



School Improvement Action Plan



School Year:	2023-2024
School Name:	Bryant Elementary
Principal Name:	Michelle Curry
Date Submitted:	6/ /2023
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Bryant Elementary
<i>Team Lead</i>	Michelle Curry
<i>Position</i>	Principal
<i>Email</i>	Michelle.Curry@cobbk12.org
<i>Phone</i>	770-819-2402

**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)**

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

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: We held a collaborative meeting with teachers, parents, community leaders and parents on the following dates in 2023; March 24, 2023, March 27, 2023, March 30, 2023, April 10, 2023, April 12, 2023, April 18, 2023 & April 19, 2023

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign-in sheet must be maintained for each meeting.

Meeting Date(s):	March 24, 2023, March 27, 2023, March 30, 2023, April 10, 2023, April 12, 2023, April 18, 2023 & April 19, 2023
------------------	---

Position/Role	Printed Name	Signature
4 th Grade Team Lead	Ishmael Blackmon	
5 th Grade ELA Lead	Courtney Moultrie	
MID 3 rd -5 th Grade	Miriam Grant	
3 rd Grade Team Lead	Elyse Burnett	
Assistant Principal	Lashonda Smith	
Assistant Principal	Anthony Cayetano	
Assistant Principal	Alyssa St. Cyr	
Principal	Michelle Curry	
2 nd Grade Team Lead	Latausha Willis	
1 st Grade Team Lead	Cierra Green	
Kindergarten Team Lead	Kriste Wiggs	
EIP	Heather Hill	
RTI Specialist	Erika Griffin	
Media Specialist	Julie Glaiber	
School Counselor	Palmetta Hodges	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

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

Previous Year's Goal #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	BES Evidence Based Logic Model Data.pptx
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?	Math accountability contributed to the success of this goal. This includes the consistent use of Moby Max, manipulatives, and resources within instruction. In addition, professional development, modeling, training, and check ins on MFF instruction and best mathematical practices such as fluency foundations and critical thinking are contributions to continued progress.

<p>Previous Year's Goal #2</p>	<p>The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2022 administration to the May 2023 administration.</p>
<p>Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>BES Evidence Based Logic Model Data.pptx</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>The missing 1 percentage point that would have enabled us to meet our goal could have been addressed more rigorously with actionable strategies such as more support for phonics (targeted) and modeling. There is a need for differentiated ELA resources and full implementation of small group and guided reading processes.</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>	

Previous Year's Goal #3	By May 2023, 100% of teachers will use the Writing Workshop model with fidelity as observed by Balanced Literacy WRITING Workshop Teacher Reflection Checklist.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Evidence #1 Grow reports Mid-year Writing Walks Opening/Mini Lesson Data 94% of staff observed 1 or more components of Opening Components present during walk 88% of staff observed connections/activating strategies 68% of staff explicit teaching/modeling 71% of staff observed active engagement/guided practice 62% of staff observed link
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	The goal this year focused on teachers teaching writing workshop with consistency. A more focused goal would have enabled us to meet our goal and could have been addressed more rigorously with actionable strategies. There is a need for differentiated writing resources, collaboration of writing plans and materials and additional training w/modeling. There is a strong need for training teachers on how to analyze, score and track writing data.
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>Previous Year's Goal #4</p>	<p>By May 2023, the parent usage of PBIS Rewards app will increase from 1% to 15%.</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>BES Evidence Based Logic Model Data.pptx</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 goal was exceeded due to the numerous opportunities for parents/guardians to sign-up and receive training on the PBIS platform during school events.</p>

