



School Improvement Action Plan



School Year:	2023-2024
School Name:	Norton Park Elementary
Principal Name:	Kendall Foster
Date Submitted:	6/5/2023
Revision Dates:	6/14/2023, 7/26/2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Norton Park Elementary
<i>Team Lead</i>	Kendall Foster
<i>Position</i>	Principal
<i>Email</i>	Kendall.Foster@cobbk12.org
<i>Phone</i>	678.842.5833
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: In developing this plan the school administrative and instructional support staff gathered and desegregated school wide data. This data was shared with grade level teams in our CCC meetings. A school-wide surface level data meeting was held in which we identified 2 major academic concerns supported by data. During the second meeting, grade level teams met to discuss student groups that comprised most of the identified concern and the teachers that had the most student progress. A third meeting determined the specific standards impacting mastery for identified student groups and root causes and prioritized needs for the next school year. The leadership team reviewed and discussed current data and goals from the School Improvement Plan and reflected on this information and were asked to provide any feedback about the new goals for the upcoming year.

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 25, 2023
------------------	--------------

Position/Role	Printed Name	Signature
Title 1 Supervisor	James Milliman	
Academic Coach (District)	Laura Franco	
Academic Coach (Local School)	Kristen Zajac & Niasache Perry	
Parent (Non CCSD Employee)	Celia Gamboa	
Business Partner	Casey Ferrara	
Counselor	Chemara Jackson	
Parent Facilitator	Liliana Cermeno	
Health Care Providers	Deborah Walker	
Social Worker	Lara Fain	
Faith-based Community Leaders	Nichelle Walker	
Technology Experts (TIS)	Janice Gatewood	
Media Specialist	Ellen Adams	
Assistant Principal	Dawn Allison-Ruiz	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 20 percentage points from the August 2022 administration to the May 2023 administration.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	Our beginning of the year percentage of proficient and advanced math inventory was 8% Our end of the year percentage of proficient and advanced math inventory was 50% See attached for our end of year grade level results. Math Inventory Data Tables
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> Hosted two Family Math Nights STEM Night Guided Math Workshop model for teachers to help the students Saturday School Program Weekly CCC and RTI meetings to adjust instruction and align with student needs Purchased math manipulatives for teachers to use with students Dreambox used daily with students through the intervention classes and small group rotations Instructional walks with feedback provided to grade levels to increase engagement

<p>Previous Year's Goal #2</p>	<p>The percentage of students scoring proficient or advanced on Reading Inventory will increase 20 percentage points from the August 2022 administration to the May 2023 administration.</p>
<p>Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>At the beginning of the year the percentage of students in grades 2-5 reading at the proficient and advanced level as shown by the Reading Inventory was 25%, which was 81 out of 328 students. Our end of the year percentage of students in grades 2-5 reading at the proficient and advanced level as shown by the Reading Inventory was 48%, which was 191 out of 396 students.</p> <p>See attached for our end of year grade level results. Reading Inventory Data 2022-2023.docx</p>
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ul style="list-style-type: none"> • Hosted two Family Literacy Nights • Purchased decodable texts for K-2 classrooms • Utilized Literacy Footprints in small group instruction in grades K-5 • Implemented Jan Richardson's Word Study kits in grades K-5 • Weekly CCC and RTI meetings to adjust instruction and align with student needs. • Consistently collaborated, utilized data, and shared strategies to plan for differentiated instruction. • Continued to implement early literacy framework in grades K-2 • Integrated Headsprout and Lexia into daily reading instruction for K-5 • Purchased and implemented phonics instructional materials in grades K-3 • Saturday School Program

