School Improvement Action Plan

School Year:	2022-2023
School Name:	**Clarkdale Elementary School**
Principal Name:	**Dr. Liss Maynard**
Date Submitted:	**June 30, 2022**
Revision Dates:	**August 22, 2022** **August 30,2022**

District Name	Cobb County School District
School Name	Clarkdale Elementary School
Team Lead	Dr. Liss Maynard
Position	Principal
Email	Liss.maynard@cobbk12.org
Phone	(770) 819-2422

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)]

The School Leadership Improvement Team of Clarkdale Elementary School, including teachers, administrators, families and community leaders met face-to-face to conduct our Comprehensive Needs Assessment. The data from the 2021-2022 school year was shared and reviewed. The committee analyzed the data and provided input on the prioritized needs, root causes, and goals and actions for the 2022-2023 school year. The information was then compiled into the School Improvement Plan. Input from school stakeholders such as families, community partners, Principal Advisory, PTA, as well as

other school staff, was collected and incorporated into the School Improvement Plan. FY22-23 SIP Records of attendance are kept at the school and via email records. Families and community members were invited via CTLS Parent, phone and/or email.

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)	
Academic Coach (Local School)	
Parent (Non CCSD Employee)	
Business Partner	
Counselor	
Parent Facilitator	
Health Care Providers	
Social Workers	
Faith-based Community Leaders	
Technology Experts (TIS)	

Media Specialists/Librarians	
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):	

Position/Role	Printed Name	Signature
Principal	Liss A. Maynard	
Assistant Principal	Lorna Holt	
Assistant Principal	Michael Cappucci	
Instructional Specialist	Robin Adkins	
Instructional Specialist	Penny Barnes	
Instructional Specialist	Annette Castleberry	
Instructional Specialist	Cheryl Chesterfield	
Instructional Specialist	Katy Laine	
Instructional Specialist	Josh McGee	
Instructional Specialist	Ieshia Wilkerson	
ESOL	Felicia Hill	
Parent Liaison	Cheryl Bush	
Paraprofessional	Ryan Koebbe	

Comprehensive Needs Assessment Evaluation of Goal(s)
(*References: Schoolwide Checklist 1.a.*)

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

Previous Year's Goal #1	Increase the percentage of students reading on or above the grade level Lexile from 43% (end of Q3) to 48% on the Reading Inventory by the end of the 2021-2022 school year.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	Grade Level Lexile increased to 50% on the Reading Inventory by the end of the 2021-2022 school year which exceeded our projected goal.
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?	Continued usage of Read 180 and System 44 in 3-5 classrooms. Implementation of Next Step Guided Reading and tutors in Reading K-5. The usage of programs and interventions mentioned above as well as focusing on interventions and strategies within the following areas: Phonics, Phonemic Awareness, Fluency, Vocabulary, Reading Comprehension and Writing. We will continue to ensure that strategies that support vocabulary and reading comprehension are implemented in K-5.

Previous Year's Goal #2	**Increase the percentage of on-grade-level quantiles on the Math Inventory from 43% (end of Q3) to 48% according to the spring Math Inventory administration by the end of the 2021-2022 school year.**

Was the goal met? ☒ YES ☐ NO	

What data supports the outcome of the goal?	Our year end MI overall school data for the 2021-2022 school year was 62% which exceeded our projected goal.

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?	School-wide tutoring across all grade levels was implemented. Tutors worked with students who were on RTI[2] as well as those students who were in the bottom quartile academically. The 10-day cycle was implemented in 2nd, 3rd and 4th grades and continued in 3rd grade. 360 Math Boards in 3rd and 4th grade helped students be more engaged and think more critically. These processes will remain in effect for the 2022-2023 school year.

Previous Year's Goal #3	Increase proficiency level of students in science in grade 5 from 11% to 16% according to the EOG assessment.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	Data from the 5th Grade EOG assessment shows 40% of students performing in the proficient or advanced category.
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?	Strong science instruction in the classroom, integrated science instruction during reading, and STEAM lesson implementation.