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> -Consistency in CCC discussions of the Early Learning Framework (ELF) assessments grade K-2 -Growth in the workshop model in reading and writing for the opening, connection activating strategies. - Teachers using researched based assessment tools for guided reading 	<ul style="list-style-type: none"> -Usage of data to drive phonics instruction in grades K-2 -Systematic independent and guided reading small group instruction K-5 - Consistent and common practices of verbiage, modeling and analyzing UOS writing across K-5 	<ul style="list-style-type: none"> -Reading Inventory & Foundational Reading Assessment (FRA) Reports -CTLs Assess Reports -writing samples -Class Observations -Lesson Plans -Guided Reading level spreadsheet -Academic Coaches Instructional Walk
Math	<ul style="list-style-type: none"> -School-wide implementation of the Math Fluency Framework (MFF) -Increased accuracy with math facts in grades K-3 -Use of manipulatives to build conceptual understanding 	<ul style="list-style-type: none"> -Automaticity of math facts -Differentiated math tasks independently and in small groups -Real-world/Inquiry based problem solving in grades K-5 	<ul style="list-style-type: none"> -Math Inventory Instructional Planning Report -Moby Max Reports -CTLs Assess Reports -Class Observations -Lesson Plans -Academic Coaches Instructional Walk
Science	<ul style="list-style-type: none"> -Protected instructional block for science K-5 -Focus on Science standards and the Engineering Design Process through STEM Certification -Use of technology for instruction 	<ul style="list-style-type: none"> -Obtaining and utilizing instructional materials in Science - Collaboration with introducing and exposing students to Science Content in ELA versus integrated instruction. -Understanding, utilization and application of content vocabulary (not limited to the use of visuals) 	<ul style="list-style-type: none"> School-wide schedule -Lesson plans -Class observations -STEM Journals -Instructional Walks

<p>Social Studies</p>	<ul style="list-style-type: none"> -Protected instructional block for social studies K-5 -Use of technology for instruction -Research projects that are student centered 	<ul style="list-style-type: none"> -Obtaining and utilizing instructional materials in SS -Collaboration with introducing and exposing students to SS Content in ELA versus integrated instruction. - Understanding, utilization and application of content vocabulary (not limited to the use of visuals) 	<ul style="list-style-type: none"> -School-wide schedule -Lesson plans -Class observations
<p>Discipline / School Climate Data</p>	<ul style="list-style-type: none"> -Parental involvement in PBIS app -Reteaching of PBIS for staff and students -Monitoring of PBIS rewards data 	<ul style="list-style-type: none"> -Money for incentives -Staff involvement in PBIS app -Utilized PBIS app with fidelity (points, minor referrals) 	<ul style="list-style-type: none"> -PBIS Rewards app
<p>Professional Learning What's been provided? What is the impact?</p>	<ul style="list-style-type: none"> -Designated day at least once per month for Local School Professional Learning -Identified Teacher Leaders on each Team able to provide Professional Learning school-wide and at district level -Surveying staff for specific topics for relevant Professional Learning 	<ul style="list-style-type: none"> -Consistent observation and monitoring after Professional Learning in individual classrooms to provide feedback -Planning next steps after attending Professional Learning 	<ul style="list-style-type: none"> -Teacher Survey -Class Observations -Lesson Plans -CCC Meetings
<p>Other</p>			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	*SPED scholars participating in ELF performed at or above their general education peers. *EL scholars demonstrated strengths in speaking and listening as determined by ACCESS.	*Elaboration of ideas in writing *Limited understanding of vocabulary for EL scholars	RI, ELF, ACCESS, ITBS, DRA, ELA Interims, Writing Rubrics, READ 180, System 44
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 type="checkbox"/> Migrant	*All students made growth in math fact accuracy. *Ability to solve basic calculations	*Limited understanding of math vocabulary for EL scholars. *Ability to solve word problems	MI, MFI, ITBS, Math Interims
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	*Quarterly grade level STEM projects *More integration of science throughout ELA instruction *Increased exposure to science vocabulary through projects, STEM lab, announcements *Increased engagement when presented hands-on activities	*Lack of time to provide hands-on activities and experiences for scholars. *Limited prior knowledge *Limited understanding and exposure of content vocabulary	*Common formative assessments *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	*More integration of social studies throughout ELA instruction *Increased engagement when presented project-based assignments	*Limited understanding and exposure of content vocabulary *Limited prior knowledge *Limited Social Studies resources	*Common formative assessments *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	*RTI process implemented with consistency. *PBIS app used with consistency. *SEL support provided by counselors *Proactive approach to discipline (Restorative Conferences) *Student application of strategies presented by counselors	*Limited understanding of how to address the behavioral needs of SWD	*PBIS app *CSIS discipline reports
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	*RTI Process training *CCC Roles training *PBIS training for staff, scholars, and parents *MFF Training *ELF Training	*Limited understanding of how to address the behavioral needs of SWD *Modeling of writing across all grade levels	*CTLS ELF/MFI data *CCC minutes *RTI portal *PBIS app

Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
--------------	---	--	--	--