<p>Previous Year's Goal #3</p>	<p>The percentage of students scoring meets or exceeds on Lucy Calkins Units of Study Benchmark assessments will increase 20 percentage points from the pre to the post assessment during the 2022-2023 school year.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Our beginning and end of the year writing for each grade level, using the Units of Study writing rubrics, is the main data that supports the outcome of this goal (see attached chart). August (BOY) on demand writing scores were compared to May (EOY) on demand writing scores.</p> <p>1st grade - BOY = 10.8 EOY = 24.2 2nd grade - BOY = 5.9 EOY = 18.8 3rd grade – BOY = 9.9 EOY = 17.6 4th grade – BOY = 8.7 EOY = 18.5 5th grade – BOY = 11 EOY = 19.2</p> <p>22-23 NPK Data Sheet</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<ul style="list-style-type: none"> • Hosted two Family Literacy Nights • Saturday School Program • Participated in professional learning focused on writing conferences from district personnel • Purchased writing conference book by Carl Anderson for all teachers in grades K-5 • Utilized grade level data sheet to track data for writing goals • Implemented phonics dictation in grades 1-3

<p>Previous Year's Goal #4</p>	<p>N/A</p>
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> ▪ Phonics instruction has increased in grades K-2, as well as school-wide access to materials. ▪ Guided reading materials- many resources available for teachers to utilize during instruction (literacy footprints, just right readers, scholastic decodables). 	<ul style="list-style-type: none"> ▪ Consistency with workshop model- all components ▪ Phonics instruction in grades 3-5 	<ul style="list-style-type: none"> ▪ NSGRA data ▪ Reading Inventory Data ▪ Lesson Plans ▪ Instructional walks- local and district ▪ Data sheet tracking writing and Fountas & Pinnell ▪ Early Literacy Framework ▪ Interims ▪ Milestones
Math	<ul style="list-style-type: none"> ▪ Manipulatives and technology use has increased. 	<ul style="list-style-type: none"> ▪ Number sense ▪ Vocabulary ▪ Fact fluency ▪ Math Workshop Model 	<ul style="list-style-type: none"> ▪ Lesson Plans ▪ Instructional walks-local and district ▪ Math Inventory Data ▪ Common Assessments ▪ Interims ▪ Milestones

<p>Science</p>	<ul style="list-style-type: none"> ▪ STEM collaboration and instruction has increased along with student understanding of the process. ▪ STEM lab and science lab 	<ul style="list-style-type: none"> ▪ Increasing science integration across the curriculum. 	<ul style="list-style-type: none"> ▪ STEM walks and observation ▪ Lesson Plans ▪ Instructional Walks
<p>Social Studies</p>	<ul style="list-style-type: none"> ▪ Social studies instruction is consistently taught daily. 	<ul style="list-style-type: none"> ▪ Increasing social studies integration within the ELA curriculum. 	<ul style="list-style-type: none"> ▪ Observations ▪ Lesson Plans ▪ Instructional Walks
<p>Discipline / School Climate Data</p>	<ul style="list-style-type: none"> ▪ RTI collaboration and documentation ▪ PBIS celebrations and pep rallies 	<ul style="list-style-type: none"> ▪ Increasing the use of PBIS consistently in all classrooms. ▪ Better understanding of major vs minor referrals 	<ul style="list-style-type: none"> ▪ PBIS App ▪ RTI meeting agenda and notes ▪ PBIS walks ▪ Parent Surveys
<p>Professional Learning What's been provided? What is the impact?</p>	<ul style="list-style-type: none"> ▪ Next Steps Guided Reading Assessments ▪ Jan Richards Word Study Kits ▪ Units of Study ▪ A Teacher's Guide to Writing Conferences by Carl Anderson ▪ New Teachers Academy ▪ Para University ▪ RTI ▪ STEM ▪ Lexia ▪ CTLS sessions 	<ul style="list-style-type: none"> ▪ The need for quarterly team collaboration days for planning purposes. ▪ Collaborative scoring and student data discussions ▪ Vertical Planning meetings 	<ul style="list-style-type: none"> ▪ PL presentations ▪ Agendas ▪ Sign In Sheets ▪ Surveys ▪ Teacher Feedback ▪ STEM Walks ▪ Instructional Walks
<p>Other</p>			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<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	<ul style="list-style-type: none"> ▪ Phonics instruction has increased in grades K-2, as well as school-wide access to materials. ▪ Teachers using resources to increase student success during instruction (literacy footprints, just right readers, scholastic decodables). 	<ul style="list-style-type: none"> ▪ Consistency in implementing all components of the workshop model ▪ Phonics instruction in grades 3-5 	<ul style="list-style-type: none"> ▪ Reading Inventory ▪ Milestones ▪ Interims ▪ Common Assessments ▪ Lesson Plans
Math	<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	<ul style="list-style-type: none"> ▪ Manipulatives and technology use has increased. 	<ul style="list-style-type: none"> ▪ Number sense ▪ Vocabulary ▪ Fact fluency ▪ Math Workshop Model implementation daily 	<ul style="list-style-type: none"> ▪ Math Inventory ▪ Milestones ▪ Interims ▪ Common Assessments ▪ Lesson Plans
Science	<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	<ul style="list-style-type: none"> ▪ STEM collaboration and instruction have increased with the addition on STEM Lab and science lab. ▪ Science is taught daily with consistency ▪ STEM days and school-wide projects 	<ul style="list-style-type: none"> ▪ STEM lesson planning ▪ Increasing integration of science with ELA 	<ul style="list-style-type: none"> ▪ Lesson Plans ▪ STEM Walk data
Social Studies	<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	<ul style="list-style-type: none"> ▪ Social studies instruction is taught daily with consistency. 	<ul style="list-style-type: none"> ▪ Increasing integration of social studies with ELA 	<ul style="list-style-type: none"> ▪ Lesson Plans ▪ Observations