Previous Year's Goal #4	
Was the goal met? ☐ YES ☐ NO	
What data supports the outcome of the goal?	
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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	K- 2 Early Literacy Assessments: -phonics -phonemic awareness 3rd and 5th grade RI scores: Majority of students reading on grade level 3rd-53% 5th-63%	Majority of students not reading on grade level in 1st, 2nd and 4th grades based on RIs Majority of students not writing on grade level Grammar RI: 1st – 51% (47) 2nd – 35% 4th-48%	Next Step Guided Reading RI Writing Rubrics/Write Score Interim Early Literacy Assessments
Math	MI Quantile Scores increased in grades K-5. 2nd grade – Geometry 3rd grade-fractions	• Students' inability to comprehend word-problems • Multiplication • Fractions in grades 4th and 5th Adding and subtracting within 1,000	MI scores Interims 10-day cycle assessments
Science	Incorporating math/science lessons Utilizing the math/science instructional support specialist	Inconsistent instructional schedule (week on/week off) and a lack of real-world application.	Science Interims
Social Studies			
Discipline / School Climate Data	There were only 74 referrals for the entire 2021-2022 school year.	The majority of our infractions were in kindergarten. Infractions occurred more frequently with males than females.	Discipline data Office referrals

Professional Learning What's been provided? What is the impact?			
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Gifted and Talented: All students were Advanced and Proficient (29%-A/71%-P) Students in the ELL (English Limited Proficiency) category also showed growth. Students decreased within the below basic category from 54% to 28% Male students also showed growth. Students decreased within the below basic category from 57% to 31% Students in the Hispanic category also showed growth. Students decreased within the below basic category from 58% to 30%	Although students with disabilities have shown growth in proficiency and advanced areas, it remains a weakness with 79% to 62% of SWD scoring below grade level in reading. In the areas of writing, students need growth within constructed and extended responses.	RI data NSGR Writing: Pre/Post Assessments (Write Score)
Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	SWD showed growth in the MI from 85% below basic to 40% below basic ELL (English Limited Proficiency) students showed growth on the MI from 63% below basic to 18% below basic. Hispanic students also showed growth on the MI from 60% below basic to 15% below basic	While SWD did show growth, performed lower than students without disabilities on grade level standards. ELL performed about the same as students who were non-ELL on grade level standards.	10-Day Cycle Tests Quarterly Interims MI

			African American students showed growth in the MI from 63% below basic to 17%.		
Science	☒ Econ. Disadvantaged ☒ Special Ed. ☒ Race / Ethnicity	☒ English Learners ☐ Foster/Homeless ☐ Migrant	The average science score for SWD on the interims increased from 43% to 53%. ELL (English Limited Proficiency) students average scored increased from 47% to 77%.	While the average science score for SWD increased, it was still below the level of proficiency. ELL (English Limited Proficiency) students	Quarterly Interims
Social Studies	☐ Econ. Disadvantaged ☐ Special Ed. ☐ Race / Ethnicity	☐ English Learners ☐ Foster/Homeless ☐ Migrant			
Discipline / School Climate Data	☒ Econ. Disadvantaged ☒ Special Ed. ☒ Race / Ethnicity	☒ English Learners ☐ Foster/Homeless ☐ Migrant	There were only 7 behavior infractions by females. Two of which had multiple infractions.	Black males had the highest number of behavior infractions.	Discipline data Office referrals
Professional Learning	☐ Econ. Disadvantaged ☐ Special Ed. ☐ Race / Ethnicity	☐ English Learners ☐ Foster/Homeless ☐ Migrant			
Other	☐ Econ. Disadvantaged ☐ Special Ed. ☐ Race / Ethnicity	☐ English Learners ☐ Foster/Homeless ☐ Migrant			

Overarching Challenge #1	**Students performing below grade level in Reading**
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Student lack of vocabulary, comprehension, and fluency in grades K-5. Teachers need additional strategies in order to provide adequate phonemic awareness.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of a consistent schedule to maximize teaching and learning to provide the instruction and practice are needed on vocabulary, fluency, and comprehension as well as phonics/phonemic awareness skills to read and interpret text.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	Gaps in learning due to COVID related absences Non-COVID related absences
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Increase the percentage of students reading on or above the grade level Lexile from 50% (end of Q4) to 55% on the Reading Inventory by the end of the 2022-2023 school year.

Overarching Challenge #2	Students performing below grade level in Math
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Students have a lack of numeracy and fact fluency which impedes their ability to solve math problems efficiently.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Students' inability to solve word problems due to students reading below grade level.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent use of manipulatives in grades K-5.
Contributing Factors **(Outside of control)**	Some factors that contributed to this are learning gaps due to Covid related school interruptions, student attendance, student attendance due to Covid related issues, student stamina.
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	Increase the percentage of on-grade-level quantiles on the Math Inventory from 62% (end of Q4) to 67% according to the spring Math Inventory administration by the end of the 2022-2023 school year.

