



School Improvement Action Plan



| | |
|------------------------|---------------------------------------|
| School Year: | FY23 |
| School Name: | Sedalia Park Elementary School |
| Principal Name: | Tiffany Jackson |
| Date Submitted: | 6/30/22 |
| Revision Dates: | 8/2/22, 8/4/22 |

| | |
|----------------------|--------------------------------|
| <i>District Name</i> | Cobb County School District |
| <i>School Name</i> | Sedalia Park Elementary School |
| <i>Team Lead</i> | Tiffany Jackson |
| <i>Position</i> | Principal |
| <i>Email</i> | Tiffany.Jackson@cobbk12.org |
| <i>Phone</i> | (770) 509-5162 |

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

| | |
|---|---|
| X | Traditional funding (all Federal funds budgeted separately) |
| | Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY |
| | "Fund 400" - Consolidation of Federal funds only |

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

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

Direct Certification

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response:

The school developed a comprehensive school-wide improvement plan with the participation of individuals who will carry out the plan for School Year 2023. The following individuals participated in the development, revision, and review of this plan: school administration, the academic coach, school counselor, parent facilitator, bookkeeper, grade level team representatives, parents, and community members.

Each member played an active role in the development and/or annual review of this School-wide Title I plan. The committee conducted a needs assessment, including data analysis from the mid-year report, the Title I parent survey, and Building Leader Team feedback. This information was used to continue previous goals and develop or refine targets. The committee also reviewed school-wide instructional strategies, planned for professional development, and brainstormed ways to increase parent involvement.

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 | Dr. Dennissa Brown |
| Academic Coach (District) | Verlynda Slaughter-Thompson |
| Academic Coach (Local School) | Carmen Bandy |
| Parent (Non CCSD Employee) | Lauren Murray |
| Business Partner | N/A |
| Counselor | Bridgette Turner |
| Parent Facilitator | Ximena Tapia-Gonzalez |
| Health Care Providers | N/A |
| Social Workers | Dr. Julie Lance |
| Faith-based Community Leaders | N/A |
| Technology Experts (TIS) | Jennifer Tillman |
| Media Specialists/Librarians | Jill Ward |
| Police/Public or School Safety Officers | N/A |
| Universities or Institutes of Higher Education | N/A |

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): | 5/12/22, 8/1/22 |
|------------------|-----------------|

| Position/Role | Printed Name | Signature |
|-------------------------------------|-----------------------|-----------|
| Principal | Tiffany Jackson | |
| Assistant Principal | Kahliah Rachel | |
| Assistant Principal | Adam Casey | |
| Student and Services Administrator | Alix Combs | |
| Bookkeeper | Sheila DeGrossi | |
| Academic Coach | Carmen Bandy | |
| Parent Facilitator | Ximena Tapia-Gonzalez | |
| Counselor | Bridgette Turner | |
| Grade 5 Team Leader | Emily Tongamoa | |
| Grade 4 Team Leader | Rebecca Harrison | |
| Grade 3 Team Leader | Anna-Maria Reyes | |
| Grade 2 Team Leader | Priya Aiyer | |
| Grade 1 Team Leader | Mary Adkins | |
| Grade K Team Leader | Kristin Cross | |
| ESOL Team Leader | Taya Nelson | |
| Specialized Instruction Team Leader | Toni Barolette | |
| Non-CCSD Employee-Parent | Lauren Murray | |

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 | <p>Grade K: We will increase the percentage of students taking the Reading Comprehension Assessment by 25% as measured by the Spring Reading Inventory administration from Spring 2021 to Spring 2022.</p> <p>Grade 1: We will increase the percentage of students scoring proficient or advanced on the Reading Comprehension Assessment (RCA) from 50% (Spring 2021) to at least 65% as measured by the Spring 2022 Reading Inventory administration.</p> <p>Grade 2-5: We will increase the percentage of students scoring proficient or advanced as measured by the Reading Comprehension Assessment (RCA) by 15% from August 2021 to May 2022.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------------------|---|-----------------|------|---------------------|----------------------|-----------------------|----------------------------|---|--|--|--|--|-------------|-------------|------|---------------------|-------------------------|-------------------------|-------------------------|---|--|--|--|----------------------|---------|--|---|---------------|--|-----|----------------|--|-----|------------|--|------|--|--|--|-----------------|--|--|--|-----|--|--|--|--|----------------|---------|--|---|---------------|--|-----|----------------|--|-----|------------|--|------|--|--|-----------------|--|--|-----|--|--|--|--|----------------------|---------|--|---|---------------|--|-----|----------------|--|-----|------------|--|------|--|--|-----------------|--|--|-----|--|--|--|--|----------------------|---------|--|---|---------------|--|-----|----------------|--|-----|------------|--|------|--|--|-----------------|--|--|-----|--|--|--|--|
| Was the goal met? <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What data supports the outcome of the goal?</p> | <p>Grades K, 2, 3, 5 met/exceeded the goal. Grades 1 and 4 did not meet the goal.</p> <table border="1" style="margin-bottom: 10px; width: 100%;"> <thead> <tr> <th></th> <th>Spring May 2021</th> <th>Spring May 2022</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade K (RI)</td> <td style="text-align: center;">10 students assessed</td> <td style="text-align: center;">*19 students assessed</td> <td style="text-align: center;">25% = 13 students assessed</td> </tr> <tr> <td colspan="4" style="font-size: small;">K students grew 90% from Spring 21 to Spring 22</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px; width: 100%;"> <thead> <tr> <th></th> <th>Spring 2021</th> <th>Spring 2022</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 1 (RI)</td> <td style="text-align: center;">50% Proficient/Advanced</td> <td style="text-align: center;">51% Proficient/Advanced</td> <td style="text-align: center;">65% Proficient/Advanced</td> </tr> <tr> <td colspan="4" style="font-size: small;">Grade 1 student performance increased 1% from Spring 21 to Spring 22.</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px; width: 100%;"> <thead> <tr> <th rowspan="4" style="text-align: center;">Grade 2 (RCA)</th> <th colspan="2">SY 2022</th> <th>Proficient/Advanced Reading Performance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">August</td> <td></td> <td style="text-align: center;">34%</td> </tr> <tr> <td style="text-align: center;">January</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">May</td> <td></td> <td style="text-align: center;">*53%</td> </tr> <tr> <td colspan="3"></td> <td style="text-align: center;">May Goal</td> </tr> <tr> <td colspan="3"></td> <td style="text-align: center;">49%</td> </tr> <tr> <td colspan="4" style="font-size: small;">Grade 2 student performance increased 19%.</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px; width: 100%;"> <thead> <tr> <th rowspan="5" style="text-align: center;">Grade 3</th> <th colspan="2">SY 2022</th> <th>Proficient/Advanced Reading Performance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">August</td> <td></td> <td style="text-align: center;">39%</td> </tr> <tr> <td style="text-align: center;">January</td> <td></td> <td style="text-align: center;">42%</td> </tr> <tr> <td style="text-align: center;">May</td> <td></td> <td style="text-align: center;">*54%</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">May Goal</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">54%</td> </tr> <tr> <td colspan="4" style="font-size: small;">Student performance increased 15% from Spring 21 to Spring 22.</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px; width: 100%;"> <thead> <tr> <th rowspan="5" style="text-align: center;">Grade 4 (RCA)</th> <th colspan="2">SY 2022</th> <th>Proficient/Advanced Reading Performance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">August</td> <td></td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="text-align: center;">January</td> <td></td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="text-align: center;">May</td> <td></td> <td style="text-align: center;">*46%</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">May Goal</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">48%</td> </tr> <tr> <td colspan="4" style="font-size: small;">Student performance increased 13% from Spring 21 to Spring 22.</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px; width: 100%;"> <thead> <tr> <th rowspan="5" style="text-align: center;">Grade 5 (RCA)</th> <th colspan="2">SY 2022</th> <th>Proficient/Advanced Reading Performance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">August</td> <td></td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: center;">January</td> <td></td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="text-align: center;">May</td> <td></td> <td style="text-align: center;">*45%</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">May Goal</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">43%</td> </tr> <tr> <td colspan="4" style="font-size: small;">Student performance increased 17% from Spring 21 to Spring 22.</td> </tr> </tbody> </table> | | Spring May 2021 | Spring May 2022 | Goal | Grade K (RI) | 10 students assessed | *19 students assessed | 25% = 13 students assessed | K students grew 90% from Spring 21 to Spring 22 | | | | | Spring 2021 | Spring 2022 | Goal | Grade 1 (RI) | 50% Proficient/Advanced | 51% Proficient/Advanced | 65% Proficient/Advanced | Grade 1 student performance increased 1% from Spring 21 to Spring 22. | | | | Grade 2 (RCA) | SY 2022 | | Proficient/Advanced Reading Performance | August | | 34% | January | | 40% | May | | *53% | | | | May Goal | | | | 49% | Grade 2 student performance increased 19%. | | | | Grade 3 | SY 2022 | | Proficient/Advanced Reading Performance | August | | 39% | January | | 42% | May | | *54% | | | May Goal | | | 54% | Student performance increased 15% from Spring 21 to Spring 22. | | | | Grade 4 (RCA) | SY 2022 | | Proficient/Advanced Reading Performance | August | | 33% | January | | 37% | May | | *46% | | | May Goal | | | 48% | Student performance increased 13% from Spring 21 to Spring 22. | | | | Grade 5 (RCA) | SY 2022 | | Proficient/Advanced Reading Performance | August | | 28% | January | | 33% | May | | *45% | | | May Goal | | | 43% | Student performance increased 17% from Spring 21 to Spring 22. | | | |
| | Spring May 2021 | Spring May 2022 | Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade K (RI) | 10 students assessed | *19 students assessed | 25% = 13 students assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K students grew 90% from Spring 21 to Spring 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Spring 2021 | Spring 2022 | Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 (RI) | 50% Proficient/Advanced | 51% Proficient/Advanced | 65% Proficient/Advanced | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 student performance increased 1% from Spring 21 to Spring 22. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 (RCA) | SY 2022 | | Proficient/Advanced Reading Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | August | | 34% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | January | | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | May | | *53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | May Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 49% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 student performance increased 19%. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | SY 2022 | | Proficient/Advanced Reading Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | August | | 39% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | January | | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | May | | *54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | May Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student performance increased 15% from Spring 21 to Spring 22. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 4 (RCA) | SY 2022 | | Proficient/Advanced Reading Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | August | | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | January | | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | May | | *46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | May Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student performance increased 13% from Spring 21 to Spring 22. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 (RCA) | SY 2022 | | Proficient/Advanced Reading Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | August | | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | January | | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | May | | *45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | May Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student performance increased 17% from Spring 21 to Spring 22. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Reflecting on Outcomes

