



Powder Springs Elementary School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: Powder Springs Elementary

Principal : Kenyatta Redding-Frederick

Date Submitted: 6/30/2021

Date(s) Revised: 8/13/2021

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	By the end of the SY 21-22, increase the percentage of K-5 students reading at proficient or advanced levels from 46% to 51% as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
CIS2: Deliver Quality Instruction: Teachers will implement reading workshop model during Literacy Block.	N/A	8/23/21	Implementation: Administration and academic coaches will walk classes weekly and debrief at monthly leadership meeting. Impact: Grade level teams will discuss strategies used and assessment data in weekly CCC meeting. Artifacts/Evidence: Lesson Plans, Balanced Literacy Framework, Walkthrough checklist, RI/FR data	Administration Coaches Teachers (CCC)
CIS3: Monitor Student Progress: Teachers (Gr. 3-5) will use Lexia to monitor monthly progress in reading and student usage (Usage requirements vary based upon student need 30-90 min. per week).	Title 1	8/9/21	Implementation: Coaches will monitor students’ usage weekly and student growth monthly in Lexia dashboard. Impact: Coaches will communicate student usage and growth with homeroom teachers monthly. Artifacts/Evidence: Lexia student usage and predictive insights reports	Coaches Teachers
CIS4: Refining Instructional Strategies: Kindergarten -2 nd grade teachers will implement Early Literacy Framework (ELF) for phonics instruction, including usage of Headsprout.	NA	8/9/21	Implementation: Administration will monitor teachers’ lesson plans weekly to ensure Benchmark strategies have been identified for weekly usage Impact: Grade level teams will discuss student achievement data and instructional strategies in weekly CCC meeting. Artifacts/Evidence: Lesson Plans, Common Assessment data, Walkthroughs, ELF cycle data via CTLs, Headsprout usage/progress reports	Administration Teachers Coaches
CIS4: Refining Instructional Strategies: Teachers will implement Arts Integration strategies to promote student engagement with reading.	NA	8/23/21	Implementation: Administration will monitor teachers’ lesson plans weekly to ensure AI strategies have been identified. Impact: Grade level teams will discuss relevant AI strategies in weekly CCC meeting. Artifacts/Evidence: Lesson plans, walk thorough notes, Balanced literacy framework checklist	Administration Coaches Teachers
CIS2: Deliver Quality Instruction: Teachers will incorporate explicit vocabulary instruction of academic and content terms using common vocabulary routines.	NA	8/9/21	Implementation: Administration will monitor teachers’ lesson plans weekly to ensure lesson/unit vocabulary has been identified. Impact: Grade level teams will discuss common vocabulary and strategies in weekly CCC meeting. Artifacts/Evidence: Lesson plans, walk thorough, Balanced math framework checklist	Teachers Administration Coaches

EFFECTIVE LEADERSHIP

GOAL #1	By the end of the SY 21-22, increase the percentage of K-5 students reading at proficient or advanced levels from 46% to 51% as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
EL1: Climate & Culture: Communicate clear expectations and consistent practices as outlined in the Balanced Literacy Framework are present during literacy block.	NA	7/26/21	Implementation: Administration will meet with grade level teams at the beginning of the year to review expectations for instruction and will observe classrooms weekly. Artifacts/Evidence: Walkthroughs, Balanced literacy framework, lesson plans, schedules posted	Administrati on Coaches
EL3: Develop and implement curriculum collaboration schedule for all teachers.	Title 1	9/1/21	Implementation: Administration and coaches will schedule grade level collaboration meetings and review feedback quarterly. Artifacts/Evidence: Agenda, Meeting notes, feedback survey	Administrati on Coaches
EL3: Ensuring High Quality Instruction: Set expectations for Arts Integration in K-5 and monitor AI strategies from conferences and professional learning.	NA	7/26/21	Implementation: Administration will meet with grade level teams at the beginning of the year to review expectations for instruction. Artifacts/Evidence: Walkthrough observations, lesson plans	Administrati on Coaches
ELA5: Ensure CCC protocol expectations are followed by all grade levels.	NA	8/16/21	Implementation: Administration will attend weekly CCC meetings and review meeting notes Artifacts/Evidence: Agendas, meeting notes	Administrati on CCC
EL2: Leadership: Continue to implement Academic Coaches to support literacy instruction.	NA	7/26/21	Implementation: Administration will evaluate academic coaches annually. Artifacts/Evidence: Annual Evaluation, Title 1 Binder	Administrati on
EL2: Leadership: Implement Science Lab teacher to support balanced literacy instruction.	Title 1	7/26/21	Implementation: Administration will evaluate science teacher lab teacher annually (TKES). Artifacts: Lesson plans, pre/post data quarterly	Administrati on