Statement of Concern #1	Students need consistency in developing and applying math fluency.
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	Kindergarten/ 1st-There is not a variety of math fluency strategies throughout our instruction. 2 nd /3 rd grade lack of consistent use of math resources to include printed/digital/hands on manipulatives. 4 th /5 th – Lack of consistency with fluency practice across grade level and using the same tools of measure (XTRAMath/MobyMax/etc.)
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	Kindergarten/1 st Grade/2 nd Grade- There is a need for planning and implementing remediation after Quarter 1 pre assessments 3 rd grade-Needs ongoing place value foundational skill instruction. 4 th /5 th - Lack of error analysis from assessments with feedback to drive instruction.
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	Kindergarten/ 1 st Grade-There is a need for additional training on teaching math fluency. 3 rd grade-Additional training and modeling is needed on small group instruction. 4 th /5 th grade- There is little application of resources to support ELL students with interpreting word problems. 5 th — Teachers need additional training in conducting effective Number Talks.
Contributing Factors (Outside of control)	-Student attendance (tardiness/truancy) -Lack of parent knowledge of mathematics grade level standards -Interrupted learning
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the 2023-2024 school year 30% of students in grades 2nd-5th scoring proficient and advanced will increase by 25%, as measured by the Math Inventory.</p> <p>By the end of 2023-2024 school year 40% of kindergarten students will increase their ability to count and recognize numbers 1-20 as measured by schoolwide data binder tracking sheets.</p> <p>By the end of 2023-2024 school year 30% of 1st grade students will increase their ability to count numbers 1-100 as measured by schoolwide data binder tracking sheets.</p>

Statement of Concern #2	Students are unable to read on grade level.
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	Kindergarten/4 th Grade/5 th Grade- lack consistent instructional knowledge and preparation, during guided reading/small group time. 1 st grade- There is a need to incorporate more phonics practice during small groups 2 nd /3 rd Grade- Small group instruction needs to provide more decoding and skills practice.
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	Kindergarten/1 st Grade/2 nd Grade/3 rd Grade/4 th Grade/5 th Grade- There is a need for rigorous instruction and exposure to vocabulary Kindergarten/1 st Grade-There is a need for rigorous instruction with sight words
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	Kindergarten/1 st Grade/2 nd Grade/3 rd Grade/4 th Grade/5 th Grade-In depth training is needed to implement guided reading.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Student attendance (tardiness/truancy) -Interrupted learning -Parental involvement
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the 2023-2024 school year, 30% of students in grades 2- 5 will demonstrate growth by scoring at the meets or exceeds level as measured by the Next Steps Guiding Reading Online assessment tool.</p> <p>By the end of the 2023-2024 school year, students in grades K-1 will show an increase in learning gains by mastering 50 to 100 sight words for the year as measured by schoolwide data binder tracking sheets.</p>

Statement of Concern #3	Students are unable to produce writing that is on grade level.
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	KINDERGARTEN/4 th Grade/5 th Grade- lack consistent instructional knowledge and preparation, during guided reading/small group time. 1 st grade- There is a need to incorporate more phonics practice during small groups 2 nd /3 rd Grade- Small group instruction needs to provide more decoding and skills practice.
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	Kindergarten/1 st Grade/2 nd Grade/3 rd Grade/4 th Grade/5 th Grade- There is a need for rigorous instruction and exposure to vocabulary.
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	Kindergarten/1 st Grade/2 nd Grade/3 rd Grade/4 th Grade/5 th Grade-In depth training is needed to implement writing.
Contributing Factors (Outside of control)	-Covid impact -Student attendance (tardiness/truancy) -Parental Involvement
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of the 2023-2024 school year the percentage of students scoring meets and exceeds on Lucy Calkins units of Study On Demand assessments will increase 15 percentage points , as measured by pre and post Lucy Calkins Units of Study On Demand assessments.