Overarching Challenge #3	Inconsistent instructional schedule for science.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Science was taught bi-weekly with one week of science and the next week of Social Studies.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of application in real world situations.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	Gaps in learning due to COVID related absences Non-COVID related absences
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	Increase the percentage of proficient and advanced on the Science EOG from 40% to 45% by the end of the 2022-2023 school year.

Overarching Challenge #4	
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Contributing Factors **(Outside of control)**	
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	Increase the percentage of students reading on or above the grade level Lexile from 50% (end of Q4) to 55% on the Reading Inventory by the end of the 2022-2023 school year.
Goal #2	Increase the percentage of on-grade-level quantiles on the Math Inventory from 62% (end of Q4) to 67% according to the spring Math Inventory administration by the end of the 2022-2023 school year.
Goal #3	Increase the percentage of proficient and advanced on the Science EOG from 40% to 45% by the end of the 2022-2023 school year.
Goal #4	

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Teacher (CSR) Kindergarten	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The use of a class size reduction teacher will allow kindergarten class sizes to remain at their current size. The smaller student to teacher ratio will allow small groups to be more effective.
Math/Science Teacher	☐ Goal 1 ☐ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Science/Math teacher will support students in grade 5 through instruction in the math/science lab. STEAM lessons will be implemented to bring real life connections to lessons.
Instructional Para - part time	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Employ instructional paraprofessional to support literacy. Monitor through observations and walkthroughs.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Administration will hire a Parent Liaison to increase family and community engagement by providing ELA and Math resources and training for families to help their student to master grade-level standards.

GOAL #1	Increase the percentage of students reading on or above the grade level Lexile from 50% (end of Q4) to 55% on the Reading Inventory by the end of the 2022-2023 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Incorporate daily independent reading to increase reading stamina	Story Works 2-5 Read 180	Title I County	August 2022	Implementation: Storyworks will be implemented 4-5 days per week using close reading strategy Read 180 will be implemented daily within intervention classes Artifacts: Lesson plan checklist, observations, resource usage (Read 180)	Desired Outcome: Student reading stamina will increase as shown by teacher observation and student self-reflection. Evidence: teacher observations Student reading log	Teachers Instructional Support Specialist
Implement daily, timed journal writing after providing explicit writing instruction using mentor texts.	Patterns of Power Write Score 3-5 Story Works 2-5 Mentor Texts	County Funds Title I	August, 2022	Implementation: Patterns of Power will be implemented using sentences each day. Write Score will be implemented using lessons from the Write Score lesson plan and resources; 3-5 days per week Writing Workshop will be implemented weekly to focus on writing strategies, skills and feedback Artifacts: Lesson plan checklist, observations, pre/post assessments, writing journals	Desired Outcome: Students will develop writing stamina and produce a complete piece of writing within an allotted amount of time. Evidence: Lesson plan checklist, observations, student rubrics	Teachers Instructional Support Specialist

Provide explicit phonemic awareness and phonics instruction implementing strategies gained from professional learning opportunities	REAP LETRS Heggerty System 44 Early Literacy Framework	Title I County Funds Local Funds	August 2022	Implementation: teachers will implement phonemic awareness lessons daily Read 180 will be implemented daily within intervention classes Artifacts: lesson plans, observations System 44: Lesson plan checklist, observations, resource usage	Desired Outcome: Students phonemic awareness skills and phonics skills will increase as shown on the Early Literacy Framework. Evidence: Lesson plans, observations, Early Literacy Framework data	Teachers Instructional Support Specialist

GOAL #2	Increase the percentage of on-grade-level quantiles on the Math Inventory from 62% (end of Q4) to 67% according to the spring Math Inventory administration by the end of the 2021-2022 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implement the use of a school-wide graphic organizer to build comprehension of real-world math word problems	close reading constructed responses 360 classrooms Tutors Math Journals	School Funds Title I School Funds	8/1/22	Implementation: Teachers will use graphic organizer daily to solve real world word problems. Artifacts: Math journals, lesson plan check list	Desired Outcome: Students will increase their ability to answer real world comprehension questions. Evidence: Interim assessments, 10-day cycle assessments	Teachers Instructional Support Specialist
Utilize Splash Learn (K) and Reflex Math (1st- 5th) to increase fact fluency school-wide	Splash Learn Reflex Math Number Talks School-wide fact practice Flash cards Fluency workstations K-5 Subitizing activities for K Tutors	School Funds Title I	8/1/22	Implementation: Teachers will use fact fluency stations as a part of their workshop model, as well as a daily school-wide fluency time Artifacts: Lesson plan checklist, class observations	Desired Outcome: Increased student achievement on math assessments. Evidence: 10-day assessment data	Teachers Instructional Support Specialist
Use math manipulatives/modeling in grades K-5 to build number sense and conceptual understanding.	Math 360 boards, Math manipulatives Dreambox	Title I School Funds District	8/1/22	Implementation: Teachers will utilize manipulatives/modeling in daily math lessons Artifacts: 10-day assessment data	Desired Outcome: Students' ability to explain processes will increase as observed through teacher observations and math constructed responses Evidence: Teacher observations Constructed responses	Teachers Instructional Support Specialist