EL2: Leadership: Continue to implement a Parent Liaison to increase parent involvement with students' reading achievement.	Title 1	7/26/21	<p>Implementation: Administration will evaluate parent liaison annually.</p> <p>Artifacts/Evidence: Parent Involvement binder, annual evaluation.</p>	Administrati on
EL4: Purchase Lexia Learning program (Core5) to provide personalized learning on critical reading & language skills for students Gr. 3-5	Title 1	7/26/21	<p>Implementation: Coaches will monitor students' usage weekly and student growth monthly in Lexia dashboard.</p> <p>Impact: Coaches will communicate student usage and growth with homeroom teachers monthly.</p> <p>Artifacts/Evidence: Lexia student Usage Report, Lexia Student Progress Report, and Predictive Insights Report</p>	Coaches Teachers

PROFESSIONAL CAPACITY				
GOAL #1	By the end of the SY 21-22, increase the percentage of K-5 students reading at proficient or advanced levels from 46% to 51% as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
PC2: Developing Staff: Provide teachers with less than three years of experience and other identified teachers with support in teaching literacy by modelling and observing lessons and providing platform for discussion.	Title 1	8/30/2021	Implementation: Coaches will plan monthly support meetings for identified teachers. Artifacts/Evidence: Lesson Plans, Walkthrough Observations, Meeting Agenda, Survey	Coaches Administration
PC2: Developing Staff: PL on Next Steps Guided Reading Assessment (NSGRA) will be implemented to address assessment of reading levels, word knowledge, and small group instruction to improve literacy.	Title 1	8/30/2021	Implementation: Coaches will plan monthly professional learning sessions for teachers. Coaches will develop NSGRA resource OneNote including training videos, and resources for teacher implementation Artifacts/Evidence: Lesson Plans, Data Sheet, Walkthrough Observations, Meeting Agenda, Survey data, Sign-in sheets, Needs Assessment	Coaches Teachers
PC4: Ensure Collaboration: Implement CCC and vertical meetings to address PL, RTI, and data.	NA	8/2021	Implementation: Administration will maintain monthly calendar to schedule meetings. Artifacts/Evidence: Agenda. meeting minutes	Administration CCC Coaches
PC2: Developing Staff: Teachers will attend the Woodruff Educator Conference, Atlanta.	Title 1	6/2022	Implementation: Administration will identify teachers to attend and redeliver strategies to faculty at preplanning Artifacts/Evidence: Conference agenda, Conference Binders	Administration Teachers Coaches
PC2: Developing Staff: Teachers will attend the Arts Now Foundational Seminar.	Title 1	6/2022	Implementation: Administration will identify teachers to attend and redeliver strategies to faculty at preplanning. Artifacts/Evidence: Conference agenda, Conference Binders	Administration Teachers Coaches

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	By the end of the SY 21-22, increase the percentage of K-5 students reading at proficient or advanced levels from 46% to 51% as measured by the Reading Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
SLE1: Maintain order/safety: Continue implementation of PBIS in virtual setting to ensure environment conducive to learning.	District	8/2/21	<p>Implementation: PBIS team will review school wide expectations with staff at the start of the year and review monthly.</p> <p>Impact: PBIS team will share discipline data monthly in staff meeting</p> <p>Artifacts/Evidence: Student referral data, usage of PBIS app</p>	PBIS team Teachers
SLE3: Ensure Student Learning Community: Use innovative (AI) practices to ensure high student engagement.	NA	8/2/21	<p>Implementation: Administration will observe classrooms weekly and review lesson plans for AI strategies.</p> <p>Impact: Administration will share observation notes at monthly leadership team meeting.</p> <p>Artifacts/Evidence: Lesson plans, walkthrough observations</p>	Administration Teachers
SLE2: Support System: Provide tutoring in reading for students to promote academic growth.	Title 1	1/2022	<p>Implementation: Administration will hire tutors to work with identified students</p> <p>Impact: Grade level teams will discuss data for reading assessments</p> <p>Artifacts/Evidence: Reading data, lesson plans</p>	Administration Teachers

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	By the end of the SY 21-22, increase the percentage of K-5 students reading at proficient or advanced levels from 46% to 51% as measured by the Reading Inventory.				
Action Step(s)		Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
FCE3: Support Student Success: Host WIGS Nights 3x/year for goal setting & strategies.		Title 1	9/2/21	Implementation: Parent facilitator will review parent surveys for feedback Artifacts/Evidence: Parent Survey, Attendance roster	Parent Facilitator Admin Teachers
FCE4: Empowering Families: Provide parent workshop to support students’ reading achievement.		Title 1	9/21	Implementation: Coaches will review parent surveys for feedback Artifacts/Evidence: Parent Survey, Attendance roster	Coaches Parent Facilitator Teachers
FCE3: Support Student Success: Provide families with Family Engagement Policy and Compact.		NA	10/21	Implementation: Parent Facilitator will collect responses Artifacts/Evidence: Participation (% returned)	Parent Facilitator Admin
FCE4: Empowering Families: Invite all stakeholders to spring input meeting (SIP, Compact, Policy).		NA	3/22	Implementation: Parent Facilitator will schedule meeting and review feedback Artifacts/Evidence: sign in sheet, survey	Parent Facilitator Admin
FCE4: Empowering Families: Host a State of School meeting for all stakeholders		NA	9/21	Implementation: Parent Facilitator will schedule meeting and review feedback Artifacts/Evidence: sign in sheet, survey	Parent Facilitator Admin

