oct. 2022 to May 2023</p>	<p>Monica Hobbs – ELA Department Chair</p> <p>Angela Price, Academic Coach</p>

GOAL #2	Increase the percentage of math students who will score at Advanced or Proficient by 17% from August 2022 to May 2023, as measured by the Math Inventory assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Continue implementing the use of the Math 360 Degree Classroom (vertical whiteboards) during opening, work session, and closing	Vertical Whiteboards Dry Erase Markers Erasers	Title I and Local Funds	August 1, 2022	Implementation: Students will solve problems daily on the vertical whiteboard and receive immediate feedback from the teacher Artifacts: Classroom observation – student use of the vertical whiteboards	Desired Outcome: Students will demonstrate mastery of the grade level standards. Evidence: Growth on all assessments (formative and summative)	Math Department Chair, Gabrielle Ratliff
Students will create standards based interactive notebook.	<i>A Dope Math Notebook</i>	Title I	August 1, 2022	Implementation: Students will need notebooks daily for math tips, math facts, lined paper and graph paper to create standards-based notes and sample problems. Artifacts: Student sample notebook	Desired Outcome: Students have a readily available standards-based resource for support in preparation for students to be able to show proficiency on common assessments, district interim assessments, and MI. Evidence: Growth on MI from August 2022 to May 2023	Math Department Chair, Gabrielle Ratliff
IXL Math will be used to increase math fluency and confidence in math. IXL helps students master essential skills at their own pace through fun and interactive question, built in support, and motivating awards.	Laptops & Desktops	Title I & District Funds	October, 2022	Implementation: IXL provides diagnostic to help identify students’ strengths and areas of improvement. The software program also monitors mastery of standards and provides numerical grades. Artifacts: IXL Reports	Desired Outcome: Increase the number of students scoring proficient or higher Evidence: Growth on MI from August 2022 to May 2023	Angela Price, Academic Coach & Gabrielle Ratliff, Math Dept. Chair

<p>Teachers will continue implementing weekly formatives measuring standard mastery.</p> <p>Nearpod will allow teachers to adapt instruction or address misconceptions immediately</p>	<p>CTLS & Nearpod</p>	<p>County & Title I</p>	<p>Aug' 22</p>	<p>Implementation:</p> <ul style="list-style-type: none"> In math class, students will engage in formatives via CTLS to monitor progress. <p>Artifacts: CTLS, MI data</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Students will increase their understanding of applying mathematical skills to solve problems <p>Evidence: Growth on MI from Aug. 2022 to May 2023</p>	<p>Gabrielle Ratliff – Math Department Chair</p>
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GOAL #3	Increase the number of students receiving 1 or no referrals to 799 students (85%) as measured by the PBIS Dashboard.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Continue training staff using the restorative practices.	Restorative Practices Books	District	October 2022	Implementation: Local staff will train teachers to use the restorative practices. Artifacts: PL logs and classroom observations	Desired Outcome: Decrease the number of students who receive 2 or more referrals Evidence: Referral data in PBIS Dashboard	Bethany Miller, Angela Price, Lauren Alexander
Continue Mentoring Program of Identified students with 5 or more referrals.	n/a	Local & District	September 2022	Implementation: GMS staff will volunteer to serve as a mentor and will be trained by PBIS administrator. Artifacts: Mentee behavior contract	Desired Outcome: Decrease the number of students receiving referrals Evidence: PBIS Dashboard – Referral Data	Administration
Communities in Schools Site (CIS) Coordinator will provide support/mentorship for students related to academic achievement, attendance, and discipline.	n/a	Title I	August 2022	Implementation: Teachers, counselors, administrators, and parents will recommend students to the CIS Coordinator, who will secure the necessary paperwork for parent approval. Student groups will meet with the coordinator weekly for one class period. Artifacts: Small group lesson observations, student products from lessons, incentives	Desired Outcome: Students on the caseload will feel connected and demonstrate improved performance academically, socially, and emotionally. Evidence: CIS Monthly/Quarterly Contact Report	CIS Coordinator