Implement proof of concepts Math 360 classrooms in 2nd – 5th grades for students to demonstrate their understanding of math learning targets and receive immediate feedback to increase mastery of standards	Math 360 Boards Dry erase markers Manipulatives Journals	Title I School Funds	8/1/22	Implementation: teachers in proof of concept classrooms will utilize Math360 board daily Artifacts: lesson plans, observations	Desired Outcome: students level of understanding of math targets will increase through immediate feedback. Evidence: observations, common assessments	Teachers Instructional Support Specialist

GOAL #3	Increase the percentage of proficient and advanced on the Science EOG from 40% to 45% by the end of the 2022-2023 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Science/Math teacher will support students in grade 5 through instruction and real-world application in the math/science lab	Engineering is Elementary curriculum	Title I	August 2022	**Implementation**: Teacher will implement Science lessons through STEAM. **Evidence**: student work samples, STEAM journals	Desired Outcome: Students will gain a deeper understanding of science concepts through real-world application. Evidence: Lesson plans, observations, EOG scores	**Science/Math teacher** Teachers
Teachers will integrate science into monthly Arts Integration lessons/activities in grade 5.	STEAM Units	Title I County Funds	Sept 2022	**Implementation**: Teachers will implement Art Integration lessons through science. **Evidence**: teacher commentary, student work samples, STEAM journals.	Desired Outcome: Students will gain a deeper understanding of science as applied through Arts Integration activities. Evidence: Lesson plans, observations, EOG scores	**Science/Math teacher**
Teachers and students will utilize iPads/laptops to access resources such as science textbook and/or BrainPOP at least once a month in grade 5 to increase student participation with interactive activities.	iPads	County Funds Title I	Sept 2022	**Implementation**: Teachers will implement Art Integration lessons through science. **Evidence**: teacher commentary, student work, lesson plan checks, teacher observation.	Desired Outcome: Students will be able to access multimedia Students will gain a deeper understanding of science concepts through real-world application. Evidence: Lesson plans, observations, EOG scores	**Science/Math teacher** Teachers

Implement the use of Spheros and Beebots in the math/science lab to increase understanding of science standards and critical thinking skills through coding.	Spheros Beebots	Title I County Funds	Sept 2022	**Implementation**: Science/Math teacher will implement grade level lesson plans that incorporate use of Spheros and Beebots as well as provide feedback to students. **Evidence**: Lesson plans, usage reports, and assessment data	Desired Outcome: Students will gain a deeper understanding and think more critically in regards to science concepts through real-world application. Evidence: Lesson plans, observations, EOG scores	**Science/Math teacher** Teachers

GOAL #4						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Admin and Parent Liaison will provide resources and supplies, as needed, to ensure students and families have the necessary materials to support mastery of standards.		
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	ESOL teachers will implement using REACH materials and ESOL supplemental materials (Imagine Learning) weekly to increase science vocabulary skills		
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Media Specialist will provide instructional materials that reflect diverse content and ensure that the Learning Commons supports literacy by offering diverse content for leisure reading daily.		
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☒ Migrant	Social Worker will provide support (food, clothing, school needs, counseling, etc.) as needed through a systematic approach when a homeless or foster child is registered.		
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	SSA and teachers will provide resources to parents to ensure access to science materials.		

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required State of the School Meeting – Deadline September 30, 2022 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.	August 23, 2022 2022		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022 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.	October 21, 2022		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023 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.	April 17, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) 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 Deadlines: PL#1 9/23/22	PL#2 12/9/22	PL#3 2/17/23	PL#4 4/28/23			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** Clarkdale Elementary School will provide opportunities for kindergarten students to have an early print rich environment and math exposure through the ability of activities and resources from our Kindergarten teachers.	July 19, 2022 July 20, 2022 July 21, 2022		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:* School-Parent Compact for Achievement Family-School Engagement Policy for Shared Success		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities **(Must be listed in the school policy)**	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Academic Parent Teacher Teams (APTT)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐x Goal 2 ☐x Goal 3x ☐ Goal 4	Teachers will provide families with strategies, information, and activities to help their child with academic achievement.	Title I	August October January April	**RI** **MI** **Goal Setting Forms** **Parent Survey**	Parent Liaison Coaches
Academic Nights	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐x Goal 2 ☐x Goal 3 x ☐ Goal 4	Families will learn with different activities related to academics.		9-20-22 10-25-22 12-13-22 1-10-23 2-28-23 3-21-23 4-18-23	Parent Surveys	Parent Liaison Coaches
Moments with Maynard	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	The principal discusses information that is vital to the school community.		8/26/22 9/23/22 10/28/22 11/18/22 12/16/22 1/27/23 2/12/23 3/24/23 4/28/23	Parent Surveys	Parent Liaison