Discipline / School Climate Data	<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	<ul style="list-style-type: none"> ▪ RTI collaboration and data collection ▪ Classroom/School-wide PBIS points and celebrations 	<ul style="list-style-type: none"> ▪ Increasing the uses, incentives, and importance of PBIS points specifically with challenging behaviors and reluctant learners. 	<ul style="list-style-type: none"> ▪ PBIS Data ▪ PBIS walks
Professional Learning	<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	<ul style="list-style-type: none"> ▪ Next Steps Guided Reading Assessments ▪ Jan Richards Word Study Kits ▪ Units of Study ▪ A Teacher’s Guide to Writing Conferences by Carl Anderson ▪ New Teachers Academy ▪ Para University ▪ RTI ▪ STEM ▪ Lexia ▪ CTLS sessions 	<ul style="list-style-type: none"> ▪ The need for quarterly team collaboration days for planning purposes. ▪ Collaborative scoring and student data discussions ▪ Vertical Planning meetings ▪ Classroom management 	
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			

Statement of Concern #1	A significant number of students are not performing at grade level proficiency on common math assessments.
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 checked="" type="checkbox"/> Family Engagement	Students lack understanding of number sense according to teacher observation and small group instruction focus.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students lack understanding of grade level specific math vocabulary which limits their ability to apply grade level math concepts as seen on data error analysis of common grade level questions on assessments.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students and teachers lack a specified intervention block for math.
<p style="text-align: center;">Contributing Factor (Outside of control)</p>	<p>School-wide schedule</p> <p>Student gaps in learning</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	60% of students in each grade, 1-5, will score proficient or above on the 10-day math assessment cycle by May 2024.

Statement of Concern #2	A significant number of students are not performing at grade level proficiency according to the Next Steps Guided Reading Assessments.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent implementation of the guided reading workshop model including but not limited to the mini lesson, work session (independent/guided groups) and the closing.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Students lack the ability to make connections and understand common vocabulary across multiple texts (fiction and nonfiction).
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers are unfamiliar with reading behavior research which should drive instruction to increase student reading levels.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	School-wide schedule Student gaps in learning Parental support
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	85% of students in each grade level K-2 will achieve an Early Literacy Framework Assessment score of at least 90% by May 2024 (May 2023: K=75%, 1=72%, 2=75%) The percentage of students in each grade level, third through fifth, reading on or above grade level will increase by 10% according to the Next Steps Guided Reading Assessment from August 2023 to May 2024. (May 2023 increase in students reading on or above grade level) K: +41% 1: +23% 2: +16% 3: +7% 4: +1% 5: +4%