STUDENT GROUPS					
Goal #1	By the end of the SY 21-22, increase the percentage of K-5 students reading at proficient or advanced levels from 46% to 51% as measured by the Reading Inventory.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	Parent Liaison will provide resources for check out to support students.	Title 1	8/2/2021	Implementation/Impact: Parent Liaison will maintain a log of materials checked out. Artifacts/Evidence: Check out log	Parent Liaison Teachers
English Learners	ESOL teacher will share strategies and best practices with staff to meet needs of English Learners. ESOL teacher will set goals for reading for ELL students.	NA	8/2/2021	Implementation/Impact: ESOL teacher will maintain log of materials shared. Artifacts/Evidence: Log	ESOL teacher Teachers
Race / Ethnicity	Parent Liaison will provide resources for check out to support students.	Title 1	8/2/2021	Implementation/Impact: Parent Liaison will maintain a log of materials checked out. Artifacts/Evidence: Check out log	Parent Liaison Teachers
Foster and Homeless	School Social Worker and Homeless Liaison will provide resources to support students. DFCS /EPAC program will provide tutoring services for foster care students.	NA	8/2/2021	Implementation/Impact: Social worker will maintain a log of resources provided. Artifacts/Evidence: Log	Social Worker Counselors
Migrant	Reach out International Welcome Center (IWC) Staff as needed to provide support to our migrant student population.	NA	As needed	Implementation/Impact: Parents will be provided translation services as needed school events Artifacts/Evidence: Log	IWC Staff ESOL Teachers
Students with Disabilities	Student Support Administrator will meet monthly with Special Education teachers to share best practices and strategies to meet academic and behavior goals.	NA	8/16/2021	Implementation/Impact: SSA will schedule monthly meeting on school calendar and maintain agenda/minutes Artifacts/Evidence: Meeting agenda, meeting notes	SSA Teachers

COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	By the end of the 2021-22 school year, increase the percentage of students performing at proficient or advanced levels in math from 43% to 48% as measured by the Math Inventory.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
CIS2: Delivering Quality Instruction: Teachers(K-5) will implement the balanced math framework, incorporating small group instruction and use of manipulatives daily.	NA	8/23/21	<p>Implementation: Administration and academic coaches will walk classes weekly and debrief at monthly leadership meeting.</p> <p>Impact: Grade level teams will discuss strategies used and assessment data in weekly CCC meeting.</p> <p>Artifacts/Evidence: Lesson Plans, Balanced Math Walkthrough checklist, MI data</p>	<p>Administration Coaches</p> <p>CCC</p>
CIS3: Monitor Student Progress: Teachers will use Dreambox dashboard to monitor weekly student usage and progress in mathematics.	NA	8/9/21	<p>Implementation: Coaches will monitor students' usage weekly and student growth monthly in Dreambox dashboard.</p> <p>Impact: Coaches will communicate student usage and growth with homeroom teachers monthly.</p> <p>Artifacts/Evidence: Dreambox student usage and predictive insights reports</p>	<p>Coaches Teachers</p>
CIS1: Planning Quality Instruction: Teachers will implement common summative assessments.	NA	10/4/21	<p>Implementation: Grade level teams will administer common summative assessments quarterly.</p> <p>Impact: Grade level teams will discuss assessment data in CCC meeting.</p> <p>Artifacts/Evidence: Summative assessment, student data</p>	<p>Teachers Coaches</p>
CIS3: Monitor Progress: Teachers will utilize data from Touchstones for priority standards to monitor student progress and form guided math groups.	NA	8/27/21	<p>Implementation: Administration and coaches will monitor CTLS Assess to ensure grade level teams administer touchstone assessments three times per quarter.</p> <p>Impact: Grade level teams will discuss assessment data in CCC meeting.</p> <p>Artifacts/Evidence: Assessment data in CTLS, meeting notes</p>	<p>Teachers Admin Coaches</p>
CIS2: Deliver Quality Instruction: Teachers will incorporate explicit vocabulary instruction of academic and content terms using common vocabulary routines.	NA	8/9/21	<p>Implementation: Administration will monitor teachers' lesson plans weekly to ensure lesson/unit vocabulary has been identified.</p> <p>Impact: Grade level teams will discuss common vocabulary and strategies in weekly CCC meeting.</p> <p>Artifacts/Evidence: Lesson plans, walk thorough, Balanced math framework checklist</p>	<p>Teachers Administration Coaches</p>