| | |
|--|---|
| <p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p> | <p>Student growth was significant; however, most of our students are performing below grade level in reading. Actionable strategies:</p> <ul style="list-style-type: none"> • Teachers use the <i>Next Step Forward in Guided Reading Plan</i> with fidelity to support small group instruction, intervention, and extension. • Intervention and extension grounded in common formative assessments, Early Literacy Framework Data and Next Steps Forward in Guided Reading Data. • Refine the rigor of CCC discussions to specify students that need additional support, standards/skills to address, and common strategies to measure growth. • Compare the same cohort of students by measuring growth within the same academic year. (grades 1-2) |
| <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>Action steps that contributed to increased student performance outcomes on the Reading Inventory include:</p> <ul style="list-style-type: none"> • CCSD Balanced Literacy Instruction Model • Team planning collaboration • CCC/PLC Data Team Meetings • Coaching practices (modeling lessons, teacher feedback, professional learning) • Administrative instructional guidance and feedback • K-2 Early Learning Framework (Benchmark phonics) • Teacher on Special Assignment/ Interventionist-Read 180/System 44 work with striving students in grades 3 and 5 |

| | |
|--|--|
| <p>Previous Year's Goal #2</p> | <p>Grade K: We will increase the percentage of students performing at the proficient or advanced levels by at least 25% from the Fall 2021 to Spring 2022 Math Inventory administration.</p> <p>Grade 1: We will increase the percentage of students performing at proficient or advanced levels in math from 45% (Spring 2021) to 48% as measured by the Spring 2022 Math Inventory administration.</p> <p>Grade 2: We will increase the percentage of students performing at proficient or advanced levels in math from 57% (Spring 2021) to 60% as measured by the Spring 2022 Math Inventory administration.</p> <p>Grade 3-5: We will increase the percentage of students performing at proficient and distinguished levels in math as measured by the Georgia Milestones End of Grade Assessment from the 2021 to 2022 school year by at least 2%.</p> |
| <p>Was the goal met? <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>What data supports the outcome of the goal?</p> | <p>Grades K and 1 exceeded the goal. (MI) Grade 2 did not meet the goal. (MI)</p> |

| Grades | Spring 2021 | Fall 2021 | Spring 2022 | Spring Goal 2022 | Student Performance Increase |
|--------|-------------|-----------|-------------|------------------|------------------------------|
| K | 10% | 13% | *49% | 38% | +36 |
| 1 | 45% | 15% | *66% | 48% | +6 |
| 2 | 57% | 19% | 57% | 60% | 0 |

Math Inventory (MI) reports provide data to support the outcome of our goals for grades K-2)

Grades 3-5 exceeded the goal

Preliminary reports from the Georgia Milestones End-of-Grade Math Assessment

| EOG Proficient/Distinguished Student Performance | | Grade 3 | Grade 4 | Grade 5 |
|--|---------|---------|---------|---------|
| | SY 2021 | 28% | 25% | 18% |
| | SY 2022 | 48% | 40% | 26% |

Grades 3-5 made significant growth on the Math Inventory. A measure of quantile growth will replace comparing EOG student performance SY 2022.

| Grades | Fall 2021 | Winter 2021 | Spring 2022 | Growth |
|--------|-----------|-------------|-------------|--------|
| 3 | 33% | 40% | 65% | +32 |
| 4 | 23% | 36% | 52% | +29 |
| 5 | 16% | 34% | 53% | +37 |

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Student growth was significant; however, many of our students are performing below grade level in mathematics. Actionable strategies:

- Guided Math groups to support intervention and extension
- Teachers implement guided math using *Math In Practice* books with fidelity to support small group instruction, intervention, and extension.
- Intervention and extension grounded in common formative assessments, Math Fluency Framework Data and Guided Math Data.

