



Approved Copy
September 8, 2022

School Improvement Action Plan



School Year:	2022-2023
School Name:	Russell Elementary
Principal Name:	Tammy Watson
Date Submitted:	June 30, 2022
Revision Dates:	September 2, 2022

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Russell Elementary School
<i>Team Lead</i>	Tammy Watson
<i>Position</i>	Principal
<i>Email</i>	tammy.watson@cobbk12.org
<i>Phone</i>	770.437.5937

**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: Russell staff members participated in identifying academic strengths and challenges based on multiple data sources to determine a comprehensive needs assessment. Through a collaborative discussion on the overarching academic challenges, root causes, and contributing factors goals for the academic 2022-2023 year were determined. The Principal Advisory Council (which includes community partners and other stakeholders) and parents will be provided the opportunity to review the preliminary School Improvement Action Plan to ask questions and make suggestions.

IDENTIFICATION of STAKEHOLDERS

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

Position/Role	Name
Title I Supervisor	Cheryl Johnson
Academic Coach (District)	
Instructional Lead (Local School)	Bryan McClenning
Instructional Lead (Local School)	Charlotte Seel
Parent (Non CCSD Employee)	Lindsay Stephens
Business Partner	Reyna Rojas-Flores
Counselor	Joanna Saintil
Parent Facilitator	Yaira Cotto
Health Care Providers	Brenda Kelley
Social Workers	Mandy Goodwin
Faith-based Community Leaders	Pastor Joy Abram
Technology Experts (TIS)	Rhonda Dye
Media Specialists/Librarians	Barbara Lange
Police/Public or School Safety Officers	
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.

Meeting Date(s):	May 26, 27; June 21,22;
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Position/Role	Printed Name	Signature
Principal	Tammy Watson	
Assistant Principal	Cara Tucker	
Instructional Lead	Bryan McClenning	
Instructional Lead	Charlotte Seel	
Early Intervention Program (EIP) Lead	Alexis Lauderdale	
Special Education Lead	Susan Chung	
Interventionist Lead	Tiffany Draper	
ESOL Lead	Danielle Harper	
Parent Liaison	Yaira Cotto	
PTA President	Lindsay Stephens	
Media Specialist	Barbara Lange	
Kindergarten Team Lead	Amy Archer	
1 st Grade Team Lead	Andrea Borders	
2 nd Grade Team Lead	Wailda Byars	

3 rd Grade Team Lead	Maria Ceballos	
4 th Grade Team Lead	Elizabeth Zych	
5 th Grade Team Lead	Allana Fineus	
Counselor	Joanna Santil	
Paraprofessional Lead	Laura Richmond	

prehensive 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).

<p style="text-align: center;">Previous Year's Goal #1</p>	<p>The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5% due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.</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>Data from the Math Inventory was used to support the outcome of the goal. The data showed that students scoring proficient or higher in the Fall of 2021 was 10%, and students scoring proficient or higher in the Spring of 2022 was 45%.</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>	<p>The use of MFI and Number Talks assisted with this goal being met. The purchase of laptops contributed to the increase of Dreambox usage. Additional processes, action steps, and interventions that contributed to the success of the goal included the increased utilization of CTLS for instruction and assessment, math groups, and the use of IKAN/GLOSS for RTI support. These processes and interventions will continue to be implemented to sustain progress.</p>

Previous Year's Goal #2	The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	Data from the Reading Inventory was used to support the outcome of the goal. The data showed that students scoring proficient or higher in the Fall of 2021 was 25%, and students scoring proficient or higher in the Spring of 2022 was 45%.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	The use of ELF, Benchmark Literacy, fluency strategies, guided reading, and additional laptop support for programs such as Read180, System 44, and Imagine Learning assisted with this goal being met. Additional processes, action steps, and interventions that contributed to the success of the goal included the increased utilization of CTLs for instruction and assessment. These processes and interventions will continue to be implemented to sustain progress.