EFFECTIVE LEADERSHIP				
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EL1: Climate & Culture: Communicate clear expectations and consistent practices as outlined in the Balanced Mathematics Framework are present during math block.	NA	7/26/21	Implementation: Administration will meet with grade level teams at the beginning of the year to review expectations for instruction and will observe classrooms weekly. Artifacts/Evidence: Walkthroughs, Balanced mathematics framework, lesson plans, schedules posted	Administration Coaches
EL3: Develop and implement curriculum collaboration schedule for all teachers.	Title 1	9/1/21	Implementation: Administration and coaches will schedule grade level collaboration meetings and review feedback quarterly. Artifacts/Evidence: Agenda, Meeting notes, feedback survey	Administration Coaches
EL3: Ensuring High Quality Instruction: Set expectations for Arts Integration in K-5 and monitor AI strategies from conferences and professional learning.	NA	7/26/21	Implementation: Administration will meet with grade level teams at the beginning of the year to review expectations for instruction. Artifacts/Evidence: Walkthrough observations, lesson plans	Administration Coaches
ELA5: Ensure CCC protocol expectations are followed by all grade levels.	NA	8/16/21	Implementation: Administration will attend weekly CCC meetings and review meeting notes Artifacts/Evidence: Agendas, meeting notes	Administration CCC
EL2: Leadership: Continue to implement Academic Coaches to support mathematics instruction.	NA	7/26/21	Implementation: Administration will evaluate academic coaches annually. Artifacts/Evidence: Annual Evaluation, Title 1 Binder	Administration
EL2: Leadership: Continue to implement a Parent Liaison to increase parent involvement with students' mathematics achievement.	Title 1	7/26/21	Implementation: Administration will evaluate parent liaison annually. Artifacts/Evidence: Parent Involvement binder, annual evaluation.	Administration

EL4: Purchase Reflex Math (2-5) to provide personalized learning on fact fluency and number relationships	Title 1	7/26/21	<p>Implementation: Coaches will monitor students' usage weekly and student growth monthly in Reflex Math dashboard.</p> <p>Artifacts/Evidence: Reflex student Usage Report Progress Report,</p>	Coaches Teachers
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PROFESSIONAL CAPACITY				
GOAL #2	By the end of the 2021-22 school year, increase the percentage of students performing at proficient or advanced level in math from 43% to 48% as measured by the Math Inventory.			
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PC2: Developing Staff: Provide identified teachers, including those with less than three years of experience with support in teaching mathematics by modelling and observing lessons and providing platform for discussion.	Title 1	8/30/2021	Implementation: Coaches will plan monthly support meetings for identified teachers. Artifacts/Evidence: Lesson Plans, Walkthrough Observations, Meeting Agenda, Survey	Coaches Administration
PC4: Ensure Collaboration: Implement CCC and vertical meetings to address PL, RTI, and data.	NA	8/16/2021	Implementation: Administration will maintain monthly calendar to schedule meetings. Artifacts/Evidence: Agenda. meeting minutes	Administration CCC Coaches
PC2: Developing Staff: Provide PL sessions in areas of mathematics; number talks, use of manipulatives, standards for mathematical practices.	Title 1	8/30/2021	Implementation: Coaches will plan monthly PL sessions in response to needs assessment Artifacts/Evidence: Needs assessment, meeting agenda/sign in, feedback survey	Coaches

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	By the end of the 2021-22 school year, increase the percentage of students performing at proficient or advanced level in math from 43% to 48% as measured by the Math Inventory.			
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SLE1: Maintain order/safety: Continue implementation of PBIS to ensure environment conducive to learning.	District	8/2/21	<p>Implementation: PBIS team will review school wide expectations with staff at the start of the year and review monthly.</p> <p>Impact: PBIS team will share discipline data monthly in staff meeting</p> <p>Artifacts/Evidence: Student referral data, usage of PBIS app</p>	PBIS team Teachers
SLE3: Ensure Student Learning Community: Use innovative (AI) practices to ensure high student engagement.	NA	8/2/21	<p>Implementation: Administration will observe classrooms weekly and review lesson plans for AI strategies.</p> <p>Impact: Administration will share observation notes at monthly leadership team meeting.</p> <p>Artifacts/Evidence: Lesson plans, walkthrough observations</p>	Administration Teachers
SLE2: Support System: Provide tutoring in mathematics for students to promote academic growth.			<p>Implementation: Administration will hire tutors to work with identified students</p> <p>Impact: Grade level teams will discuss data for reading assessments</p> <p>Artifacts/Evidence: Reading data, lesson plans</p>	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	By the end of the 2021-22 school year, increase the percentage of students performing at proficient or advanced level in math from 43% to 48% as measured by the Math Inventory.				
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FCE3: Support Student Success: Host WIGS Nights 3x/year for goal setting & strategies.		Title 1	9/2/21	Implementation: Parent facilitator will review parent surveys for feedback Artifacts/Evidence: Parent Survey, Attendance roster	Parent Facilitator Admin Teachers
FCE4: Empowering Families: Provide parent workshop to support students’ math achievement.		Title 1	10/21	Implementation: Coaches will review parent surveys for feedback Artifacts/Evidence: Parent Survey, Attendance roster	Coaches Parent Facilitator Teachers
FCE3: Support Student Success: Provide families with Family Engagement Policy and Compact.		NA	10/21	Implementation: Parent Facilitator will collect responses Artifacts/Evidence: Participation (% returned)	Parent Facilitator Admin
FCE4: Empowering Families: Invite all stakeholders to spring input meeting (SIP, Compact, Policy).		NA	3/22	Implementation: Parent Facilitator will schedule meeting and review feedback Artifacts/Evidence: sign in sheet, survey	Parent Facilitator Admin
FCE4: Empowering Families: Host a State of School meeting for all stakeholders		NA	9/21	Implementation: Parent Facilitator will schedule meeting and review feedback Artifacts/Evidence: sign in sheet, survey	Parent Facilitator Admin