Statement of Concern #3	Significant number of office referrals for students in grades K-5.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers have a lack of understanding of perceived actions for behaviors.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers need more professional learning opportunities for PBIS strategies and function.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers lack communication, both positive and negative, with families on a consistent basis.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Lack of parental involvement</p> <p>Lack of family understanding of PBIS</p> <p>Students arriving with unknown behavioral concerns</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Reduce the number of office referrals from 274 (323 offenses) to 233 (15%) by the end of May 2024.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<p>60% of students in each grade, 1-5, will score proficient or above on the summative math assessment, based on the 10-day math assessment cycle by May 2024.</p> <p>Questions from CTLS and all the same for each teacher. Teachers are planning the scope sequence and the coaches are developing the common assessment based on the rigor and the standards.</p>
Goal #2	<p>85% of students in each grade level K-2 will achieve an Early Literacy Framework Assessment score of at least 90% by May 2024 (May 2023: K=75%, 1=72%, 2=75%)</p> <p>The percentage of students in each grade level, third through fifth, reading on or above grade level will increase by 10% according to the Next Steps Guided Reading Assessment from August 2023 to May 2024. (May 2023 increases in students reading on or above grade level) K: +41% 1: +23% 2: +16% 3: +7% 4: +1% 5: +4%</p>
Goal #3	<p>Reduce the number of office referrals from 274 (May 2023) to 233 (15%) by the end of May 2024.</p>

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?
Teacher - Kindergarten	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will help to reduce the class size in the grade level in order to be able to provide more small group instruction and focus on evidence based strategies.
Teacher – 2 nd grade	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will help to reduce the class size in the grade level in order to be able to provide more small group instruction and focus on evidence based strategies.
Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will help to support the homeroom teacher in order to be able to provide more small group instruction and focus on evidence based strategies.
Parent Facilitator (TBD)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	This position will assist with parent communication (phone calls, emails, and texts). Parent Facilitators will help plan, translate, and attend literacy/goal events. Parent facilitators will create videos for parents to use to model school goals. Parent facilitators will increase parent involvement and volunteerism.

GOAL #1	60% of students in each grade, 1-5, will score proficient or above on the summative math assessment, based on the 10-day math assessment cycle by May 2024.					
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 and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Teachers will focus on numerical reasoning standards for their grade level during small group time.	New CTLS math curriculum Small group resources that focus on numerical reasoning	Title I Local Funds	8/1/23	Implementation: Teachers will use math resources that were purchased from the previous year or use manipulatives given from the county (core package) to address numerical reasoning standards during their small group time for students that need support based on the data from the assessments on numerical reasoning standards. Artifacts: -Lesson Plans -Walk Forms -teacher survey of purchased math resources from the previous year we purchased resources that we would want to see if they are sufficient for meeting this goal or if we need to provide something different) -results from the 10-day cycle assessments on number sense	Evaluation of Impact: Students will improve their numerical reasoning in math. Evidence: -Data from 10-day cycle assessments on number sense and grade level common assessments.	Teachers-pulling data Coaches-monitoring data and walk throughs Admin-walk through forms and walk throughs
Math Vocabulary Teachers will utilize math visual vocabulary cards when introducing new mathematical concepts and create a math visual word wall throughout the year with the cards.	New CTLS math curriculum Math visual vocabulary Coach will provide math visual	Title I Local Funds	9/11/23	Implementation: Teachers will introduce math visual vocabulary during the mini lesson from the learning plan in the core package as each lesson is taught. Then, it will be placed on a math word wall in each classroom to reference.	Evaluation of Impact: Students will be able to describe and use more of the math vocabulary terms in class and on assessments. Evidence: -Data from common grade level assessments based on math vocabulary questions	Teachers Coaches