Previous Year's Goal #3	The percentage of students scoring proficient on the Spring Write Score will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	Data from the Write Score Assessment was used to support the outcome of the goal. The data showed that 4% of students scored proficient or higher on the benchmark Write Score Assessment, and 28% of students scored proficient or higher on the summative Write Score Assessment.
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?	Consistent, in-depth usage of all Write Score lessons and resources by specific teachers assisted with this goal being met. The purchase of laptops assisted students with the ability to type writing pieces. Additional processes, action steps, and interventions that contributed to the success of the goal included conferencing, modeling, collaborative conversations, and rubric studies. These processes, action steps, and interventions will continue to be implemented to continue to build and sustain progress.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	Letter sound correspondence; Asking and answering questions; Prefixes and suffixes; Word choice; Spelling	Sight words; Decoding; Main idea and details; Comparing, contrasting, and integrating information from two texts on the same topic; Focus; Development of support; Sentence formation; Capitalization	Next Steps; GKids; ELF; Interim Assessments; Teacher observation; Common Assessments; Running Records; Write Score
Math	Number Sense; Addition Fact Fluency; Geometry; Addition and Subtraction (whole numbers); Justify thinking	Subtraction Fact Fluency; Math Reasoning (multistep word problems); Regrouping; Fractions	Constructed Responses, MFI, GKids; Interim Assessments; Teacher Observation, Common Assessments, Number Talks
Science	Creativity; Basic recall of information; Participation in STEM activities; Integrating reading and science topics	Verbal explanation of thinking; Integration science concepts in writing	CTLs Common Assessments; Constructed Responses; Teacher Observation; Common Assessments; Checklists; Interim Assessments
Social Studies	Basic recall of information; Integrating ELA and social studies	Verbal explanation of thinking; understanding time frame of events	CTLs Common Assessments; Constructed Responses; Teacher Observation; Common Assessments; Checklists; Interim Assessments
Discipline / School Climate Data	Few office referrals; Second Step Activities and Lessons; PBIS, Target Talk	Following directions; Conflict resolution; Consistent consequences	RTI; PBIS Meetings; Class Meetings
Professional Learning What's been provided? What is the impact?	Title 1 Professional Development; Consistent; Collaboration	Determining next steps using data to drive instruction; Too generalized (should be geared towards teacher needs); Traditional (should offer flipped trainings)	Differentiated Training; CCCs Meetings w/instructional lead support
Other	Technology (learning apps)	Training (time in schedule)	Technology training meeting w/Technology Integrated Specialist (TIS)

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Letter recognition; Answering literal questions (5 W questions); Oral expression	Vocabulary; Reading below grade level; Blending cvc words; asking questions during reading; Written expression; Organization in writing	Next Steps; GKids; ELF; Interim Assessments; Teacher Observation; Common Assessments; Running Records; Imagine Learning; Write Score
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Matching numerals and quantity; Number sense; Geometry; Mental math strategies; Fact fluency; Place value	Vocabulary; Subtracting with regrouping; Multistep word problems, Prior skills' knowledge	Constructed Responses, MFI, GKids; Interim Assessments; Teacher Observation; Common Assessments, Number Talks
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Finding facts from articles (answering literal questions); Collaborative conversations; Oral expression of ideas; High interest in topics	Prior knowledge; Lack of real-world applications; Vocabulary; Writing about science	CTLs Common Assessments; Constructed Responses; Teacher Observation; Common Assessments; Checklists; Interim Assessments
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Finding facts from articles (answering literal questions); High interest in topics	Prior knowledge; Lack of real world connections; Vocabulary; Lower reading levels	CTLs Common Assessments; Constructed Responses; Teacher Observation; Common Assessments; Checklists; Interim Assessments
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Respectful, Positive attitude towards school	Applying communication skills	RTI; PBIS Meetings; Class Meetings; Second Step Program Observations
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Analyzing data	Determining next steps after analyzing data	CCCs Meetings, Professional Development Meetings
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1	Reading fluency is a challenge based on the fact that over half of students scored within the Below Basic and Basic performance levels on the FRA (K-1) and RI (2-5).
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Many students lack phonemic awareness, phonics skills, and sight word recognition which impacts their stamina and motivation to read.
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 assistance with the process of teaching reading.
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	Grade level teams require additional support in determining and developing instructional next steps after analyzing reading data.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> *No preschool *Virtual Learning Loss/Pandemic *Absences *Lack of parental support *Not reading at home
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percentage of students (K-1) scoring proficient or advanced on the Foundational Reading Assessment (FRA) and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase by 10% from Fall 2022 to Spring 2023.