STUDENT GROUPS					
Goal #2	By the end of the 2021-22 school year, increase the percentage of students performing at proficient or advanced level in math from 43% to 48% as measured by the Math Inventory.				
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Economically Disadvantaged	Parent Liaison will provide resources for check out to support students.	NA	8/2/21	Implementation/Impact: Parent Liaison will maintain a log of materials checked out. Artifacts/Evidence: Check out log	Parent Liaison Teachers
English Learners	ESOL teachers will provide resources, including bilingual resources, to support small group instruction focused on vocabulary and conceptual development	NA	8/2/21	Implementation/Impact: ESOL teacher will maintain log of materials shared. Artifacts/Evidence: Log	ESOL teacher Teachers
Race / Ethnicity	Parent Liaison will provide resources for check out to support students	NA	8/2/21	Implementation/Impact: Parent Liaison will maintain a log of materials checked out. Artifacts/Evidence: Check out log	Parent Liaison Teachers
Foster and Homeless	School Social Worker and Homeless Liaison will provide resources to support students. DFCS /EPAC program will provide tutoring services for foster care students.	NA	8/2/21	Implementation/Impact: Social worker will maintain a log of resources provided. Artifacts/Evidence: Log	Social Worker Counselors
Migrant	Reach out to IWC, as needed.	NA	As needed	Implementation/Impact: Parents will be provided translation services as needed school events Artifacts/Evidence: Log	IWC Staff
Students with Disabilities	Student Support Administrator will meet monthly with Special Education teachers to share best practices and strategies to meet academic and behavior goals.			Implementation/Impact: SSA will schedule monthly meeting on school calendar and maintain agenda/minutes Artifacts/Evidence: Meeting agenda, meeting notes	SSA Teachers

COHERENT INSTRUCTIONAL SYSTEM

GOAL #3	By the end of the 2021-22 school year, increase the number of students writing on or above grade level from 35% to 40% measured by the Write Score assessment data (3-5) and the Units of Study grading rubric (K-2) by implementing a common curriculum and grading practices with fidelity.				
Action Step(s)		Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
CIS1: Planning Quality Instruction: Teachers will develop and implement writers’ workshop using Units of Study to incorporate writing across the curriculum.		NA	8/23/21	Implementation: Administration and academic coaches will walk classes weekly and debrief at monthly leadership meeting. Impact: Grade level teams will discuss strategies used and assessment data in weekly CCC meeting. Artifacts/Evidence: Lesson Plans, Balanced Literacy Walkthrough checklist, Write Score/ODP data	Administration Coaches Teachers
CIS3: Monitor Progress: Teachers will utilize data from Write Score (3-5) and on-demand prompt writing assessments (K-5) to monitor student progress and form guided groups.		NA	8/23/21	Implementation: Administration and coaches will monitor data sheets quarterly. Impact: Grade level teams will discuss assessment data in CCC meeting and strategies for differentiation. Artifacts/Evidence: Assessment data, meeting notes	Administration Coaches Teachers
CIS2: Deliver Quality Instruction: Teachers will incorporate explicit vocabulary instruction of academic and content terms using vocabulary routines.		NA	8/23/21	Implementation: Administration will monitor teachers’ lesson plans weekly to ensure lesson/unit vocabulary has been identified. Impact: Grade level teams will discuss common vocabulary and strategies in weekly CCC meeting. Artifacts/Evidence: Lesson plans, walk thorough notes, Balanced literacy framework checklist	Administration Coaches Teachers
CIS4: Refining Instructional Strategies: Teachers will implement Arts Integration strategies to promote student engagement with the writing process.		NA	8/23/21	Implementation: Administration will monitor teachers’ lesson plans weekly to ensure AI strategies have been identified. Impact: Grade level teams will discuss relevant AI strategies in weekly CCC meeting. Artifacts/Evidence: Lesson plans, walk thorough notes, Balanced literacy framework checklist	Administration Coaches Teachers
				Implementation: Impact: Artifacts/Evidence:	