	vocabulary from the core package for each grade level based on the new standards to post as they are introducing the concept.			<p>Artifacts:</p> <ul style="list-style-type: none"> -Walk Forms -teacher feedback on CCC notes -results from the 10-day cycle assessments on math vocabulary 	-Teacher discussion in CCCs about classroom observation of usage of math vocabulary in class.	
Daily Math Intervention Block (Tier 2)	Grade level common assessments	Double planning – N/A	9/11/23	<p>Implementation:</p> <ul style="list-style-type: none"> -Every day from 8:00-8:30am Teachers will serve a compacted small group focused on needed areas from the math data on the common grade level assessment. This will include remediation and enrichment. Teachers will be meeting during the double planning to discuss data from the common grade level assessments and reassess the grouping for the intervention block. During this time, specialists will be supervising the students using Dreambox program to support their personalized math needs. Students will be regrouped every six days. <p>Artifacts:</p> <ul style="list-style-type: none"> -mini lesson plan - teacher created common grade level assessments every 5 days based on focus standards 	<p>Evaluation of Impact: Students will be able to fill in math learning gaps</p> <p>Evidence: - Data from 5-day assessments from the intervention block An assessment is given every 5 days in the intervention block to check progress and make any necessary changes to groups in the grade level. Students should be moving up to proficient or enrichment groups as time continues.</p>	Teachers Coaches Admin

				-student growth data for each student on 5 day assessments from intervention block and on Interims, and MI.		
Workshop Model	<p>Workshop review PL Teachers will receive a Workshop Model refresher from local coaches for math and reading.</p> <p>Workshop pie chart visual</p>			<p>Implementation: Teachers will introduce each part of the workshop model expectations with the class at the beginning of the year. These parts will include an opening/hook, a mini lesson, work time, and a closing. This will help students understand the function and process of the workshop model in their learning. Teachers will see at least two guided math small groups per day.</p> <p>Opening/hook – introduce or question the topic or standard</p> <p>Mini-lesson – introduce/review relevant math vocabulary and instruct on the main focus</p> <p>Work Time – teacher works in small groups according to student needs and students are in centers with technology, remediation, current topic, or enrichment tasks to complete.</p> <p>Closing – teacher will use a closing strategy to finalize lesson</p> <p>Artifacts: -Workshop pie chart visual posted in each classroom -Instructional walks data on workshop model</p>	<p>Evaluation of Impact: 100% of teachers will implement the workshop model daily to improve math standard knowledge and application.</p> <p>Evidence: -Lesson plans -Walk forms</p>	Teachers Coaches Admin

<p align="center">GOAL #2</p>	<p>85% of students in each grade level K-2 will achieve an Early Literacy Framework Assessment score of at least 90% by May 2024 (May 2023: K=75%, 1=72%, 2=75%)</p> <p>The percentage of students in each grade level, third through fifth, reading on or above grade level will increase by 10% according to the Next Steps Guided Reading Assessment from August 2023 to May 2024. (May 2023 increases in students reading on or above grade level) K: +41% 1: +23% 2: +16% 3: +7% 4: +1% 5: +4%</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>Phonics (Heggerty)</p>	<p>Heggerty PL Teachers will receive Heggerty PL during pre-planning so that they can integrate it into lessons from the start of the year.</p> <p>Decodable Readers</p> <p>Lexia</p> <p>Flocabulary</p>	<p>Title I Local Funds</p>	<p>7/28/23</p>	<p>Implementation: Teachers will complete an 8-10 minute lesson each day whole group or small group focusing on rhyme, phoneme isolation, blending syllables and phonemes, segmenting syllables and phonemes, adding syllables and phonemes, deleting syllables and phonemes, and substituting syllables and phonemes. depending on the classroom need.</p> <p>The decodable Readers and online platforms, Starfall and Lexia, will be used at worktime/center rotations during Reading Workshop based on classroom need.</p> <p>Artifacts: -Instructional walks -Online platform data</p>	<p>Evaluation of Impact: Students will increase their ability to decode and encode words.</p> <p>Evidence: -ELF assessments -3-5 phonics assessment -data sheet reading levels</p>	<p>Teachers Coaches Admin</p>