				5/19/23		

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: Clarkdale Elementary School will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support and resources including, but not limited to, ESOL resources and PL, READ 180/System 44 resources. Clarkdale will utilize 20-Day /Extended Day funds received from CCSD to provide interventions (i.e., tutoring) for students striving to meet state standards. The Office of Student Assistance will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Our Partners in Education will provide resources (human and financial) to support parent literacy and/or math initiatives. 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. Clarkdale participates in the following CCSD initiatives supported by Title I funds- ELF, LETRS, and READ 180/System 44.

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)*

Using both quantitative and qualitative data, Clarkdale regularly monitors the implementation of their schoolwide plan. Data from EOGs help to determine the areas of potential growth in the upcoming school year. Qualitative data from parent and staff surveys indicate the school climate and areas that can be improved.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: As a school, we identify and assess all school practices to align with the Georgia School Performance Standards for Continuous School Improvement. We disaggregate several data sources to determine the overall effectiveness of our instructional program. We consistently review and gather feedback on school practices, procedures, and systems from all stakeholders (students, staff, and parents) to adjust our instructional practices based on student needs and continuous school improvement.

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)*

Through regular monitoring of the plan, the leadership of Clarkdale Elementary school refines the school wide practices to yield maximum results in student learning.

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)*

The needs of at-risk students are addressed through small group instruction, our schoolwide remediation/enrichment hour, tutoring, the RTI^2 process, data teams and student-specific interventions. We support the success of our homeless and foster students by providing counselor and social worker support, as well as additional small group instruction, if applicable. ESOL students are given additional support through small group instruction, vocabulary development, Dual Language Immersion classes in Kindergarten through Fifth Grade, collaboration with the general education teachers to provide SEAMLESS instruction and working collaboratively with the International Welcome Center to provide necessary support. Students with disabilities are supported through their IEP goals and objectives. Special education teachers collaborate with general education teachers to provide SEAMLESS instruction for all students.

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)*

Clarkdale Elementary School has implemented CCC opportunities for collaboration, data teams, and the RTI^2 process. We continue to provide professional development (virtually, face-to-face, or both) for teachers to support best instructional practices that focus on differentiated strategies and interventions for all learners, and that include integration of content areas and the arts. There is a plan in place to attract and retain highly qualified teachers through the Clarkdale Hiring Process. We have a collaborative partnership with colleges and universities, particularly Kennesaw State University, to provide field experiences for pre-service teachers, allowing us to identify potentially highly qualified staff members. Once hired, there are varied professional development opportunities for all staff. Our Para University occurs at least quarterly to train all classified support staff in data analysis and strategies to meet student needs. The New Teacher Academy meets monthly to provide training and support for all staff new to our school, beginning teachers as well as those who have taught but not at Clarkdale. Each New Teacher Academy member also has a mentor on the staff. Our CCC grade level groups meet every Wednesday with instructional support specialists to analyze data and determine next steps in teaching, focusing on the four questions. We hold differentiated professional development to address needs identified through data, expressed by the teacher, as well as needs identified by coaches and administration for specific teachers. This includes staff development trainings, observation and coaching of teachers, peer observations, and lesson modeling. We provide support through weekly CCC meetings in assisting teachers with using data to drive instruction. We intentionally afford staff members leadership opportunities in staff meetings, Building Leadership Team meetings, professional development training, etc.

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)*

Clarkdale Elementary School will provide opportunities for Pre-Kindergarten students to have an early print rich environment and math exposure through the availability of activities and resources from our Parent Resource Room. Each semester, our Parent Liaison/Facilitator will invite parents/families of children in the 4-year-old classes at nearby local preschools to an Open House for our Parent Resource Room and will introduce the families to activities and ideas for further developing readiness for Kindergarten. Counselors assist both parents/families and students in preparation for transitioning to middle school, via visits, informational meetings, and written information.

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)*

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*