| | |
|--|--|
| | <ul style="list-style-type: none"> • Refine the rigor of CCC discussions to specify students that need additional support, standards/skills to address, and common strategies to measure growth. Examine data to support a trend to move more students from Basic and Below Basic performance bands to Proficient • Consistent use of Number Talk strategies to develop and support mental math fluency • Compare the same cohort of students by measuring growth within the same academic year. (Grades: 1-5) • Move from the Math Georgia Milestones EOG Assessment as a growth measure for Grades 3-5, to using the Math Inventory for all grades. Move to deeper analysis of this data to support growth for students performing in the Basic and Below Basic performance bands. |
| <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>Action steps that contributed to increased student performance outcomes on the Math Inventory include:</p> <ul style="list-style-type: none"> • CCSD Math Fluency Initiative • Team planning collaboration • CCC/PLC Data Team Meetings • Coaching practices (modeling lessons, teacher feedback, professional learning) • Administrative instructional guidance and feedback • Teacher on Special Assignment/ Interventionist-small group and pull-out intervention with grade 5 students |

| <p>Previous Year's Goal #3</p> | <p>K-2- We will increase the number of students scoring proficient or distinguished in writing by at least one level per quarter from the Winter to Spring On-Demand Writing sample.</p> <p>3-5-We will increase the percentage of students performing at the Accelerate Learning level in writing, as measured by the ELA (Writing) Georgia Milestones End of Grade Assessment from the 2021 to 2022 school year by at least 2%.</p> | | | | | | | | | | | | | | | |
|--|---|---------------|--------|--------|--------|-----|------|----------|---------------|---------------|----------|---------------|---------------|----------|---------------|---------------|
| <p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | | | | | | | | | | | | | | | | |
| <p>What data supports the outcome of the goal?</p> | <p>Grades K-2 met the goal.</p> <table border="1" data-bbox="680 1036 1131 1240"> <thead> <tr> <th></th> <th>Winter</th> <th>Spring</th> </tr> <tr> <th>Grades</th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Beg-10</td> <td>Dev-16</td> </tr> <tr> <td>1</td> <td>Beg-10</td> <td>Dev-15</td> </tr> <tr> <td>2</td> <td>Beg-11</td> <td>Dev-14</td> </tr> </tbody> </table> <p>Grade-level on-demand writing data sheets</p> | | Winter | Spring | Grades | Pre | Post | K | Beg-10 | Dev-16 | 1 | Beg-10 | Dev-15 | 2 | Beg-11 | Dev-14 |
| | Winter | Spring | | | | | | | | | | | | | | |
| Grades | Pre | Post | | | | | | | | | | | | | | |
| K | Beg-10 | Dev-16 | | | | | | | | | | | | | | |
| 1 | Beg-10 | Dev-15 | | | | | | | | | | | | | | |
| 2 | Beg-11 | Dev-14 | | | | | | | | | | | | | | |

Grades 3 and 5 exceeded the goal. Grade 4 did not meet the goal

| | EOG-Accelerated Learner Performance 2021 | EOG-Accelerated Learner Performance 2022 |
|--|--|--|
| 3 | 11% | 21% |
| 4 | 17% | 18% |
| 5 | 12% | 16% |
| Grades 3 and 5 met the goal from Spring 21 to Spring 22. | | |

Georgia Milestones End-of-Grade ELA Assessment- Writing Domain Mastery

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Student growth was significant; however, most of our students are performing below grade level in writing.

Actionable strategies:

- Revise the writing common assessment and rubric to measure growth in responding to text.
- Quarterly data analysis to measure student growth, decide on next steps for learning, extension, and intervention
- Quarterly instructional planning using data to pinpoint learning strategies
- CCC using calibrated collaborative scoring to develop instructional strategies based on trends

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?

Action steps that contributed to positive student performance outcomes in writing include:

- CCSD Balanced Literacy Instruction Model
- Professional learning sessions using student work to help teachers calibrate scoring
- Team planning collaboration
- Use of Writing Units of Study curriculum and rubrics for student feedback
- CCC/PLC Data Team Meetings
- Coaching practices (modeling lessons, teacher feedback, professional learning)
- Administrative instructional guidance and feedback (i.e. walkthroughs, debriefing conversations...)
- K-2 Early Learning Framework (Benchmark phonics)

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

| Data | Identified Strengths | Identified Challenges | Multiple Data Sources |
|-------------|--|--|--|
| ELA | <ul style="list-style-type: none"> • School-wide student performance on the Reading Inventory increased 16% (110 of 337 students increased to 226 of 459 students). Students performing in the proficient and advanced levels improved from 33% to 49%. • Gr. K and Gr. 2 show strength in phonics. Students can decode written text. • In Gr. K, student performance on Early Literacy Framework (ELF) Assessment-Reading Foundation Standards is at 85% average. Students can isolate and pronounce phonemes at 81% average. • In Gr. 2, student performance on ELF-Reading Foundation Standards is at 82% average. • In Gr. K and Gr. 1 show strength in phonemic awareness. Students demonstrate understanding in manipulating sounds. • In Gr. 1 - Student performance on ELF Assessment – distinguish long/short vowels is at 83% average <p>ELA Interim Assessment Grades 1, 2, and 3 demonstrated performance growth with describing character development Gr. 1- 12% growth from Q1 – Q3 Gr. 2- 9% growth from Q1 – Q3 Gr. 3- 11% growth from Q3 – Q4</p> | <ul style="list-style-type: none"> • End-of-year school-wide student performance on the Reading Inventory shows 51% of our students (233 of 459 students) read at Basic and Below Basic levels. • 42% of rising grade 1 students need support with writing upper and lowercase letters. • Student performance on Early Literacy Framework (ELF) Assessment- 68% average. • 59% of rising grade 2 students need support with decoding and encoding • Student performance ELF Assessment – 61% average • 44% of rising grade 3 students need support with decoding and encoding • Student performance ELF Assessment – 66% average. <p>ELA Interim Assessment Grades 1-5 average student performance 63% 1- 71% 2- 64% 3- 68% 4- 55% 5- 56%</p> | <p>Reading Inventory Early Literacy Framework Data Reports (CTLs) ELA Interim Assessment Data</p> <p>Georgia Milestones End-of-Grade Assessment- ELA Data</p> |
| Math | <p>School-wide student performance on the Math Inventory increased 40% (88 students of 505 increased to 337 of 594 students) In the proficient and advanced levels students improved from 17% -57%</p> <p>Grades K-1, and 3-5 demonstrated student performance growth on the Math Fluency Initiative diagnostic assessments (During what timeframe? You can just state number of months). Grade K – January – May Grade 1 – August – May Grade 2 – August – May Grade 3 – August – May</p> | <p>End-of-year school-wide student performance on the Math Inventory shows 43% of students (257 of 594 students) perform at Basic and Below Basic levels in Math.</p> <p>Grades K-2 demonstrated student support needs in subtraction automaticity. No grade scored over 70% fluency with subtraction.</p> <p>Grade 3 student average did not exceed 66% on the multiplication and division math assessments. At least</p> | <p>Math Inventory Math Fluency Initiative Data Reports (CTLs) Math Interim Assessment Data</p> <p>Georgia Milestones End-of-Grade Assessment- Math Data</p> |