Workshop Model	<p>Workshop review PL Teachers will receive a Workshop Model refresher from local coaches for math and reading.</p> <p>Workshop pie chart visual</p>	N/A	8/1/23	<p>Implementation:</p> <p>Teachers will introduce each part of the workshop model expectations with the class at the beginning of the year. These parts will include an opening/hook, a mini lesson, work time, and a closing.</p> <p>This will help students understand the function and process of the workshop model in their learning. Teachers will see at least two guided reading small groups per day.</p> <p>Opening/hook – introduce or question the topic or standard</p> <p>Mini-lesson – Read aloud and instruct on the main focus</p> <p>Work Time – teacher works in small groups according to student needs and students are in centers with technology, remediation, current topic, or enrichment tasks to complete.</p> <p>Closing – teacher will use a closing strategy to finalize lesson</p> <p>Artifacts: -Workshop pie chart visual posted in each classroom -Instructional walks data on workshop model</p>	<p>Evaluation of Impact: 100% of teachers will implement the workshop model daily to improve NSGRA reading levels.</p> <p>Evidence: -Lesson plans -Walk forms</p>	Teachers Coaches Admin
----------------	--	-----	--------	--	--	------------------------------

<p>Vocabulary 3rd – 5th grade</p>	<p>Morphology PL (PLC)</p> <p>Teachers will receive PL from district coaches on morphology</p> <p>Flocabulary</p>	<p>Local Funds</p>	<p>9/11/23</p>	<p>Implementation: Teachers in 3rd through 5th grade will utilize the information and strategies given in the morphology PL to use with their students during the reading mini lesson or small group reading lesson as determined by classroom need.</p> <p>Teachers will have access to Flocabulary Vocabulary lessons and implement those through the reading rotations each week.</p> <p>Teachers will assign Flocabulary lessons to students based on student level and needs.</p> <p>Artifacts: -Flocabulary usage reports -CCC minutes detailing vocabulary data -Instructional Walks</p>	<p>Evaluation of Impact: Students will be able to increase their reading levels through the Next Steps in Guided Reading Leveled assessment by increased content and general vocabulary.</p> <p>Evidence: -grade level common assessments that include vocabulary questions -progress reports from online learning through Flocabulary and Lexia</p>	
<p>Teachers will implement strategies for Next Steps from Guided Reading Implementation text into small group reading plans.</p>	<p>Local Coach PL on Yellow Book</p> <p>Reading Behaviors chart</p>	<p>N/A</p>	<p>9/11/23</p>	<p>Implementation: Teachers will utilize the NSGRA Yellow book to implement strategies into their small group reading plans. In addition, they will create a small group reading binder with plans and resources for small group reading.</p> <p>Teachers will receive a PL from local coaches on the Next Steps for Guided Reading Implementation Book to remind of small group reading expectations, including a small group reading binder. During that same PL, teachers will be given a copy of the reading behaviors</p>	<p>Evaluation of Impact: Students will increase their NSGRA reading levels.</p> <p>Evidence: -NSGRA reading levels (data sheet)</p>	

				<p>chart to notice and note which explains how to move students to the next reading level.</p> <p>Artifacts: -Lesson Plans -reading behaviors chart copy kept in small group reading binder -Instructional Walks</p>		
K-5 teachers will implement Lexia Learning daily.	Meeting with Lexia success coach as needed to support classroom teachers	Title I	Sept 11	<p>Implementation: -Teachers will assign Lexia lessons to each student based on student needs. -Students will work in Lexia for a minimum of 10- 20 minutes daily.</p> <p>Artifacts: -Usage reports will be pulled monthly</p>	<p>Impact: Students will increase their reading fluency.</p> <p>Evidence: -Lexia progress reports pulled monthly.</p>	Academic coach will pull usage and progress reports monthly