Overarching Challenge #2	Focus, development of support, and sentence formation are challenges based on the fact that the majority of students (K-5) scored within the Beginning and Developing performance levels on the Write Score Assessment and (3-5) on the Milestones.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Many students lack interest, motivation, and attention to writing which impacts their ability to compose a complete, organized, and coherent paragraph.
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	Literacy lessons and resources are not being fully used or implemented with consistency and fidelity.
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	Grade level teams require additional support reading, analyzing, and interpreting writing assessment data, determining students' needs, and developing instructional next steps.
Contributing Factors (Outside of control)	*No preschool *Virtual Learning Loss/Pandemic *Absences *Lack of parental support *Not writing at home
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of students (K-5) scoring proficient or advanced on the WriteScore and (3-5) on the Milestones will increase by 10% from Fall 2022 and Spring 2023.

Overarching Challenge #3	Math fluency is a challenge based on the fact that over half of students (K-5) scored within the Below Basic and Basic performance levels on the MI and (3-5) on the Milestones.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students show a deficiency in math fluency and an understanding of math vocabulary.
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 assistance with differentiating math instruction during small group sessions.
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	Grade level teams require additional support in determining and developing instructional next steps.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> *No preschool *Virtual Learning Loss/Pandemic *Absences *Lack of parental support *Not practicing math facts at home
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) and (3-5) on the Milestones will increase by 10% from Fall 2022 to Spring 2023.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	The percentage of students (K-1) scoring proficient or advanced on the Foundational Reading Assessment (FRA) and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) and students (3-5) on the Milestone will increase by 10% from Fall 2022 to Spring 2023.
Goal #2	The percentage of students (1-5) scoring proficient or advanced on the Write Score Assessment and students (3-5) on the Milestone Writing will increase by 10% from Fall 2022 to Spring 2023.
Goal #3	The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) and (3-5) on the Milestones will increase by 10% from Fall 2022 to Spring 2023.

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?
Certified Teacher – Grade K	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The certified teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will be able to progress through content quicker, enhance the confidence of students, observe and assess students faster, allow students and teachers to connect more closely, students will have more voice, provide frequent and constructive feedback, work one-on-one with students, and develop a collaborative environment in which all participants can take ownership of their learning. The kindergarten teacher will support students with the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
Certified Teacher – Grade 2	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The certified teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will be able to progress through content quicker, enhance the confidence of students, observe and assess students faster, allow students and teachers to connect more closely, students will have more voice, provide frequent and constructive feedback, work one-on-one with students, and develop a collaborative environment in which all participants can take ownership of their learning. The second- grade teacher will support at-risk students in the academic areas of math, reading, and writing by providing differentiated small group instruction fundamental to reading comprehension, math fluency, and writing.
Parent Liaison	<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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent liaison will increase the family-school communication, participation, and collaborative efforts of the school. The liaison will translate oral and written communication, facilitate community agency referrals, involve parents in the school, foster trust between families and schools, and foster higher academic achievement through collaboration with the school staff.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

GOAL #1	The percentage of students (K-1) scoring proficient or advanced on the Foundational Reading Assessment (FRA) and students (2-5) scoring proficient or advanced on the Reading Inventory (RI) will increase by 10% from Fall 2022 to Spring 2023.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Implement instructional reading strategies in phonemic awareness, phonics, and sight words to support grade-level reading fluency behaviors through Early Literacy Framework (ELF), Orton Gillingham, Benchmark Literacy, and Language Essentials for Teachers of Reading and Spelling (LETRS)	ELF training material Orton-Gillingham training material LETRS training material	Title I Local School Funds	August 2022	Implementation: Administration and Instructional Leads will monitor through classroom walkthroughs/observations and lesson plans on a weekly basis Artifacts: Classroom walkthrough/observation checklist; Teacher Lesson Plans	Desired Outcome: Students will receive effective and targeted instruction that will increase their fluency and improve their comprehension Evidence: Classroom walkthrough/observation checklist; Teacher Lesson Plans	Principal
Provide grade levels with ongoing training on how to determine and develop differentiated instructional next steps for students based on analysis of reading data.	Instructional supplies	Local school funds Title I	August 2022	Implementation: Title I Instructional support teachers and Local School Academic Coaches will provide training for grade-level members throughout the school year Artifacts: Training Agenda; Meeting Minutes	Desired Outcome: Members of each grade level will become proficient with reading, analyzing, interpreting, discussing, and reflecting on reading assessment data results and developing differentiated next steps to address students' needs Evidence: Training Agenda; Meeting Minutes	Instructional Leads
Expand the System44 (phonemic awareness, word recognition, and analysis, etc.) and Read180 (vocabulary, comprehension, etc.) labs to support reading fluency knowledge, skills, and abilities.	System 44 and Read 180 materials	Title I Funds Local School Funds	August 2022	Implementation: Administration will monitor System44/READ180 lab reports and observations (weekly) Artifacts: System44/READ180 reports	Desired Outcome: Lab teachers and administration will review, analyze, and discuss reading data in monthly guided coalition meetings Evidence: System44/READ180 reports	System44/READ180 Lead