Statement of Concern #4	There are a significant number of students Out of School Suspensions
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	Teachers K-5- Additional training is needed on PBIS applications, rewards, and class store components.
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	Parents and staff need training and resources in behavioral support and de-escalation techniques to support students.
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	K-5 teachers need to collaborate and analyze discipline data during grade level CCCs to support positive behavior and interventions.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> - Student attendance (tardiness/truancy) -Interrupted learning -Parental involvement
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>By the end of the 2023-2024 school year, the out of school suspension will decrease from 62 to 50 as measured by schoolwide PBIS system data reports.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>By the end of the 2023-2024 school year 30% of students in grades 2nd-5th scoring proficient and advanced will increase by 25%, as measured by the Math Inventory.</p> <p>By the end of 2023-2024 school year 40% of kindergarten students will increase their ability to count and recognize numbers 1-20 as measured by schoolwide data binder tracking sheets.</p> <p>By the end of 2023-2024 school year 30% of 1st grade students will increase their ability to count numbers 1-100 as measured by schoolwide data binder tracking sheets.</p>
Goal #2	<p>By the end of the 2023-2024 school year, 30% of students in grades 2- 5 will demonstrate growth by scoring at the meets or exceeds level as measured by the Next Steps Guiding Reading Online assessment tool.</p> <p>By the end of the 2023-2024 school year, students in grades K-1 will show an increase in learning gains by mastering 50 to 100 sight words for the year as measured by schoolwide data binder tracking sheets.</p>
Goal #3	<p>By the end of the 2023-2024 school year the percentage of students scoring meets and exceeds on Lucy Calkins units of Study On Demand assessments will increase 15 percentage points , as measured by pre and post Lucy Calkins Units of Study On Demand assessments.</p>
Goal #4	<p>By the end of the 2023-2024 school year, the out of school suspension will decrease from 62 to 50 as measured by schoolwide PBIS system data reports.</p>

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Help parents understand how to access and navigate CTLS Parent and CTLS students to support their student’s academic goals.</p> <p>Support parents with translations and interpretation to communicate with all the Staff at meetings/Events.</p> <p>Facilitate with parent’s phone calls to support Staff, Students, and Administration.</p> <p>Help to improve the communication among school personnel and non-English speaking parents.</p> <p>Facilitates and participates in different school events and workshops like Math Night, Literacy Night, Science Night and shares resources in English and Spanish.</p> <p>Provide necessary materials and handouts for our families during conference week, meetings, and activities to help families work with their children.</p> <p>Translates the school resources in a language that the families can understand.</p>
Academic Coaches	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Provides monthly professional development in the instructional areas that correlate with the goals.</p> <p>Attends and supports grade level CCC’s (goals, norms, analyzing data).</p> <p>Supports teachers and staff by modeling lessons, sharing strategies and resources to enhance the instructional program. Leads New Teachers Academy providing mentors and ongoing professional development.</p> <p>Plan/support remedial programs, tutoring and summer enrichment.</p>

<p>Targeted Support Staff</p>	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p><u>Supports grade levels K-2nd</u> . Works with small groups during center rotations for reading, phonics, and math.</p> <p>Blend model of push in/pull out support for EIP students. Monitors progress of student learning. Supports during guided reading by reading with the students and completing reading comprehension activities.</p> <p>Supports during guided math by reviewing the previously taught standard, working on math facts, word problems or anything that the students may need extra support in outside of whole group.</p> <p>Ensures that a student navigates the room safely and the environment around is suitable to meet needs.</p>
<p>Targeted Support Staff</p>	<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	<p><u>Supports grades levels 3rd-5th</u> . Works with small groups during center rotations for reading, phonics, and math.</p> <p>Blend model of push in/pull out. Monitors progress of student learning. Supports during guided reading by reading with the students and completing reading comprehension activities.</p> <p>Supports during guided math by reviewing the previously taught standard, working on math facts, word problems or anything that the students may need extra support in outside of whole group.</p> <p>Ensures that a student navigates the room safely and the environment around is suitable to meet needs.</p>
<p>Push in Tutor</p>	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation to support students scoring low percentages in academic areas. Collaborates with grade level teachers to parallel teach or remediate students in math, reading and writing. Works one on one with students or in small groups. Creates a lesson plan that differentiates the needs of students based on data.</p>