<p>Grade 6-8 teachers will continue to use standardized PBIS lesson plans to instruct students on expected, desirable behaviors and how to self-regulate in difficult situations. This will occur during the first two weeks of school during homeroom and after extended breaks.</p>	<p>PBIS Resources</p>	<p>Local & District</p>	<p>August 2022</p>	<p>Implementation: The PBIS team will share the lessons with teachers during pre-planning. PBIS lessons will be taught during the first two weeks of school.</p> <p>Artifacts: PBIS lessons in Garrett Backpack, PBIS Matrix</p>	<p>Desired Outcome: Students will demonstrate the R.E.A.L. Expectations</p> <p>Evidence: Classroom observations, PBIS Dashboard – Referral Data</p>	<p>PBIS Team</p>
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GOAL #4	n/a					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	In collaboration with the school social worker, the school will implement an attendance incentive to recognize students for weekly attendance. Truancy Intervention Panels (TIP) will be held earlier in the school year to address attendance concerns. The TIP will use Restorative Practices.	Gift cards Certificates	City of Austell Truancy Intervention Fund
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	The school counselors will select students for small group counseling support based on referral data for physical aggression.	Counseling Curriculum Incentives	District Local Funds
<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	Garrett’s staff will participate “GO TO Strategy” training. All staff will receive the ESOL strategies book and participate in professional learning with Ms. Price, academic coach, and district ESOL department lead.	Go To Strategy Books	CCSD ESOL Department
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	All staff will participate in Reading Strategies PL and co-teaching training.	Reading Strategies	CCSD Coaches
<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 (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/8/22		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/6/22		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	4/20/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	9/20/22		
	12/6/22		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	2/7/23		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	4/11/23		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> Rising 9th grade students will hear from the counselors and administrators from the feeder high schools in February and March. They will complete registration and have the opportunity to visit the feeder high school Rising 6th grade students will participate in sessions with the administrators and counselor during the months of March and April. A parent night will be held in late March and parents will have another opportunity to tour the school in June.</p>	February & March 2023 – Rising 9 th Grade Articulation with High Schools March/April 2023 – Articulation with Rising 6 th Grade Feeder Schools 3/30/23 (Rising 6 th Parent Meeting) June 2023 – Parent Tours for Rising 6 th Grade		<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>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p>List documents translated for parents: GMS Family Engagement Policy GMS Parent Compact All documents sent through CTLS Parent (weekly newsletter from principal, flyers, etc.) will be translated in the home language.</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
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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
PBIS Parent Night – Informational night for parents to learn how PBIS works at home and school.	<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 checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	PBIS Resources PowerPoint Presentation	Title I County	9/15/22	The PBIS team will monitor the effectiveness of the parent night by reviewing parent survey results from attendees.	PBIS Team and Pam Walker, Parent Facilitator
ESOL Parent Night - Parents get a better understanding of ACCESS Testing.	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	PowerPoint Presentation Online test prep resources	Title I	October 2022	The ESOL team will survey the parents to determine next steps as teachers prepare students for ACCESS testing.	Tracey Tull & Joanne Telcide-Bryant, ESOL Lead and Pam Walker, Parent Facilitator
	<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)
<p>1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)</p>
<p>2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)</p>
<p>3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p>
<p>4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages. SWP Checklist 5(d)</p>
<p>5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></p>

SCHOOL RESPONSE:

Garrett Middle School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Garrett will utilize Twenty Day funds for tutoring support of our students who are not meeting state standards or demonstrating proficiency on the Reading and/or Math Inventory. The Positive School Culture department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS), Trauma Informed Practices, Restorative Practices, and professional learning provided by the positive school culture coaches and staff. Our community partners (Carroll Agency Allstate, Walton Communities, Love Bridge Church, Austell Rotary Club, Target, and other local organizations) will provide support for PBIS rewards, volunteers, and mentors. Must Ministries Food Pantry (located at Garrett) and the City of Austell provide support for families in need of food, housing, or other physical needs. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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

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

The school leadership team meets monthly, and Cobb Collaborative Communities (CCC's) meet weekly to analyze formative and summative assessment data to monitor student achievement. The Reading Inventory (RI) and Math Inventory (MI) assessments are administered 3 times per year using the district platform. The results are transmitted to the student information system and used to determine Lexile and Quantile Growth. CCC's and departments meet to review and analyze the RI and MI results. Using the results, the CCC's select intervention strategies and create flexible groups to address learning needs.

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:

The school leadership team analyzes the data for all student groups (ELL, SWD, ED, etc.) to determine the effectiveness. School based interventions are reviewed annually to determine their effectiveness in improving student achievement.

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:

The leadership team will revise the plan to address the learning needs of all student groups. Professional learning will be provided for teachers and paraprofessionals as needed.

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:

Garrett Middle School will continue to implement PBIS structures and professional learning on Trauma Informed Practices and Restorative Practices. We have adopted the schoolwide use of PBIS Matrix and Flow Chart to be used in conjunction with the PBIS Rewards App as an immediate intervention for minor classroom offenses as well as allow students to earn credits for positive behaviors. These credits can be used to acquire items from teacher stores and participate in monthly celebrations. The minor infraction system will allow us to target the specific behaviors that are most frequently occurring. We will continue to use the student support team as a means for students to receive mentorship from their peers. The PBIS team is the driving force behind the integration of the PBIS structure in the school as they are responsible for training teachers and other staff about emotional learning strategies as well as effective responses to less than desirable behavior.

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:

All staff members participate in weekly CCC meetings on Thursday during their planning period. CCSD, Title I academic coaches, and Garrett’s academic coach will meet regularly with CCC’s to monitor pacing, share effective instructional strategies, and provide professional learning opportunities tailored to the CCC needs. We provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers.

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their

students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

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

SCHOOL RESPONSE:

Rising sixth grade students will be introduced to middle school during transition meetings at the elementary school and/or Garrett Middle School during the month of March/April. The 6th grade administrator and counselor schedule the transition meetings with the feeder schools. Families may schedule visitation days are scheduled throughout the year. Our transition plan includes a Rising 6th Grade Parent Night in late March/early April for the upcoming school year. Families and students can tour the facility, meet families and teachers, and ask questions regarding Garrett Middle School. Transition questions are answered, and students feel more comfortable about transitioning to middle school. Additionally, we will host a tours in the summer for rising 6th grade students and their families.

8th grade students are offered informational meetings with an appropriate high school administrators and counselors from South Cobb High School and Pebblebrook High School, and they will visit their feeder high school in January or February. Additionally, students will be given an overview of the Magnet Programs/CITA offered within the CCSD during grade level assemblies and parent meetings. Counselors will host Future Week to expose 8th grade students to innovative careers, and in collaboration with Communities in Schools, students will have the opportunity to participate in Reality U. 8th grade students will complete elective registration during homeroom in February.

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*