Attend Orton-Gillingham, ESOL WIDA Conference, and CCSD conferences or professional developments to gain knowledge on research and evidence-based best practices regarding literacy instruction.	Orton-Gillingham materials	Title I Local School Funds	Orton-Gillingham (3/24 & 3/25), Boston ESOL WIDA (9/28-9/30, Kentucky)	Implementation: Administration will register staff for conferences (annually -dates vary) Artifacts: Conference booklet; Staff Meeting Redelivery Agenda	Desired Outcome: Teachers will learn how to provide effective literacy instruction to students of varying needs Evidence: Conference booklet; Staff Meeting Redelivery Agenda	Principal
Provide quarterly parent training on grade-level standards and provide resources (grade-level reading materials, math vocabulary, sight word list, and writing graphic organizers, etc.) for parents to support student learning	Supplies for training	Title I	August 15 (Open House) Oct. 18-21 (conference week) Jan 30, 2023 March 27, 2023	Implementation: Grade-level teachers will meet with parents (virtual or face-to-face) Artifacts: Parent Meeting Conference Forms, PowerPoints, Attendance Sheets	Desired Outcome: Parents will learn how to provide effective instruction to meet the needs of their students Evidence: Teacher communication logs	Grade-level Teachers

GOAL #2	The percentage of students (1-5) scoring proficient or advanced on the Write Score Assessment will increase by 10% from Fall 2022 to Spring 2023.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Utilize Write Score Assessments, lessons, resources, etc. consistently and with fidelity to provide explicit instruction in focus, development of support, sentence formation, etc.	WriteScore Assessment and Resources	Title I Funds	Sept. 2022	Implementation: Administration, Instructional Leads, and ESOL Lead Teacher will monitor through classroom walkthroughs/observations and lesson plans on a weekly basis Artifacts: Classroom walkthrough/observation checklist; Teacher Lesson Plans	Desired Outcome: Teachers will use Write Score materials to the fullest extent so that students will receive effective and targeted instruction that will increase their written expression Evidence: Classroom walkthrough/observation checklist; Teacher Lesson Plans	ESOL Lead Teacher
Provide grade levels with ongoing training on how to read, analyze, and interpret writing assessment data and determine and develop differentiated instructional next steps for students.	Substitute Teachers Supplies	Title I Local School Funds	Sept. 2022	Implementation: Local School Instructional Leads and ESOL Lead will provide training for grade-level members throughout the school year Artifacts: Training Agenda; Meeting Minutes	Desired Outcome: Members of each grade level will become proficient with reading, analyzing, interpreting, discussing, and reflecting on writing assessment data results and developing differentiated next steps to address students' needs Evidence: Training Agenda; Meeting Minutes	ESOL Lead Teacher
Continue to implement teacher-student and peer writing conferences	Additional Certified Staff and Tutors	Title I	August 2022	Implementation: Administration, Instructional Leads, and ESOL Lead will monitor through classroom walkthroughs/observations and lesson plans on a weekly basis Artifacts: Conference Forms, Lesson Plans, Rubrics, Goal Sheets	Desired Outcome: Teachers will act as a facilitator of learning to help empower students to create goals and take ownership of their writing skills by acknowledging their writing strengths and areas of need Evidence: Conference Forms, Lesson Plans, Rubrics, Goal Sheets	Instructional Leads