<p align="center">GOAL #1</p>	<p>By the end of the 2023-2024 school year 30% of students in grades 2nd-5th scoring proficient and advanced will increase by 25%, as measured by the Math Inventory.</p> <p>By the end of 2023-2024 school year 40% of kindergarten students will increase their ability to count and recognize numbers 1-20 as measured by schoolwide data binder tracking sheets.</p> <p>By the end of 2023-2024 school year 30% of 1st grade students will increase their ability to count numbers 1-100 as measured by schoolwide data binder tracking sheets.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>Consistently utilize data during CCC meetings to plan for differentiated instruction specific to scholar needs</p>	<ul style="list-style-type: none"> -CTLS -Math Inventory -Data Binders 	<ul style="list-style-type: none"> -Local Funds -Title I 	<p>August 2023</p>	<p>Implementation: Teachers will create CCC agendas and will take detailed minutes regarding analysis of data and next steps for instruction. Meetings will occur weekly.</p> <p>Artifacts: CCC agendas, CCC minutes, Data Binders</p>	<p>Evaluation of Impact: Walkthroughs, formal/ informal observations, peer observations, small group lesson plans</p> <p>Evidence: There will be evidence of student academic performance, engagement, and differentiated activities within small group instruction.</p>	<p>Teachers; Academic Coaches</p>
<p>Utilize the Building Fluency Framework (BFF) and Math Fluency Framework (MFF) strategies with consistency to develop and strengthen scholars' math fluency in grades K-5.</p>	<ul style="list-style-type: none"> -MFF resources -BFF kits -manipulatives -technology programs -360 boards -Data Binders 	<ul style="list-style-type: none"> -Local Funds -Title I 	<p>August 2023</p>	<p>Implementation: Teachers will provide BFF & MFF strategies within instruction and Interim assessments according to the calendar which is grade level specific.</p> <p>Artifacts: Lesson Plans, Data Binders, Interim and common assessments on CTLS</p>	<p>Evaluation of Impact: Interims & common assessments on CTLS and classroom performance activities</p> <p>Evidence: Increased math fluency in grades K-5</p>	<p>Teachers; Academic Coaches Math Lab</p>

<p>Continue to strengthen the implementation of Math Workshop model with focus on work session and closing.</p>	<p>-CTLS -manipulatives - K-12 Balanced Mathematics Instruction Teacher Reflective Planning Guide</p>	<p>-Local Funds -Title I</p>	<p>August 2023</p>	<p>Implementation: Teachers will follow the workshop model <u>daily</u> which includes the following components: Opening, Work Session, Closing and Environment.</p> <p>Artifacts: Lesson Plans, small group plans, anchor charts, technology (small group rotation), classroom layout</p>	<p>Evaluation of Impact: There will be evidence of student academic performance, engagement, and differentiated activities within small group instruction. The instructional practice of teachers is strengthened</p> <p>Evidence: Walkthroughs, formal/ informal observations, peer observations, small group lesson plans, K-12 Balanced Mathematics Instruction Teacher Reflective Planning Guide(teacher reflection)</p>	<p>Teachers Academic Coaches</p>
<p>Teachers will use common practices for vocabulary instruction across the grade level.</p>	<p>-Math Vocabulary Cards (unit specific) -CTLS -Technology programs</p>	<p>-Local Funds - Title I</p>	<p>August 2023</p>	<p>Implementation: Teachers will provide direct instruction daily.</p> <p>Artifacts: Content Vocabulary Word Walls, Lesson Plans, Vocabulary Based Stations within Work Session, Activities</p>	<p>Evaluation of Impact: The vocabulary will increase students problem-solving skills and abilities. It will strengthen vocabulary strategies and practices across the grade levels</p> <p>Evidence: Students' performance in common assessments/MI and classroom activities</p>	<p>Local School Academic Coaches, District Math Coach, Math Lead, Teachers</p>

<p align="center">GOAL #2</p>	<p>By the end of the 2023-2024 school year, 30% of students in grades 2- 5 will demonstrate growth by scoring at the meets or exceeds level as measured by the Next Steps Guiding Reading Online assessment tool.</p> <p>By the end of the 2023-2024 school year, students in grades K-1 will show an increase in learning gains by mastering 50 to 100 sight words for the year as measured by schoolwide data binder tracking sheets.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>Provide K-5 teachers with extensive professional development in the full Jan Richardson Guided Reading curriculum</p>	<ul style="list-style-type: none"> -Next Steps Forward in Guided Reading Book -Next Step Guided Reading Assessment Kit/Online tool -Teacher created common assessments -CTLS -Word Study Kits -Literacy Footprints resources - District Coaches 	<ul style="list-style-type: none"> Title I, Local Funds Title I, Local Funds Local funds Title I, Local Funds Title I, Local Funds 	<p>August 2023</p>	<p>Implementation: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing.</p> <p>Artifacts: PL trainings/presentations, lesson plans (whole group/small group), Readers Workshop/Guided Reading Look Fors/Reflection Checklist, Data Binders</p>	<p>Evaluation of Impact: Instructional Walks/Observations, common assessments, Universal screeners, Next Steps Online Data tool, Data Binders, CCC agenda/minutes</p> <p>Evidence: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. This will be evident in the lesson plans and Jan Richardson lesson plan templates for guided groups.</p>	<p>Admin, Academic Coaches, Teachers, Paras</p>