EFFECTIVE LEADERSHIP				
GOAL #3	By the end of the 2021-22 school year, increase the number of students writing on or above grade level from 35% to 40% measured by the Write Score assessment data (3-5) and the Units of study grading rubric (K-2) by implementing a common curriculum and grading practices with fidelity .			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
EL1: Climate and Culture: Communicate clear expectations and consistent practices are present during writing workshop.	NA	7/26/21	Implementation: Administration will meet with grade level teams at the beginning of the year to review expectations for instruction and will observe classrooms weekly. Artifacts/Evidence: Walkthroughs, Balanced literacy framework, lesson plans, schedules posted	Administration Coaches
EL3: Develop and implement curriculum collaboration schedule for all teachers.	Title 1	9/1/21	Implementation: Administration and coaches will schedule grade level collaboration meetings and review feedback quarterly. Artifacts/Evidence: Agenda, Meeting notes, feedback survey	Administration Coaches
EL5: Driving Efforts: Purchase Write Score to support writing instruction in grades 3-5.	Title 1	10/21	Implementation: Administration and coaches will schedule assessment dates and review Write Score data with grade level teams. Artifacts/Evidence: Write Score data, lesson plans	Administration Coaches
EL2: Leadership: Continue to implement Academic Coaches to support writing instruction.	NA	7/26/21	Implementation: Administration will evaluate academic coaches annually. Artifacts/Evidence: Annual Evaluation, Title 1 Binder	Administration
EL2: Leadership: Continue to implement a Parent Liaison to increase parent involvement with students' writing achievement.	Title 1	7/26/21	Implementation: Administration will evaluate parent liaison annually. Artifacts/Evidence: Parent Involvement binder, annual evaluation.	Administration

PROFESSIONAL CAPACITY					
GOAL #3	By the end of the 2021-22 school year, increase the number of students writing on or above grade level from 35% to 40% measured by the Write Score assessment data (3-5) and the Units of study grading rubric (K-2) by implementing a common curriculum and grading practices with fidelity .				
Action Step(s)		Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
PC2: Developing Staff: Provide identified teachers, including those with less than three years of experience with support in teaching writing by modelling and observing lessons and providing platform for discussion.		Title 1	8/30/2021	Implementation: Coaches will plan monthly support meetings for identified teachers. Artifacts/Evidence: Lesson Plans, Walkthrough Observations, Meeting Agenda, Survey	Coaches Administration
PC2: Developing Staff: Provide teachers with PL opportunities on using Write Score (3-5), Units of Study (K-5) and strategies to improve writing instruction across content areas.		Title 1	8/30/2021	Implementation: Coaches will plan monthly PL sessions in response to needs assessment Artifacts/Evidence: Needs assessment, meeting agenda/sign in, feedback survey	Coaches
PC4: Ensure Collaboration: Implement collaborative meetings to address PL, RTI, and data teams with a focus on common instructional practices in writing.		NA	8/16/21	Implementation: Administration will maintain monthly calendar to schedule meetings. Artifacts/Evidence: Agenda, meeting minutes	Administration CCC Coaches
PC2: Developing Staff: Teachers will attend the Woodruff Arts Conference located in Atlanta, Georgia.		Title 1	6/2022	Implementation: Administration will identify teachers to attend and redeliver strategies to faculty Artifacts/Evidence: Conference agenda	Administration Teachers
PC2: Developing Staff: Teachers will attend the Arts Now Foundational Seminar Conference.		Title 1	6/2022	Implementation: Administration will identify teachers to attend and redeliver strategies to faculty Artifacts/Evidence: Conference agenda	Administration Teachers