GOAL #3	The percentage of students (K-5) scoring proficient or advanced on the Math Inventory (MI) will increase by 10% from Fall 2022 to Spring 2023.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
<p>Continue the implementation of county Math Fluency Initiative (MFI) in Grades K-3 and Number Talks in grades 4-5 with a focus on math fluency and accountable talk.</p> <p>Created 360-degree math classroom with a focus on peer collaboration, immediate assessment and feedback, and student engagement</p>	<p>Math Manipulatives</p> <p>Dry Erase Boards (360 Degree classrooms)</p>	<p>Title 1</p> <p>Local School funds</p>	<p>August 2022</p>	<p>Implementation: Administration and Instructional leads will monitor the implementation of MFI, Number Talks, and 360-degree math classrooms by utilizing the master schedule with classroom walkthroughs and observations</p> <p>Artifacts: Classroom Walkthrough Checklist; Grade Level CCC Meeting Minutes, MFI Assessment Reports</p>	<p>Desired Outcome: Students will improve their math fluency and strategy skills by teachers' and teachers will hold collaborative data conversations about best practices</p> <p>Evidence: Classroom Walkthrough Checklist; Grade Level CCC Meeting Minutes, MFI Assessment Reports</p>	<p>Instructional Leads</p>
<p>Provide parents with grade-level math vocabulary words along with definitions and visuals/examples</p>	<p>Supplies</p>	<p>Title I</p> <p>Local School Funds</p>	<p>August 2022</p>	<p>Implementation: Administration and instructional leads will monitor quarterly grade level parent meetings and parent conferences where vocabulary words and strategies will be discussed and presented to parents.</p> <p>Artifacts: Grade Level Parent Meeting Agendas; CTLS Parent Communication</p>	<p>Desired Outcome: Parents will work with students to enhance their academic math vocabulary knowledge and application</p> <p>Evidence: Grade Level Parent Meeting Agendas; CTLS Parent Communication</p>	<p>Grade Level Teachers</p>
<p>Provide grade levels with ongoing training on how to determine and develop differentiated instructional next steps for students.</p>	<p>Substitute Teachers</p> <p>Supplies</p>	<p>Title I</p> <p>Local School Funds</p>	<p>August 2022</p>	<p>Implementation: Instructional Leads will provide training for grade level members throughout the school year</p> <p>Artifacts: Training Agenda; Meeting Minutes</p>	<p>Desired Outcome: Members of each grade level will become proficient with reading, analyzing, interpreting, discussing, and reflecting on math assessment data results and developing differentiated next steps to address students' needs</p>	<p>Instructional Leads</p>

					Evidence: Training Agenda; Meeting Minutes	
Provide math compacting training and Implement math compacting on CCSD and Russell's priority standards.	Substitute Teachers Supplies	Title I Local School Funds	Sept. 2022	Implementation: Instructional leads will provide training for grade level members throughout the school year Artifacts: Training Agenda; Meeting Minutes	Desired Outcome: Members of each grade level will become proficient with reflecting on math assessment data results and developing differentiated instruction and practices to meet the needs of the students Evidence: Training Agenda; Lesson Plans; Administrative and Instructional Leads Observations	Instructional Leads
Attend Council of Mathematics Teachers (GCMT) Conference to gain knowledge on research and evidence based best practices regarding math instruction.	Travel Conference Fee	Title I Local School Funds	GCTM Conference (Oct. 19-21) at Rock Eagle	Implementation: Administration will register staff for conferences (annually -dates vary) Artifacts: Conference booklet; Staff Meeting Redelivery Agenda	Desired Outcome: Teachers will learn how to provide effective math instruction to students of varying needs Evidence: Conference booklet; Staff Meeting Redelivery Agenda	Principal
Provide quarterly parent training on grade-level standards and provide resources for parents to support student learning	Supplies	Title I	August 15 (Open House) Oct. 18-21 (conference week) Jan 30, 2023 March 27, 2023	Implementation: Grade-level teachers will meet with parents (virtual or face-to-face) Artifacts: Parent Meeting Conference Forms, PowerPoints, Attendance Sheets	Desired Outcome: Parents will learn how to provide effective instruction to meet the needs of their students Evidence: Teacher communication logs	Grade-level Teachers