<p>K-5 teachers will receive extensive professional development to implement Jan Richardson Word Study vocabulary and sight word instructional strategies</p>	<p>-Word Study books -Word Study Kits -CTLS -EIP Vocabulary resources -Technology - District Coaches</p>	<p>Title I, Local Funds Title I, Local Funds Title I, Local Funds Title I, Local Funds Title I</p>	<p>August 2023</p>	<p>Implementation: Academic Coaches will provide training for staff and further extension for New Teachers in a set of planned sessions. District coaches and other professional webinars, trainings and resources will be provided throughout the year.</p> <p>Artifacts: PL trainings/presentations, Agendas, Photos, Surveys, Handouts, Notes, video recordings</p>	<p>Evaluation of Impact: Instructional Walks/Observations, common assessments, Universal screeners, Next Steps Online Data tool, Data Binders, CCC agenda/minutes</p> <p>Evidence: Teachers will follow and implement practices using word study kit provided during instructional time to support vocabulary and sight word knowledge.</p>	<p>Admin, Academic Coaches, Teachers, Paras</p>
<p>K-5 teachers will implement the reading workshop model daily</p>	<p>-PL provided by Academic Coaches -Jan Richardson lesson plans -CTLS resources for Launch Units -Scholastic Library -Cross Curricular Book Tubs -Technology programs and Resources -Benchmark -LETRS Training</p>	<p>Title I Title I, Local Funds Title I Title I Title I/Local Funds CCSD CCSD Local Funds and Title I</p>	<p>August 2023</p>	<p>Implementation: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing.</p> <p>Artifacts: PL trainings/presentations, lesson plans (whole group/small group), Readers Workshop/Guided Reading Look Fors/Reflection Checklist, Data Binders</p>	<p>Evaluation of Impact: Instructional Walks/Observations, common assessments, Universal screeners, Next Steps Online Data tool, Data Binders, CCC agenda/minutes</p> <p>Evidence: Teachers will follow and implement each component of Readers Workshop daily including mini lesson, work session (independent, guided groups) and the closing. This will be evident in the lesson plans and Jan Richardson lesson plan templates for guided groups.</p>	<p>Admin, Academic Coaches, Teachers, Paras</p>

	<ul style="list-style-type: none"> -Cross content integrated activities that include Social Studies, Science and Math, and STEM - Reading Look Fors/Reflection Checklist 	Local School				
Consistently utilize data Next Steps Guided Reading Assessments online tools during CCC meetings to set and monitor grade level benchmark goals	<ul style="list-style-type: none"> -CTLS Assess -Grade Level Data NSGRA online tool -Universal Screeners -Common Assessments -Next Steps Assessments Kits 	Title I, Local Funds	August 2023	<p>Implementation: Teachers will create CCC agendas and will take detailed minutes regarding analysis of data and next steps for instruction. Meetings will occur weekly.</p> <p>Artifacts: CCC agendas, CCC minutes, NSGRA reports, Data Binders</p>	<p>Evaluation of Impact: CCC agendas, CCC minutes, small group plans, NSGRA reports, Data Binders</p> <p>Evidence: Teachers will collaborate and analyze data to determine student needs. Teachers will use school wide and grade level data to inform guided reading instruction.</p>	Admin Grade level CCC Coaches