GOAL #3	Reduce the number of office referrals from 274 (323 offenses) to 233 (15%) by the end of May 2024.					
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 and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All staff will implement PBIS strategies (SOAR: Safety, On-Task, Accountable, Respectful)	PBIS PL	Local Funds	8/1/23	Implementation: Teachers will receive a PL refresher quarterly on PBIS strategies and online platform in order to implement with students throughout the school based on data. PL will include how to use the PBIS online platform and options redeem points with students. Artifacts: -Signage in classrooms and common areas -PBIS point data from online platform -PBIS point redemptions record	Evaluation of Impact: Teachers will decrease student referrals. Evidence: -PBIS point data -major/minor referral data	Teachers PBIS Coaches PBIS Team Counselors Admin
Staff will Implement Responsibility Centered Discipline (RCD) Strategies	PL from a RCD trainer Workbook	Title I	10/23/23	Implementation: Staff will use information and process from PL to determine possibilities for problem behaviors in their class. Once a strategy is determined, staff will use them in the classroom. Artifacts: -CCC meeting notes -behavior referrals data from student behavior referrals (notes)	Evaluation of Impact: Student behavior referrals will decrease and the number of students who receive multiple referrals will decrease. Evidence: Number of referrals compared to last school year.	Teachers RTI Coord. Counselors Admin

<p>Teachers will Increase positive communication with families.</p>	<p>Expectations in Handbook</p> <p>Shared text on factors that help decrease negative behaviors</p>	<p>N/A</p>	<p>8/1/23</p>	<p>Implementation:</p> <p>Teachers will make a positive call to student's families within the first two weeks of school and at least once each quarter in addition to all CTLs messages and posts for families in order to make a positive connection.</p> <p>Artifacts:</p> <p>-call log</p>	<p>Evaluation of Impact:</p> <p>Students and families will report increased feelings of positive connectedness to Norton Park ES.</p> <p>Evidence:</p> <p>-PBIS point data</p> <p>- Student Health Survey</p> <p>-Parent Survey</p>	<p>Teachers</p> <p>PBIS coaches</p>
				<p>Implementation:</p> <p>Artifacts:</p>	<p>Evaluation of Impact:</p> <p>Evidence:</p>	

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input 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>Math Intervention Block (Tier 2) -Every day from 8:00-8:30am Teachers will serve a compacted small group focused on needed areas from the math data on the common grade level assessment. This will include remediation and enrichment.</p> <p>-Teachers will be meeting during the double planning to discuss data from the common grade level assessments and reassess the grouping for the intervention block. During this time, specialists will be supervising the students using Dreambox program to support their personalized math needs.</p>	Sped Teachers Gen Ed Teachers Manipulatives	Local School Title I
<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>Vocabulary Teachers in 3rd through 5th grade will utilize the information and strategies given in the morphology PL to use with their students during the reading mini lesson or small group reading lesson as determined by classroom need. In addition, teachers will use Lexia assignments to focus on vocabulary needed.</p>	ESOL teachers Visual Vocabulary cards Lexia program	Local School Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<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>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>	8/17/23		<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 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>	10/16/23 – 10/20/23		<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>3. Required <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>	3/11/24 – 3/15/24		<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 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	8/25/23		
	11/10/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	2/2/24		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	3/22/24		
<p>5. Required <u>Transition Activities for parents of 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>	1 st Friday Jan, Feb, March – School Tours for newcomers 3/27/24 – K Orient -Middle Visit		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<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>		<u>List documents translated for parents:</u>	<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) <small>SWP Checklist 5.e</small>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Family Reading Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	-Grade level materials for each child -Family reading resources provided	Title I	10/5/23	Invitation flyer Sign in Evaluation form Pictures	Academic Coach ELA Lead Teacher
Family Math Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	-Grade level materials for each child -Family math resources provided	Title I	11/14/23	Invitation flyer Sign in Evaluation form Pictures	Academic Coach Math Lead Teacher
Family STEM Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	-Grade level materials for each child -Family STEM resources provided	Title I	2/8/24	Invitation flyer Sign in Evaluation form Pictures	STEM Teacher Math Lab Teacher
Family Multicultural Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	-Grade level materials for each child -Family engagement resources provided	Local Funds & Title I	4/11/24	Invitation flyer Sign in Evaluation form Pictures	Parent Facilitator
Eagle Parent Workshops - online	<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	-	N/A	9/20/23- Conf. 11/29/23- Math 2/7/23- Reading 3/20/23- Testing	Invitation flyer Sign in Evaluation form Pictures	Coaches

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

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

School Improvement Plan Required Questions
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)
<p>1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)</p>
<p>2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)</p>
<p>3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p>
<p>4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)</p>

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: The schoolwide Title Plan for Norton Park utilizes multiple Federal, State, and local services and resources as not only evidence of student achievement, but also as a monitoring tool to continue to measure growth towards the goal and make adjustments as needed.