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support the achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide afterschool language/content integration tutoring for English Learners through the Summit Program, along with afterschool and Saturday tutoring in math, reading, and writing for all student groups.	Certified Staff	Title I Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Continue to monitor and analyze the progress of each student group using reading, writing, and math interventions and formative and summative assessments.	Certified Teachers	Local School Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers will collaborate with social workers, counselors, and the Homeless Education Department to ensure student needs and wraparound services are provided, and the ESOL Lead Teacher will collaborate with the International Welcome Center to identify migrant students and provide support to students and families, as needed.	Social Worker HEP IWC	Title III
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Attend ESOL WIDA Conference (Sep. 28-30) to gain knowledge on research and evidence-based best strategies and practices for multilingual learners.	WIDA	ESOL/ Title III Local School Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide graphic organizers to support students in reading and math with vocabulary and academic language, and writing in idea development, organization, and coherence.	Copy Paper Ink Cartridges	Title I Funds Local School Funds

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 12, 2022 9:00 a.m. 6:00 p.m.		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	September 16 (Online Survey)		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	February 17, 2023 (Online Survey)		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	August 22, 2022	August 22, 2022	
	October 17, 2022		<input type="checkbox"/> 1 <input type="checkbox"/> 4
	December 12, 2022		<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	March 6, 2023		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: Kindergarten Orientation – Parents and students will learn about a typical kindergartener day, academic resources, walk the building, meet kindergarten teachers, EIP Lead, Café Manager, School Nurse, ASP Director, ESOL Lead, and Special Education Lead/SSA. Kindergarten Summer Camp – Upcoming kindergarten students will be provided the opportunity to be exposed to kindergarten standards, Schoolwide Expectations, and meet kindergarten teachers. Middle School – Fifth-grade students will be provided an opportunity to meet the middle school counselors who will share important information about middle school and visit the middle school setting. Middle School – Fifth-grade parents will be provided an opportunity to learn the expectations and learning opportunities offered in middle school.</p>	Kindergarten Orientation (March 20, 2023) Kindergarten Summer Camp (July17-20) Fifth Graders meet counselors and visit school (May, 2023)		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></p> <p>Title I Compact Title I Policy Parent Feedback Surveys CTLSParent from principal CTLSParent from certified staff Title I Meeting Agendas PIES Night PowerPoints Teacher Newsletters Student Handbook RTI Documents PBIS Newsletter</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
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School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Parental Involvement Equals Student Success (PIES) Nights Parental Involvement Equals Student Success (PIES) are quarter events in which each grade level presents families with schoolwide, grade level, and their individual students RI, MI, and WriteScore data results. Parents are presented with differentiated strategies for reading, math, and writing.	<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 checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Card Stock Copy Paper Manilla Folders Light Snacks Strategy Cards Ink Cartridge	Title I Local School Funds	Oct. 18-21 January 30 May 15	Family Sign-In Sheets Parent Surveys PIES Night PowerPoints	Instructional Leads
Meetings w/Principal	<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 checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			8/28, 9/18, 10/24,11/28, 1/23, 2/27, 3/27, 4/24	Family Sign-In Sheets CTLSParent Communication	Principal
Parent Literacy Classes	<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	Notebooks Mead Composition Book Literacy Books Pencils Paper Pencil Pouch	Title I	Sept. 2022 – April 2023 (weekly)	Family Sign-In Sheets Parent Surveys Syllabus/Agenda	DLI Teachers

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.

4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**
SCHOOL RESPONSE: Russell Elementary will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Pearson will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school’s implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Majestic Heating and Air, Northwest Exterminators, Smyrna Business Network International, Image Church, Mosaic Church, Gracepoint Church, Chick Fil A, La Amistad, United Methodist Church) will provide

volunteers and support for our parent literacy nights and our parent university. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.