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3	By the end of the 2021-22 school year, increase the number of students writing on or above grade level from 35% to 40% measured by the Write Score assessment data (3-5) and the Units of study grading rubric (K-2) by implementing a common curriculum and grading practices with fidelity.
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Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
SLE1: Maintain order/safety: Continue implementation of PBIS in virtual setting to ensure environment conducive to learning.	District	8/2/21	Implementation: PBIS team will review school wide expectations with staff at the start of the year and review monthly. Impact: PBIS team will share discipline data monthly in staff meeting Artifacts/Evidence: Student referral data, usage of PBIS app	PBIS team Teachers
SLE3: Ensure Student Learning Community: Use innovative (AI) practices to ensure high student engagement.	NA	8/2/21	Implementation: Administration will observe classrooms weekly and review lesson plans for AI strategies. Impact: Administration will share observation notes at monthly leadership team meeting. Artifacts/Evidence: Lesson plans, walkthrough observations	Administration Teachers
SLE2: Support System: Provide tutoring in writing for students to promote academic growth.	Title 1	1/2022	Implementation: Administration will hire tutors to work with identified students Impact: Grade level teams will discuss data for writing assessments Artifacts/Evidence: Writing data, lesson plans	Administration Teachers
			Implementation: Impact: Artifacts/Evidence:	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3	By the end of the 2021-22 school year, increase the number of students writing on or above grade level from 35% to 40% measured by the Write Score assessment data (3-5) and the Units of Study grading rubric (K-2) by implementing a common curriculum and grading practices with fidelity.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
FCE3: Support Student Success: Provide families with Family Engagement Policy and Compact.	Title 1	10/21	Implementation: Parent Facilitator will distribute policy and compact and review feedback Artifacts/Evidence: Participation (% returned)	Parent Facilitator Admin
FCE4: Empowering Families: Invite all stakeholders to spring input meeting [SIP, Compact, Policy].	Title 1	3/22	Implementation: Parent Facilitator will schedule meeting and review feedback Artifacts/Evidence: sign in sheet	Parent Facilitator Admin
FCE4: Empowering Families: Host a State of School meeting for all stakeholders.	Title 1	9/21	Implementation: Parent Facilitator will schedule meeting and review feedback Artifacts/Evidence: sign in sheet	Parent Facilitator Admin
FCE4: Empowering Families: Provide parent workshop to support students' writing achievement.	Title 1	10/21	Implementation: Coaches will review parent surveys for feedback Artifacts/Evidence: Parent Survey, Attendance roster	Coaches Parent Facilitator Teachers
			Implementation: Artifacts/Evidence:	

STUDENT GROUPS					
Goal #3	By the end of the 2021-22 school year, increase the number of students writing on or above grade level from 35% to 40% measured by the Write Score assessment data (3-5) and the Units of study grading rubric (K-2) by implementing a common curriculum and grading practices with fidelity.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	Parent Liaison will provide resources for check out to support students.	NA	8/2/21	Implementation/Impact: Parent Liaison will maintain a log of materials checked out. Artifacts/Evidence: Check out log	Parent Liaison Teachers
English Learners	ESOL teachers will share strategies for ELLs with teachers and set goals for writing.	NA	8/2/21	Implementation/Impact: ESOL teacher will maintain log of materials/strategies shared. Artifacts/Evidence: Log	ESOL teacher Teachers
Race / Ethnicity	Parent Liaison will provide resources for check out to support students.	NA	8/2/21	Implementation/Impact: Parent Liaison will maintain a log of materials checked out. Artifacts/Evidence: Check out log	Parent Liaison Teachers
Foster and Homeless	School Social Worker and Homeless Liaison will provide resources to support students. DFCS /EPAC program will provide tutoring services for foster care students.	NA	8/2/21	Implementation/Impact: Social worker will maintain a log of resources provided. Artifacts/Evidence: Log	Social Worker Counselors
Migrant	Reach out to IWC, as needed	NA	As needed	Implementation/Impact: Parents will be provided translation services as needed school events Artifacts/Evidence: Log	IWC Staff ESOL teacher
Students with Disabilities	Student Support Administrator will meet monthly with Special Education teachers to share best practices and strategies to meet academic and behavior goals.	NA	8/21	Implementation/Impact: SSA will schedule monthly meeting on school calendar and maintain agenda/minutes Artifacts/Evidence: Meeting agenda, meeting notes	SSA Teachers

FY22 TITLE I SIP
REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period 2021-22 as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

Statement #4: (Coordination and Integration of Funds) Is 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.

Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

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, technology, and physical education)

(Local School)

Powder Springs Elementary will implement quarterly grade level collaboration meetings to explore strategies for instruction and to observe best practices within the school. Grade level teams will also meet weekly to analyze assessment data for planning purposes. Instructional strategies, including those which support arts integration, will be modelled for all staff at monthly staff meetings. A range of PL opportunities will be provided by peers on local school PL days.

Teachers with less than three years of experience, and those identified as needed, will be provided with monthly professional development on a range of topics, including guided reading, guided math, RTI procedures, Parent-teacher conferences, and behavior management. In addition, mentors will be provided to teachers new to PSE.

Write Score will be used three times a year by teachers in grades 3-5 to assess students' proficiency in writing. The teachers will analyze the data provided and plan lessons according to students' strengths and weaknesses.

Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

References: Schoolwide Checklist (2.iii.d)

All students at Powder Springs Elementary will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At Powder Springs Elementary 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. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

Question #3: Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness 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);

- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); **[Sec. 1114(b)(7)(ii)]**

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

(Local School)

Powder Springs Elementary is utilizing the FY22 Title 1 funds for a variety of purposes

Our school will focus on guided reading, small group writing and guided math across all grade levels to ensure students' needs are specifically met and instructional differentiation occurs for everyone.

Title 1 funds will be used to hire a science lab teacher to support balanced literacy. The science lab teacher will work with grades K-5 to support vocabulary instruction and cross-curricular integration to develop students' reading comprehension skills.