| | | | |
|--|---|--|--|
| | Grade 4 – February - April Average Growth (Skill Area) Gr. K - 59% (+, -) Gr. 1- 15% (+, -) Gr. 3- 31% (x, ÷) Gr. 4- 19% (decimals) Gr. 5- 16% (decimal operations) | 44% of rising grade 4 students need support with accuracy and automaticity with these operations. 49% of rising grade 5 students need support with comparing decimals. Student performance Math Fluency Initiative (MFI) 51% Grade 5 student performance average did not exceed 55% on decimal math assessments. Rising grade 6 students will benefit from MFI support next year. | |
| Science | Grade 5 student performance average was 80% on Unit 6 (Electricity and Magnetism) Science Interim Assessment. | Grade 5 student performance average on the other Interim Assessments-67% Georgia Milestone End-of-Grade Assessment Science student performance – Grade 5- 94 Total Students 5% Distinguished Learners (5 students) 18% Proficient Learners (18 students) 27% Developing Learners (27 students) 47% Beginning Learners (44 students) Writing to explain the what and why of Standard-based content was not implemented with fidelity. | Science Interim Assessment Data (Grade 5) Georgia Milestones End-of-Grade Assessment- Science Data |
| Social Studies | All grade levels planned and implemented standards-based Social Studies instruction for students. | Grade 5 student performance on Social Studies Interim Assessments (Units 4, 5, 6, and 8)- 64% Writing to explain the what and why of Standard-based content was not implemented with fidelity. | Social Studies Interim Assessment Data (Grade 5) Cobb Collaborative Community (CCC) minutes/notes Lesson Plans |
| Discipline / School Climate Data | All grade levels participate in a school-wide behavior plan PBIS with embedded school-wide rewards. | Number of behavior referrals: Physical aggression- 11 referrals Profanity- 12 referrals Classroom disruption- 11 referrals Rough and Boisterous behavior-12 referrals | CSIS Discipline Data PBIS Data |
| Professional Learning What's been provided? What is the impact? | Bi-weekly professional development in ELA, Math, Science, Social Studies, and Digital Learning Tools prepared all teachers with instructional pedagogy and content in content understanding. Teachers used this knowledge in team planning and CCC data analysis. ESOL Teachers facilitated a session that provided information on a CCSD ESOL instruction tool, "ESOL Go-To Strategies" | It is a challenge to meet the individual needs of all teachers during the professional learning sessions. Extend professional learning into job-embedded support with implementing strategies | Next Step Forward in Guided Reading Jennifer Serravallo Reading ESOL Go-To Strategies |

| | | | |
|---------------------|---|--|--|
| | <p>Title I Coach facilitated a session on standards and effective instruction in Science and Social Studies, that included the Claim-Evidence-Reasoning writing strategy</p> <p>Grades K, 2, 3 and 5 met the SY2022 SIP reading goal. Grades K, 1, 3, 4, and 5 met the SY2022 SIP math goal. Grades K, 1, 2, 3 and 5 met the SY2022 SIP writing goal.</p> <p>Academic Coach facilitated Monthly Panther Pride (New Teacher) sessions for teachers who have 3 years or less teaching experience.</p> | <p>Feedback received from more experienced members of Panther Pride cohort: Differentiate the content to meet the needs of participants.</p> | |
| <p>Other</p> | | | |

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

| Data | Student Groups | Identified Strengths | Identified Challenges | Multiple Data Sources |
|-------------------|--|---|--|--|
| <p>ELA</p> | <p><input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant</p> | <p>This year we had 9 students in grades 4 and 5 who exited from the ESOL program, which is more than we have had in recent years. We feel that the double instructional segments provided to students in these grade levels contributed to their success.</p> <p>Data is a demographic summary over time. 385 students completed the fall/spring assessment within the CCSD selected period. Students may be counted in more than one group. Grade K is not included in this summary.</p> <p>All groups increased the percentage of students in proficient and</p> | <p>83.3% of Grade K students scored in the Entry Level of proficiency on the ACCESS Assessment. This is the first level of literacy learning for an English learner out of 6 levels. The assessment window was from January – March. We are concerned because there are significantly more students in this category than any other grade level.</p> <p>All student groups have at least 21% student performance in the basic and below basic range on the Reading Inventory. Grade K is not included in this summary.</p> | <p>ACCESS Assessment Data ESOL CCC Notes Reading Inventory Demographic Growth Report</p> |

| | | | | |
|--------------------|--|--|---|--|
| | | <p>distinguished range on the Reading Inventory.</p> <ul style="list-style-type: none"> • Asian: 27% to 38% (13 students) • Black/African American: 30% to 49% (129 students) • Hispanic/Latino: 24% to 55% (139 students) • White/Caucasian: 43% to 79% (82 students) • Multi-Racial: 34% to 55% (18 students) • English Learner: 10% - 54% (106 students) • Students w/ Disabilities: 17% to 26% (42 students) • Female: 34% to 55% (204 students) • Male: 28% to 54% (181 students) | <ul style="list-style-type: none"> • Asian: 62% • Black/African American: 51% • Hispanic/Latino: 45% • White/Caucasian: 21% • Multi-Racial: 45% • English Learner: 46% • Students w/ Disabilities: 74% • Female: 45% • Male: 46% | |
| <p>Math</p> | <p> <input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant </p> | <p>All groups increased the percentage of students in proficient and distinguished range on the Math Inventory.</p> <ul style="list-style-type: none"> • Asian: 20% to 72% (4 to 16 students) • Black/African American: 13% to 47% (20 to 94 students) • Hispanic/Latino: 11% to 49% (20 to 105 students) • White/Caucasian: 36% to 81% (40 to 97 students) • Multi-Racial: 4% to 66% (2 to 22 students) • English Learner: 8% - 41% (12 to 75 students) • Students w/ Disabilities: 8% to 31% (5 to 23 students) • Female: 15% to 55% (38 to 168 students) • Male: 20% to 58% (50 to 169 students) | <p>All student groups have at least 19% student performance in the basic and below basic range on the Math Inventory.</p> <ul style="list-style-type: none"> • Asian: 28% • Black/African American: 53% • Hispanic/Latino: 51% • White/Caucasian: 19% • Multi-Racial: 44% • English Learner: 59% • Students w/ Disabilities: 69% • Female: 45% • Male: 42% | <p>Math Inventory Demographic Report</p> |

| | | | | |
|----------------|--|---|--|---------------------------------------|
| | | | | |
| Science | <input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>Grade 5 student performance average was 80% on Unit 6 (Electricity and Magnetism) Science Interim Assessment.</p> <p>Demographic Data for Unit 6</p> <ul style="list-style-type: none"> • Asian: 100% (1 student) • Black/African American: 81% (31 students) • White/Caucasian: 89% (14 students) • Multi-Racial: 83% (2 students) • Students w/ Disabilities: 83% (12 students) • Female: 80% (49 students) • Male: 80% (40 students) | <p>Grade 5 student performance average was 80% on Unit 6 (Electricity and Magnetism) Science Interim Assessment.</p> <p>Demographic Data for Unit 6 (with averages less than 80%)</p> <ul style="list-style-type: none"> • Hispanic/Latino: 76% (41 students) • English Learner: 75% (30 students) <p>Grade 5 student performance average on the other Interim Assessments-67%</p> <p>Student group averages (Unit 1, 2, 3, 4, and 5)</p> <ul style="list-style-type: none"> • Asian: 83% (1 student) • Black/African American: 65% (31 students) • Hispanic/Latino: 65% (41 students) • White/Caucasian: 80% (14 students) • Multi-Racial: 62% (2 students) • English Learner: 59% (30 students) • Students w/ Disabilities: 65% (12 students) • Female: 67% (49 students) • Male: 68% (40 students) | <p>CTLS Assess Demographic Report</p> |