GOAL #3	By the end of the 2023-2024 school year the percentage of students scoring meets and exceeds on Lucy Calkins units of Study On Demand assessments will increase 15 percentage points, as measured by pre and post Lucy Calkins Units of Study On Demand assessments.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Implement each part of the writing workshop model daily.	-Units of Study Resources -CTLS Resources (Launch units) -K-5 writing plan resource - Cobb Balanced Literacy Writing Workshop Teacher Reflection Checklist	Title I, Local Funds	August 2023	Implementation: Teachers will follow and implement each component of Writing Workshop daily including mini lesson, work session and closing Artifacts: PL trainings/presentations, lesson plans (whole group/small group), Cobb Balanced Literacy Writing Workshop Teacher Reflection Checklist, Writing Analysis Spreadsheet, UOS checklists and rubrics	Evaluation of Impact: Instructional Walks/Observations, common assessments, CCC agenda/minutes, data from Cobb Balanced Literacy Writing Workshop Teacher Reflection Checklist, Coaching and Administrative Feedback, UOS Rubrics Evidence: Teachers will follow and implement each component of Writers Workshop daily including mini lesson, work session (independent, guided groups) and the closing.	Teachers
Provide Units of Study professional development to align planning and teaching the components with writing workshop.	-Units of Study Resources -CTLS -District Coaches -Heinemann Resources	Title I, Local Funds	August 2023	Implementation: Academic Coaches will provide training for staff and further extension for New Teachers in a set of planned sessions. District coaches and other professional webinars, training and resources will be provided throughout the year. Artifacts: small group plans, class observations, On Demand assessments, writing rubrics, PL presentations, sign-in	Evaluation of Impact: On Demand assessments data, student work samples, Data Binders, Writing Analysis Spreadsheets Evidence: Teachers will have an understanding of how to apply the Units of Study components into daily writing instruction. They will close gaps in missing foundational writing skills, increase writing stamina, and improve scholar ability to write	Teachers, Academic Coaches, District Coaches

				sheets, Data Binders, Writing Analysis Spreadsheets	coherent sentences, paragraphs, or stories on topic.	
Provide support and guidance on implementation of vocabulary-based instruction	<ul style="list-style-type: none"> -CTLS -Literacy Resources -Academic Games -Technology Applications -EIP resources -Word Study Kits 	Title I, Local Funds	August 2023	<p>Implementation: Academic Coaches will provide training for staff and further extension for New Teachers in a set of planned sessions. District coaches and other professional webinars, training and resources will be provided throughout the year.</p> <p>Artifacts: PL trainings/presentations, Agendas, Photos, Surveys, Handouts, Notes, video recordings, lesson plans</p>	<p>Evaluation of Impact: Walk throughs, Formal/Informal observations, Peer Observations student writing samples, student observations, Data binder, lesson plans, writing rubrics, Writing Analysis Spreadsheet</p> <p>Evidence: Increased exposure to academic vocabulary and usage in writing and communication.</p>	Academic Coaches, Teachers
Teachers will develop common practices for scoring writing across the grade level.	<ul style="list-style-type: none"> -UOS Grade level Rubrics -CTLS -Units of Study Curriculum and resources -District Coaches and leaders PL 	Title I, Local Funds	August 2023	<p>Implementation: Teachers will participate in collaborative scoring sessions lead by ELA coach and/or district personnel.</p> <p>Artifacts: Agendas/sign-in sheets, collaborative scoring documents/reflections, UOS checklist and rubrics</p>	<p>Evaluation of Impact: Grade level writing rubrics with pre-post scores, CCC agendas/minutes, Data Binders, Writing Analysis Spreadsheets</p> <p>Evidence: Teams will develop consistency in practice when scoring writing and work collaboratively to determine instructional next steps.</p>	Admin, Academic Coaches Teachers

GOAL #4	By the end of the 2023-2024 school year, the out of school suspension will decrease from 62 to 50 as measured by schoolwide PBIS system data reports.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Staff PBIS App/ Rewards Trainings	-Technology -PBIS app -flowchart	Title I, Local	August 2023	Implementation: PBIS committee will provide ongoing PBIS app and Rewards training. Artifacts: PBIS Rewards Application, Sign-In sheets, PBIS data	Evidence of Impact: PBIS Rewards data, decrease in student incidents and referrals Evidence: (Class participation activity) Staff awareness and usage of PBIS Rewards will increase.	Admin, PBIS Committee, Teachers
Parent/Guardian and Staff PL rotating sessions	-Technology -PBIS app -Behavioral support trainers/resources	Title I, Local	September 2023	Implementation-PL sessions will be provided to provide behavioral support between home and school for families and de-escalation training for staff. Artifacts: Agendas, Presentations, Sign-In sheets, Surveys	Evidence of Impact: PBIS Rewards data, decrease in student incidents and referrals Evidence: Discipline training for parent/guardian at the start of the year and staff restorative conferences and de-escalation training at the beginning of the year.	Admin, PBIS Committee, Parent Facilitator
Teachers will analyze and grade level discipline data in CCC meetings	-Technology, -PBIS app -CTLS	Title I, Local	August 2023	Implementation: Teachers will implement monthly PBIS class store opportunities for students Artifacts: CTLS, Data binders, PBIS Rewards Application (Class Store Set-up and Activity), Meeting Agendas	Evidence of Impact: PBIS Rewards Data , CTLS data, Data Binders, Meeting Notes Evidence: Teachers will plan and collaborate using discipline data to decrease student referrals and out of school suspensions. This will be reviewed monthly.	Admin Academic Coaches, Teachers