Our school will implement the Response to Intervention process (RTI) by meeting as grade level teams at Tier 2 at least once per month. The RTI facilitator will provide support and training for teachers in terms of interventions, data collection, and use of the portal, in addition to facilitating meetings. Once students are referred to Tier 3, the RTI facilitator, in conjunction with the school counselors, SSA, and school psychologist will meet with the class teacher and families to develop individualized interventions and monitor progress.

A parent liaison was hired with Title1 funds to assist in working with families to support students in all areas. Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of math and ELA.

A tutoring program will be provided with Title 1 funds to assist students in all grades with reading/ELA and math standards. Students will be identified based on classroom performance, EIP checklist, RI & RM scores. Similar support will be provided to students in intermediate grade using 20-day funds.

The school counselors at Powder Springs Elementary will implement a school wide guidance plan and provide whole group instruction to all classes monthly. In addition, they will facilitate a range of small groups to target specific behaviors. They will implement student leaders and Kindness and Empathy initiatives. In addition, they will develop student-mentor relationships with students needing an individualized approach to behavior management.

Powder Springs Elementary takes into account the needs of the homeless, neglected, and migrant children. At the present time we do not have any migrant children enrolled. We do have identified homeless and foster care students and the following extra provisions are made for these students (these provisions would also be followed for migrant children):

- * Our Social Worker works with families /guardians and students to identify any barriers impacting academic success and make appropriate community resources
- *Truancy Intervention Panels are conducted to address attendance issues related to student's current placement or living arrangement
- * Title 1 Homeless Liaison (HEP) is notified and sets up adequate transportation for students
- * A tutor is assigned to the student
- * All extra extended day programs are offered, and transportation is provided by the school district
- * Grade level collaboration that meets on identified additional support avenues for the students

PSE has a School Based Mental Health Program available to all students but particularly for students at risk of not meeting the challenging State academic standards due to mental health issues.

Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(iii)]

(Local School)

Powder Springs Elementary will continue to implement PBIS with greater fidelity to reduce the number of student referrals. School-wide expectations will be reviewed with staff at the beginning of the year and reinforced with students through morning announcements. Incentives will be provided to encourage appropriate learning behaviors by our students, including the implementation of a school store. Teachers will utilize a new referral form created by the PBIS Key Team ensuring all appropriate steps are implemented before the removal of students from the classroom. The PBIS key team will continue to meet monthly to review the implementation of the program and analyze referral data. The PBIS team leader will share data with the faculty monthly.

The school counselors at Powder Springs Elementary will implement a school wide guidance plan and provide whole group instruction to all classes monthly. In addition, they will facilitate a range of small groups to target specific behaviors. They will implement student leaders and Kindness and Empathy initiatives. In addition, they will develop student-mentor relationships with students needing an individualized approach to behavior management.

A sensory room will be provided to aid students to support Social and Emotional Learning (SEL).

Question #6:

Transition:

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. [Sec. 1114(b)(7)(v)]

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(ii)]

(Local School)

The following are the plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school and entering from private schools, plus students entering our school throughout the school year:

Kindergarten pre-registration includes a brochure for each family and a take-home learning packet with activities to help preschoolers and families work together to have skills necessary for success in Kindergarten. In addition, PSE will provide families of preschool with the opportunity to attend an orientation meeting in the spring. The purpose of the orientation is to provide families with pertinent information about the school itself, in addition to an overview of the kindergarten curriculum and expectations. It will also allow students to become familiar with the school and kindergarten teachers.

Rising 6th grade students participate in several transitioning opportunities in the spring of each year including a middle school shadow day, interviews of students, and a presentation from the middle school principal and counselor.

Students who enroll during the school year will be receive orientation from the Parent Liaison and/or school counselor.

Principals of different level schools meet to plan for seamless articulation and collaboration.

Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. [Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

Local School that is **TA Schools Only**)

Our school implements a school-wide plan and is not a Title 1 targeted assistance school.

Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

(Local School)

At Powder Springs Elementary, an inventory of items purchased with Title 1 funds is maintained. As items are purchased, the academic coaches add the items to a spreadsheet prior to their use. Title 1 resources are either stored in a central location or are distributed to teachers. As items are shared with teachers, a record of their location is noted on the spreadsheet. All technology items purchased by Title 1 are maintained by the media specialist. A checkout system is used by the teachers to utilize laptop and I-pad carts.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Question 9: How is the SIP 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

Response: Powder Springs Elementary will integrate state, local, and community funds. Title II will provide funding for professional development throughout the school year. Title III will provide language proficiency support to teachers who will in turn use the training and Imagine Learning to support the instructional needs of our ELL students. PSE is also a PBIS school, and we use district funds to provide students support with our schoolwide expectations, Be Kind, Be Responsible, Be Safe. Two of those resources are PBIS Rewards and Quaver. Our community partners (Dairy Queen, ArtsNow, Horace and Mann, Zaxbys, and First Powder Springs Baptist Church) provide volunteers and resources for teachers, students, and parents. All of the combined resources help us to meet the needs of students and families throughout the Powder Springs community.