| | | | | |
|--|---|---|---|--|
| <p>Social Studies</p> | <input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | | <p>Grade 5 student performance on Social Studies Interim Assessments (Units 4, 5, 6, and 8)- 64%</p> <p>Student group average percentages and students</p> <ul style="list-style-type: none"> • Asian: 74% (1 student) • Black/African American: 58% (32 student ave.) • Hispanic/Latino: 65% (31 students ave.) • White/Caucasian: 79% (14 students ave.) • Multi-Racial: 47% (2 students ave.) • English Learner: 60% (27 student ave.) • Students w/ Disabilities: 66% (10 students ave.) • Female: 62% (45 student ave.) • Male: 68% (38 student ave.) | <p>CTLs Assess Demographic Report</p> |
| <p>Discipline / School Climate Data</p> | <input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant | <p>The discipline data outlines that we have very few incidents with bullying and harassment. Therefore, our students are treating each other with respect.</p> | <p>Our identified challenges are the use of profanity, classroom disruptions, physical aggression, and rough or boisterous behavior.</p> | <p>CSIS discipline data PBIS Data</p> |
| <p>Professional Learning</p> | <input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>ESOL Teachers facilitated a session that provided information and resources for CCSD ESOL instruction tool, "ESOL Go-To Strategies"</p> | <p>Multilingual students show growth within the Basic and Below Basic proficiency ranges.</p> | <p>ESOL Team facilitated Professional Learning for K-5 teams: Go-To Strategies</p> |
| <p>Other</p> | <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 | | | |

| | |
|---|---|
| <p>Overarching Challenge #1</p> | <p>51% of students (233 of 459 total) assessed performed in the Basic and Below Basic proficiency range of the Reading Inventory Reading Comprehension Assessment (RCA). (Not all students in Grades K and 1 assess reading using the RCA)</p> <p>Reading grade level data indicates a large portion of students assessment performance is below grade level:</p> <ul style="list-style-type: none"> • Grade K: 68% (19 students) • Grade 1: 49% (59 students) • Grade 2: 47% (108 students) • Grade 3: 46% (89 students) • Grade 4: 54% (95 students) • Grade 5: 54% (92 students) |
| <p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>Students reading at Basic and Below Basic levels are not making progress needed to perform at proficient and advanced levels. All students, but especially striving students, need structured scaffolded small group lessons in phonics, phonemic awareness, and word work aligned to their reading stage. Teams need more support to build their agency and use <i>The Next Step Forward in Guided Reading</i> instructional model with fidelity to provide students with the support needed to read at and above grade level.</p> |
| <p>Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>Students reading at Basic and Below Basic levels are not making progress needed to perform at proficient and advanced levels. Intentional use of student data is needed to accelerate student performance growth. Instructional Teams need more support to be intentional with using data to plan explicit, differentiated, engaging workshop model-based instruction.</p> |
| <p>Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>Students reading at Basic and Below Basic levels are not making progress needed to perform at proficient and advanced levels. Students need systematic use of CCSD and supplemental curriculum, and digital adaptive reading support for instruction, intervention, and extension. Instructional teams need more support to be intentional with focused use of learning resources.</p> |
| <p>Contributing Factors (Outside of control)</p> | <p>Attendance challenges: Students are arriving late, or tardy-parent excuses included but are not limited to medical appointment prior to school, car issues, and oversleeping</p> <p>Transiency challenges: 38% transiency, noted in the spring several families moved in or out do to housing agreements/rental cost increasing.</p> <p>Students challenged by unfinished learning from previous years.</p> |

| | |
|--|--|
| <p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p> | <p>Our goal is for all students to read at a proficient level or above. We measure progress using the Reading Inventory</p> <p>Grade K: Increase the percentage of students taking the Reading Comprehension Assessment (RCA) by 25% as measured by the Reading Inventory administration from Fall 2022 to Spring 2023.</p> <p>Grades 1-5: Increase the percentage of students scoring proficient or advanced in each grade level as measured by the Reading Comprehension Assessment (RCA) by 15% from Fall 2022 to Spring 2023.</p> |
|--|--|

| | |
|---|--|
| <p>Overarching Challenge #2</p> | <p>49% of students assessed perform in the Basic and Below Basic categories of the Math Inventory.</p> <p>Math level data indicates a large portion of students assessment performance is below grade level:</p> <ul style="list-style-type: none"> • Grade K: 51% (56 of 110 students) • Grade 1: 34% (34 of 100 students) • Grade 2: 43% (48 of 111 students) • Grade 3: 35% (30 of 86 students) • Grade 4: 48% (46 of 96 students) • Grade 5: 47% (43 of 91 students) |
| <p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>Students performing in math at Basic and Below Basic levels are not making progress needed to perform at proficient and advanced levels. Students need instruction and practice using concrete-representational-abstract model. Teams need more support to become confident and use manipulatives, model drawing, and vocabulary with fidelity to provide students with the support needed to reach grade level and above mathematic understanding.</p> |
| <p>Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>Students performing in math at Basic and Below Basic levels are not making progress needed to perform at proficient and advanced levels. Intentional use of student data is needed to accelerate student performance growth. Instructional Teams need more support to be intentional with using data to plan explicit, differentiated, engaging workshop model-based instruction.</p> |
| <p>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</p> | <p>Students performing in math at Basic and Below Basic levels are not making progress needed to perform at proficient and advanced levels Students need systematic use of CCSD and supplemental curriculum, and digital adaptive math support for instruction, intervention, and extension. Instructional teams need more support to be intentional with focused use of learning resources.</p> |
| <p>Contributing Factors (Outside of control)</p> | <p>Attendance challenges: Students are arriving late, or tardy-parent excuses included but are not limited to medical appointment prior to school, car issues, and oversleeping</p> <p>Transiency challenges: 38% transiency, noted in the spring several families moved in or out do to housing agreements/rental cost increasing.</p> <p>Students challenged by unfinished learning from previous years.</p> |

| | |
|--|--|
| <p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p> | <p>Our goal is for all students to perform in math at a proficient level or above. We measure progress using the Math Inventory.</p> <p>Grades K-5: Increase the percentage of students performing at proficient or advanced levels in Math by at least 15% from August 2022 to May 2023, as measured by the Math Inventory Assessment.</p> |
|--|--|

| | |
|---|--|
| <p>Overarching Challenge #3</p> | <p>56% of K-2 students assessed perform in the Beginning and Developing categories of the Grade Level On-Demand Writing Rubric.</p> <p>82% of 3-5 students assessed on the ELA Georgia Milestone Assessment scored Monitor or Remediate on the writing portion of the test.</p> |
| <p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>Students need structured scaffolded guided writing lessons, independent work time, and conferencing aligned to their reading and writing stage.</p> <p>Teams need more support to become confident using <i>The Next Step Forward in Guided Reading</i> instructional model with fidelity to provide students with the support needed to write at and above grade level.</p> |
| <p>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</p> | <p>Students need focused constructed response instruction, formative assessment, and feedback of writing across all content areas. Instructional Teams need more support to be intentional with planning explicit, differentiated, engaging lessons, and using the student work to observe student growth, provide feedback, and drive next learning steps.</p> |
| <p>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</p> | <p>Students benefit from participation and writing about engaging science and social studies hands-on and inquiry activities to build their knowledge of the content standards. Educators need more support to build the lessons and integrate vocabulary and writing opportunities into content area learning.</p> |
| <p>Contributing Factors (Outside of control)</p> | <p>Attendance challenges: Students are arriving late, or tardy-parent excuses included but are not limited to medical appointment prior to school, car issues, and oversleeping</p> <p>Transiency challenges: 38% transiency, noted in the spring several families moved in or out do to housing agreements/rental cost increasing.</p> <p>Students challenged by unfinished learning from previous years.</p> |