For Goal #1, focused on improving student proficiency in Math, we utilize the district resources found within CTLS. This includes assessment creation and data analysis within CTLS Assess. Teachers will also be using resources that supports instructional strategies teaching number sense through CTLS TEACH. Title funds have also been used to purchase math resources and manipulatives for instructional purposes in whole group and small group settings. To enhance math vocabulary comprehension, teachers will be utilizing math visual vocabulary found within the math core package. Teachers will also received professional learning for the workshop model and a pie chart visual. Title funds will also support Family Math Night as a part of our Family Engagement events.

For Goal #2, the Title plan prescribes the utilization of district resources through the Next Steps Guided Reading Assessment handbook and professional learning. We will also utilize CTLS for the resources and assessment development and/or analysis mentioned previously to monitor ELA proficiency and growth. Title funds are also supporting all certified staff receiving Heggerty training during pre-planning, which will support teacher instructional practices with phonics and phonemic awareness instruction.

For Goal #3, our Title plan supports the school-wide PBIS plan to support student behavioral reinforcement throughout the school. We promote PBIS pep rallies, utilize the online PBIS points system, and allow students to “purchase” items through an accumulation of their PBIS points.

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: Data from the state and local assessments were used in the development of our Title I goals, as well as the monitoring of progress towards those goals. Within each goal, we have a percentage of students of students set to reach the goal that’s based on extending the performance of students that were proficient according to data from the previous year.

Throughout the year, to ensure students are learning the new math standards, teachers will be implementing 10 day data cycles. This is similar to the Early Literacy Framework, where continual formative assessments will drive instruction. Through Title support, teachers will receive professional learning from our Academic Coaches on the implementation of the workshop model and the intervention block that will give teachers and students frequent feedback on their performance.

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:

Through the school wide plan, we will meet twice a month in data team meetings, whether as a grade level data team or discussing RTI data performance, to analyze performance to determine the success of our stated goals. It is only successful if it meets the percentage expectations of performance for each goal. However, we will be able to utilize standard analysis and item analysis within CTLS ASSESS, as well as break it down within specific subgroups to determine if the goals are successful in displaying growth towards achievement of the given standards.

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 schoolwide plan will be re-evaluated at the end of the first semester to determine if we are on track towards meeting our goals. We will utilize mid-year data on the Interim assessments, common grade level assessments, and the Early Literacy Framework to determine our success up to that point. We will then identify specific students that will be able to move towards proficiency and ensure they are getting the correct interventions and more frequent small group instruction to support their learning goals that align with the grade level and school goals.

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:

We will utilize PBIS data and school wide behavior plan to determine different levels of behavioral support through the RTI process. Students that are receiving Special Education services will be ensured that the goals and objectives prescribed within their IEP are also being met with the correct interventions and support, as also required through their IEP.

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 certified staff will receive Heggerty training during pre-planning at the start of the year to support student phonemic awareness and phonics based learning in all grade levels. We will also be providing continual training in CTLS from our TTIS once a month to ensure we are using all four components to fidelity. Academic Coaches will be providing staff training throughout the year on the workshop model and intervention block implementation. They will also provide modeled lessons for identified teachers needing instructional or classroom management support.

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:

Transition activities for Pre-K students and families include a Kindergarten Parent Orientation Day, as well as monthly tours of the school. The start of the year we will hold an Open House for Kindergarten students and families as well. 5th grade students take a tour of the middle school and they have a Rising 6th grade Family Night at the end of the year at the middle school as well. Tours are coordinated between the counseling departments at both levels.

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*