--	--	--	--	--	--	--

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Build background knowledge by introducing vocabulary in the mini lessons and providing guided practice to support learners before independent practice. Provide professional development for classroom teachers to support ESOL scholars.	ESOL teachers Academic Coaches, Admin, and classroom teachers; Imagine Learning	ESOL Department and Local school Title I
<input checked="" 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	Provide professional development for teachers to ensure Best Practices are used for planning and executing high quality instruction for scholars. Provide monthly parent sessions and resources that include technology training and assistance with instructional strategies in math, reading, and writing to assist their scholars at home.	Admin, Academic Coaches, Parent Facilitator	Local School and District Support, Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Ongoing professional development provided by the SSA for teachers to support the various teaching models and strategies to support SWD and their goals and objectives.	SSA, Admin, District Support	Local school, District, Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide support through school counselors, Community in Schools, social worker, and access to community resources	Admin, Counselors, social worker, Community in Schools	Local School, Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide culturally relevant opportunities and activities for inclusiveness. Provide cultural sensitivity training for staff.	Admin, Counselors, Parent Facilitator, Teachers	Local School, Title I

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 Annual Title I Meeting – Deadline September 29, 2023 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>			<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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.</p>			<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 Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024 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>			<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 the school. <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>			<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>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Family Literacy Night (2)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	11/2023	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. - PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator
Family Math Night (2)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I EIP Funds	12/2023	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. - PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator
Family STEM Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	1/2024	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	Academic Coach; Parent Facilitator

Working on Wednesdays for Scholar Success Parent Meetings (WOW)	<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 checked="" type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	8/ 2023; 9/2023; 11/2023; 2/2024; 3/2024	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS support for parents to utilize app with consistency.	Academic Coach; Parent Facilitator
English Classes for Spanish Speaking Families	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	9/2023 – May 2024 (Wednesdays)	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator
Donuts with Dad	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	October 2023	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	
Muffins with Mom	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS	Title I	May 2024	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	

Chat & Chew with the Principal	<input checked="" 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	Local Community, Stakeholders, Parent Facilitator	Title I	August 2023, December 2023, March 2024	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Admin
Masquerade Ball	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Local Community, Stakeholders, Parent Facilitator	Title I	February 2024	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	

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: This plan was developed with staff, parents, and community leaders. District initiatives (MFI, ELF, READ 180, System 44, PBIS) were supported with Title I funds.

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE: The plan is reviewed with all stakeholders at the end of each quarter. Results are shared with staff and next steps determined to maintain progress toward meeting goals.

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: Data is reviewed regularly in CCC meetings or Team meetings and instructional next steps and interventions implemented as needed

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: The schoolwide plan is revised periodically with the support of our Title I supervisor and adjustments made at our midyear conference.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.**

SWP Checklist 2(b)

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: We utilize a holistic approach to addressing the behavioral concerns of our scholars. We provided SEL support at the tier 1 level with the use of Quaver and Second Step. Tier 2 was supported by the counselors through group sessions and interventions (Check in/Check out). Tier 3 was supported through Check and Connect and individualized meetings with the counselors. The PBIS team monitored and tracked the referral data from CSIS and the PBIS rewards app. This data was reported to admin. Interventions were put in place to address the behaviors through individualized interventions.

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: Professional Development offered: Para University, New Teacher Academy, Front office staff training, differentiated PL options for staff, ELF PL, MFF PL, Math 360 PL, and technology training.

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: 5th grade students have 3-4 virtual visits from middle school. The topics range from (Meeting the Principal, enrichment options, extracurricular activities and clubs). There is one physical visit to the middle school at the end of the year where they showcase their students and activities.

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*