| | |
|--|---|
| <p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p> | <p>Our goal is for all students to write at a proficient level or above. We measure progress using the Georgia Milestone ELA Constructed Response Rubrics.</p> <p>Grades 4-5: Increase the percentage of students performing at proficient or distinguished levels in constructed response writing by at least 15% from August 2022 to May 2023.</p> |
|--|---|

| <p>School Improvement Goals</p> <p><i>Include goals on the parent compacts and policy</i></p> | |
|--|--|
| <p>Goal #1</p> | <p>Our goal is for all students to read at a proficient level or above. We measure progress using the Reading Inventory.</p> <p>Grade K: Increase the percentage of students taking the Reading Comprehension Assessment (RCA) by 25% as measured by the Reading Inventory administration from Fall 2022 to Spring 2023.</p> <p>Grades 1-5: Increase the percentage of students scoring proficient or advanced as measured by the Reading Comprehension Assessment (RCA) by 15% from August 2022 to May 2023.</p> |
| <p>Goal #2</p> | <p>Our goal is for all students to perform in math at a proficient level or above. We measure progress using the Math Inventory.</p> <p>Grades K-5: Increase the percentage of students performing at proficient or advanced levels in math by 15% from August 2022 to May 2023 as measured by the Math Inventory.</p> |
| <p>Goal #3</p> | <p>Our goal is for all students to write at a proficient level or above. We measure progress using the Georgia Milestone ELA Constructed Response Rubrics.</p> <p>Grades 4-5: Increase the percentage of students performing at proficient and distinguished levels by at least 15% from August 2022 to May 2023 as measured by the Write Score constructed response rubrics.</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 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement | Establishes and maintains positive relationships with families in order to increase student achievement. This support helps families understand what their children need to know to be successful learners. Our Parent Facilitator assists in coordinating family/community outreach sessions to ensure families are aware of available resources. This position supports the crucial role of parental involvement in student achievement. |
| Instructional Paraprofessional | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | As we move toward all students performing at proficient and advanced levels in reading and math, this position provides additional support to help striving students. This position assists teachers with small group instruction and support for students learning using digital tools. This person provides support for students to track their data and use it to meet learning goals. |
| Academic Coach | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement | The Academic Coach will facilitate professional learning, support effective instructional strategies, coach Cobb Collaborative Communities' data analysis sessions, and collaborate with the leadership team to encourage educators' continual improvement that benefits all students. |
| | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | |

| <p style="text-align: center;">GOAL #1</p> | <p>Our goal is for all students to read at a proficient level or above. We measure progress using the Reading Inventory.</p> <p>Grade K: Increase the percentage of students taking the Reading Comprehension Assessment (RCA) by 25% as measured by the Reading Inventory, from Fall 2022 to Spring 2023.</p> <p>Grades 1-5: Increase the percentage of students scoring proficient or advanced as measured by the Reading Comprehension Assessment (RCA) by 15% from Fall 2022 to Spring 2023.</p> | | | | | |
|--|---|--|--|--|---|--|
| <p style="text-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 style="text-align: center;">Resources</p> | <p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p> | <p style="text-align: center;">Start Date</p> | <p style="text-align: center;">How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p> | <p style="text-align: center;">What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p> | <p style="text-align: center;">Person Responsible</p> |
| <p>1. Teachers participate in professional learning to enhance reading instructional pedagogy. This development includes Coach Connection (PL led by Academic Coach), CCSD PL, Title I PL, local teacher rounds, reflection on recorded teaching and learning, conferences, and teacher collaboration (CCC).</p> | <p>Professional Learning (Academic Coach, LETRS Leadership Team, Title I Coaches, CCSD sponsored PL, Professional Conferences)</p> <p>Swivl (classroom tool for recording instruction) and reflection framework</p> <p>Job-imbedded professional learning (subs)</p> | <p>Title I/ CCSD</p> <p>Title I</p> <p>Title I</p> | <p>July 2022</p> | <p>Implementation: Academic Coach facilitates literacy professional learning through school, Title I, district, local, state-wide, and national professional learning. Evidence-based strategies implemented after teacher collaboration. Feedback given from Academic Coach, administrative team, and teacher rounds.</p> <p>Artifacts: Professional Learning Schedule Plans/schedule for Teacher Rounds Administrative Team and Academic Coach’s Feedback (forms, digital)</p> | <p>Desired Outcome: Increase teacher implementation of PL with fidelity in each grade level. All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Lesson Plans CCC Notes Administrative Team and Academic Coach’s Feedback (forms, digital) Reading Inventory Reports</p> | <p>Administrative Team</p> <p>Academic Coach</p> <p>Content/ grade-level Lead teachers</p> |
| <p>2. Three K-2 Teachers, one ESOL Teacher, one Specialized Instruction Teacher, and Principal participate in LETRS Professional Learning. This team will lead primary grade instructors to deeper intentional practice to improve student literacy outcomes.</p> | <p>LETRS curriculum</p> <p>Job-imbedded professional learning (subs)</p> <p>Supporting resources for</p> | <p>CCSD</p> <p>Title I</p> <p>Title I</p> | <p>July 2022</p> | <p>Implementation: Sedalia Park’s Leadership team participates in Professional Development. The local team collaborates to deepen our learning and develop strategies to share with K-2 colleagues.</p> <p>Artifacts:</p> | <p>Desired Outcome:</p> <ul style="list-style-type: none"> • LETRS Leadership Team participates in high quality professional learning • Understand and implement developmentally appropriate practices that are research-based and data-informed | <p>LETRS Literacy Leadership Team</p> |

| | | | | | | |
|---|---|--|-------------|--|--|--|
| | professional and student learning | | | LETRS Professional Learning Schedule LETRS Resources | •Collaborate across early learning and K-3 contexts Evidence: Lexia Completion Certificates CCC Notes | |
| 3. K-5 Teachers provide instruction, assessment, intervention, and extension using the CCSD Early Literacy Framework (ELF), Units of Study- K-5 Writing, CCSD ELA curriculum, and supporting resources. Learning targets phonics, phonemic awareness, decoding, encoding, and the transfer of foundational skills to reading comprehension and writing. | ELF curriculum, assessments, and professional learning – K-2 Heggerty Phonemic Awareness System K-2 Headsprout (web-based subscription)- K-2 DreamBox Reading (Reading Plus-web-based subscription) 3-5 Flocabulary (web-based subscription) K-5 Decodable texts Units of Study – K-5 Writing Storyworks (web-based/magazine subscription) Grade 5 | CCSD/ Title I Title I CCSD Title I Title I Title I CCSD Title I | August 2022 | Implementation: Teachers implement balanced literacy model in literacy workshops, phonics, and grammar instruction using the ELF pacing guide, Heggerty Curriculum and supporting resources Artifacts: Lesson Plans CTLS Assess Data CCC notes Teacher Conference Notebook | Desired Outcome: Students demonstrate strong foundational reading skills through speaking, listening, reading, and writing Evidence: CTLS Assess Data CCC notes Teacher Conference Notebook | Grade K-2 Teachers Academic Coach |