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

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas, and sign-in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: Russell Elementary regularly monitors the implementation and achievement results by the administration and the guided coalition attending weekly Cobb Collaborative Communities (CCCs), Quarterly Grade-level data meetings, Classroom Walkthroughs, Schoolwide Data Discussions after administering the Reading Inventory, Math Inventory, and Milestone results, and Early Literacy Framework meetings with (K-2).

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: Russell Elementary determines whether the schoolwide program has been effective in increasing the achievement of students by discussing the schoolwide data in weekly during Cobb Collaborative Communities (CCCs), Quarterly Grade-level data meetings with administration, Classroom Walkthroughs, Schoolwide Data Discussions, and administration meetings with the Interventionist Specialists, ESOL teachers, SWD teachers, and EIP lead.

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: Russell Elementary revised, if necessary, based on data results and meeting schoolwide or with specific grade levels or areas (ELL, SWD, Read180/System, etc.) to identify why the plan is not working and to determine the next steps.

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:

Russell Elementary School utilizes the Positive Behavioral Interventions and Support (PBIS) system to address student behavior. Classroom PBIS strategies are used to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. By taking a behavioral proactive approach, students are more able to enjoy academic achievement and positive emotional health.

The PBIS team holds monthly Tier 1 and Tier 2 meetings to view and analyze behavioral data. Many parameters are taken into consideration while analyzing data including day(s) of the week that behavior occurs, student subgroups, and types of behavior infractions. This data is redelivered to Russell Elementary staff on a monthly basis in order to address current issues through PBIS lessons and interventions. Most specifically, staff members have used PBIS and the data to address specific subgroups by doing the following:

- *selected student/teacher mentor relationships and check-ins for repeat offenders
- *social skills lessons for students and/or those who struggle in certain areas
- *additional strategies to support extreme behaviors

Russell Elementary implements Restorative Practices. Restorative Practices allow Russell to focus on building relationships and creating community in school to prevent harm, to repair harm and address the needs of all people impacted by the harm. The program builds or rebuilds respectful and trusting relationships and providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment. Russell implements the Check & Connect student mentor program that identifies specific students with behavior concerns and connect them with a teacher. This program pairs up each participating teacher with a student from another classroom. The teacher-mentor will spend 20 minutes per week with the child before, after, or during school. The teacher will have the ability to split up the time in various increments. Students with Disabilities participate in Check and Connect and PBIS. These students' behaviors are also discussed in PBIS Tier 2 meetings. Behavior Intervention Plans are developed to support and promote expected behavior.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

All students at Russell 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.

At Russell 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.

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

Russell's Cobb Collaborative Communities - Focused professional development based on the three school improvement goals in order to increase math fluency, reading fluency, and writing fluency with a concentration on focus and development of support (evidence and elaboration). The professional communities should expand the teacher's capacity to ensure a high level of learning for all students. The research-based practices listed below will support the academic development of teachers to support student growth.

- Provide required and differentiated professional development for staff members
- Complete the 6 Step Process on Math Priority Standards and ELA Standards
- Utilize the RTI process to determine students' challenges
- Provide a leadership book study to support teacher accountability
- Read articles and encouraging quotes to develop a growth mindset
- Provide ongoing paraprofessional training to support teachers and students
- Provide professional development based on end-of-school data to teachers and new teachers to Russell
- Support teachers with a professional development video library
- Survey teachers to determine professional development needs

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:

Russell Elementary School supports, coordinates, and integrates services for rising kindergarten students by offering kindergarten orientation sessions to tour the school and explain school services such as lunchrooms, bus, after school program, and the curriculum. When parents pre-register their students, they receive a parent brochure/packet with relevant information for the parents and students. Additionally, kindergarten teachers perform a screening on students to evaluate their abilities in communication, listening, academic foundational skills, self-care, etc. The kindergarten teachers work collaboratively with the prekindergarten teachers and attend prekindergarten IEP meetings to ensure a smooth transition. Russell Elementary provides a Kindergarten “summer school” orientation program to upcoming kindergarteners. Russell Elementary School and Floyd Middle School administration, counselors, and teachers collaborate to provide transitioning opportunities for the rising 6th graders. During the spring, our students travel to Floyd Middle School for tours, presentations, orientations, etc. Floyd Middle School provides an orientation night for Russell parents.

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

SCHOOL RESPONSE: N/A

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

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