| | | | | | | |
|---|--|--|--------------------|---|--|--|
| <p>4. Teachers implement and monitor CCSD Balanced Literacy model, with a focus on personalized instruction for differentiation in guided reading groups and individual conferencing.</p> | <p>Jan Richardson Resources: Next Step in Guided Reading Assessments <i>Next Step Forward in Guided Reading</i> and lesson planning template <i>The Next Step Forward in Word Study and Phonics</i> Supplemental resources (Literacy Manipulatives...) Resources for data collection (Binders, Dividers, sticky notes, folders...) Professional Learning</p> | <p>Title I Title I Title I</p> | <p>August 2022</p> | <p>Implementation: K-5 Teachers participate in professional learning and use acquired skills to lead literacy instruction and differentiated instruction (guided reading learning, conferencing, independent practice). Academic Coach and administrative team participate in walk-throughs and provide feedback. Artifacts: PL sign-in sheets PL resources/agenda CCC Notes Lesson Plans Conference Notebooks Feedback from Academic Coach and Administrative Team</p> | <p>Desired Outcome: All students performing at grade-level and above by the end of the school year. Evidence: Student performance growth:</p> <ul style="list-style-type: none"> • Next Step in Guided Reading Assessment (2-3 times per year) • Reading Inventory Reports (FRA and RI) • Grade-level data sheets- updated quarterly • ELF assessment data • FRA and RI reports • CCC Notes • Conference Notebooks | <p>Teachers K-5 Academic Coach Administrative Team District/ Title I Personnel (coaches, ESOL consultants...)</p> |
| <p>5. Implement reading interventions for identified intermediate and primary grade students based on Reading Inventory (RI), Phonics Inventory, and Early Intervention Program (EIP) data.</p> | <p>System 44 and Read 180 Tutoring focused on reading and writing Teacher on Special Assignment (TSA) / Interventionist Instructional Paraprofessional</p> | <p>CCSD/ Title I 20-day funds/ Title I CCSD Title I</p> | <p>August 2022</p> | <p>Implementation: TSA and Instructional Leadership Team create a schedule for small group learning. TSA and Instructional Paraprofessional provide targeted instruction for striving students to move to proficient and advanced reading levels. Progress is monitored with RI, Read 180, and System 44 data Tutors push-in to primary classes and implement Next Step Forward in Guided Reading Lessons, and Heggerty Instruction for striving students. Artifacts:</p> | <p>Desired Outcome: All students performing at grade-level and above by the end of the school year. Evidence: Read180/System 44 growth reports Reading Inventory Reports Phonics Inventory Reports</p> | <p>Administrative Team Academic Coach Teacher on Special Assignment/ Interventionist Instructional Paraprofessional</p> |

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | | Schedules Read180/ System 44 growth reports Reading Inventory Reports (RCA and FRA) ELF Assessment reports | | |
|--|--|--|--|---|--|--|

| <p>GOAL #2</p> | <p>Our goal is for all students to perform in math at a proficient level or above. We measure progress using the Math Inventory.</p> <p>Grades K-5: Increase the percentage of students performing at proficient or advanced levels in Math by 15% from August 2022 to May 2023 as measured by the Math Inventory.</p> | | | | | |
|---|--|--|--------------------------|---|--|--|
| <p>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>Resources</p> | <p>Funding Source(s) <i>SWP Checklist 5.e</i></p> | <p>Start Date</p> | <p>How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p> | <p>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p> | <p>Person Responsible</p> |
| <p>1. Teachers participate in professional learning to enhance math instructional pedagogy. This development includes Coach Connection (PL led by Academic Coach), CCSD PL, Title I PL, local teacher rounds, reflection on recorded teaching and learning, conferences, and teacher collaboration (CCC).</p> | <p>Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL, Professional Conferences)</p> <p>Swivl (classroom tool for recording instruction) and reflection framework</p> <p>Job-imbedded professional learning (subs)</p> | <p>CCSD/ Title I</p> <p>Title I</p> <p>Title I</p> | <p>July 2022</p> | <p>Implementation: Academic Coach facilitates math professional learning through school, Title I, district, local, state-wide, and national professional learning. Evidence-based strategies implemented after teacher collaboration. Feedback given from Academic Coach, administrative team, and teacher rounds.</p> <p>Educators participate in PL to learn New Georgia Math Standards of Excellence (implementation: SY 2024)</p> <p>Artifacts: Professional Learning Schedule Plans/schedule for Teacher Rounds Administrative Team and Academic Coach’s Feedback (forms, digital)</p> | <p>Desired Outcome: Increase teacher implementation of PL with fidelity in each grade level. All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Lesson Plans CCC Notes Administrative Team and Academic Coach’s Feedback (forms, digital) Math Inventory Reports</p> | <p>Administrative Team</p> <p>Academic Coach</p> <p>Content/ grade-level Lead teachers</p> |
| <p>2. K-5 Teachers provide instruction, assessment, intervention, and extension using the CCSD Math Fluency Framework (MFF), CCSD Math curriculum, and supporting resources.</p> | <p>MFF curriculum, assessments, and professional learning</p> <p>Math manipulatives</p> <p>DreamBox (web-based subscription)</p> | <p>CCSD/ Title I</p> <p>Title I</p> <p>CCSD</p> | <p>August 2022</p> | <p>Implementation: Teachers use professional learning, MFF and CCSD Math pacing guides, and support materials to plan and execute engaging instruction. Teachers tailor instruction using differentiation with guided math</p> | <p>Desired Outcome: Students demonstrate strong grade level math understanding through collaborating with peers, justifying their thinking, and sharing understanding through speaking and writing</p> | <p>Administrative Team</p> <p>Academic Coach</p> <p>Grade K-5 Teachers</p> |

| | | | | | | |
|--|--|--|--------------------|--|---|--|
| <p>Learning targets grade-level standards, numeracy, fact fluency, problem solving, Standards for Mathematical Practice, application of mathematics, justification of thinking and making thinking visible using models, numbers, and writing.</p> | <p>Title I Math Coaches Number Talks</p> | <p>Title I Title I</p> | | <p>and independent/ practice. Students show learning through formative assessments. Teachers participate in CCC Meetings to analyze data and drive next steps</p> <p>K-5 Teachers participate in professional learning and use acquired skills to lead literacy instruction and differentiated instruction (guided reading learning, conferencing, independent practice).</p> <p>Academic Coach and administrative team participate in walk-throughs and provide feedback.</p> <p>Plans/schedule for Teacher Rounds</p> <p>Artifacts: Lesson Plans CTLS Assess Data CCC notes Teacher Guided Math Notebooks</p> | <p>Evidence: CTLS Assess Data CCC notes Teacher Guided Math Notebooks</p> | |
| <p>3. Teachers implement and monitor CCSD Balanced Math model with a focus on personalized instruction for differentiation in guided math groups and individual conferencing.</p> | <p><i>Math In Practice</i> Resources Resources for data collection Professional Learning</p> | <p>Title I Title I Title I</p> | <p>August 2022</p> | <p>Implementation: Teachers participate in professional learning and use acquired skills to lead guided math learning.</p> <p>Academic Coach and administrative team provide professional support and feedback</p> <p>Artifacts: CCC Notes Lesson Plans</p> | <p>Desired Outcome: All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Student performance growth:</p> <ul style="list-style-type: none"> • Math Inventory • Math Interim Assessment <p>CCC Notes Guided Math Notebooks</p> | <p>Teachers K-5 Academic Coach Administrative Team</p> |

| | | | | | | |
|--|---|--|--------------------|---|---|--|
| | | | | Guided Math Notebooks Feedback from Academic Coach and Administrative Team | | |
| 4. Implement math interventions for identified intermediate and primary grade students based on Math Inventory (MI) and Early Intervention Program (EIP) data. | <p>CTLS Curriculum <i>Math In Practice</i> Text</p> <p>Tutoring focused on math intervention</p> <p>Teacher on Special Assignment (TSA) / Interventionist (Grades 3-5)</p> <p>Instructional Paraprofessional (Grades 3-5)</p> | <p>CCSD/ Title I</p> <p>20-day funds/ Title I</p> <p>CCSD</p> <p>Title I</p> | <p>August 2022</p> | <p>Implementation: TSA and Instructional Leadership Team create a schedule for small group learning. TSA and Instructional Paraprofessional provide targeted instruction for striving students to move to proficient and advanced math levels. Progress is monitored with MI, Common Assessments, Math Interim Assessments, and MFF Assessments</p> <p>Tutors push-in to classes and implement Math in Practice Lessons, and CTLS resource lessons for striving students.</p> <p>Artifacts: Schedules Guided Math Notes Math Inventory Reports MFF Assessment reports</p> | <p>Desired Outcome: All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Math Inventory Reports CTLS Assess Reports</p> | <p>Administrative Team</p> <p>Academic Coach</p> <p>Teacher on Special Assignment/ Interventionist</p> <p>Instructional Paraprofessional</p> |

| <p>GOAL #3</p> | <p>Our goal is for all students to write at a proficient level or above. We measure progress during the school year with student work scored with standards-based rubrics.</p> <p>Grades 4-5 Increase the percentage of students performing at proficient and distinguished levels by at least 15% from October 2022 to March 2023 as measured by the Write Score constructed response rubrics.</p> | | | | | |
|--|---|--|--------------------------|---|--|---|
| <p>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>Resources</p> | <p>Funding Source(s) <i>SWP Checklist 5.e</i></p> | <p>Start Date</p> | <p>How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p> | <p>What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p> | <p>Person Responsible</p> |
| <p>1. Teachers participate in professional learning to enhance writing instructional pedagogy. This development includes Coach Connection (PL led by Academic Coach), CCSD PL, Title I PL, local teacher rounds, reflection on recorded teaching and learning, conferences, and teacher collaboration (CCC).</p> | <p>Professional Learning (Academic Coach, Title I Coaches, CCSD sponsored PL, Professional Conferences)</p> <p>Swivl (classroom tool for recording instruction) and reflection framework</p> <p>Job-imbedded professional learning (subs)</p> | <p>CCSD/ Title I</p> <p>Title I</p> <p>Title I</p> | <p>July 2022</p> | <p>Implementation: Academic Coach facilitates writing, Science, Social Studies, and STEAM professional learning through school, Title I, district, local, state-wide, and national professional learning. Evidence-based strategies implemented after teacher collaboration. Feedback given from Academic Coach, administrative team, and teacher rounds.</p> <p>Artifacts: Professional Learning Schedule Plans/schedule for Teacher Rounds Administrative Team and Academic Coach's Feedback (forms, digital)</p> | <p>Desired Outcome: Increase teacher implementation of PL with fidelity in each grade level. All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Lesson Plans CCC Notes Administrative Team and Academic Coach's Feedback (forms, digital) Math Inventory Reports</p> | <p>Administrative Team</p> <p>Academic Coach</p> <p>Content/ grade-level Lead teachers</p> |
| <p>2. Teachers implement and monitor CCSD Balanced Literacy model, with a focus on personalized instruction for differentiation in guided writing groups and individual conferencing.</p> | <p><i>Units of Study- K-5 Writing</i></p> <p>Next Step in Guided Reading Assessments (Data from written student responses) <i>Next Step Forward in Guided Reading</i> and lesson planning</p> | <p>CCSD</p> <p>Title I</p> <p>Title I</p> | <p>August 2022</p> | <p>Implementation: K-5 Teachers participate in professional learning and use acquired skills to lead literacy instruction and differentiated instruction (guided reading learning, conferencing, independent practice).</p> <p>Academic Coach and administrative team participate</p> | <p>Desired Outcome: All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Student performance growth:</p> | <p>Teachers K-5</p> <p>Academic Coach</p> <p>Administrative Team</p> <p>District/ Title I Personnel</p> |

| | | | | | | |
|---|--|--|-----------------------|---|---|--|
| | <p>template (Guided writing portion of lessons) <i>The Writing Strategies Book Teaching Writing in Small Groups</i> Supplemental resources (Literacy Manipulatives...)</p> <p>Resources for data collection (Binders, Dividers, sticky notes, folders...)</p> <p>Professional Learning</p> | <p>Title I</p> <p>Title I</p> <p>Title I</p> | | <p>in walk-throughs and provide feedback.</p> <p>Artifacts: PL sign-in sheets PL resources/agenda CCC Notes Lesson Plans Conference Notebooks Feedback from Academic Coach and Administrative Team</p> | <ul style="list-style-type: none"> • Next Step in Guided Reading Assessment (2-3 times per year) • Reading Inventory Reports (FRA and RI) • Grade-level data sheets- updated quarterly • ELF assessment data • FRA and RI reports • CCC Notes <p>Conference Notebooks</p> | (coaches, ESOL consultants...) |
| <p>3. Grade 4-5 teachers implement Write Score lessons to build strong skills in all genres. Students complete writing assessments through the platform to practice on-demand writing.</p> | <p>Write Score Writing Program</p> | <p>Title I</p> | <p>September 2022</p> | <p>Implementation: Students complete three writing assessments (October, January, and March) through the platform to practice on-demand writing. Write Score provides feedback on writing strengths and areas for growth. Teachers and students use the data to drive next steps in instruction.</p> <p>Artifacts: Write Score Data Student Samples CCC Notes</p> | <p>Desired Outcome: Use learning and practice to build strong writers. For grade 4-5 writers to perform as accelerated learners on the ELA Georgia Milestones Assessment Writing portion.</p> <p>Evidence: Write Score Data Student Samples</p> | <p>Grade 4-5 Teachers</p> <p>Academic Coach</p> |
| <p>4. Grade 4-5 teachers implement STEAM-based, hands-on units integrated with ELA standards once per quarter. Students demonstrate understanding by responding to a constructed response prompt.</p> | <p>STEM and Innovation Department</p> <p>Title I Science Coach</p> <p>STEAM Supplies</p> <p>iTeach Maker Bus (Kennesaw State University)</p> | <p>CCSD</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> | <p>September 2022</p> | <p>Implementation: Teams plan and facilitate one active lesson embedded with at least two STEAM-based standards per quarter to engage rigorous student learning. Students demonstrate understanding of the content standards by responding to a constructed response prompt. Teachers collaborate to score</p> | <p>Desired Outcome: All students performing at grade-level and above by the end of the school year.</p> <p>Evidence: Data Spreadsheet Student Responses</p> | <p>Grade 4-5 Teachers</p> <p>Academic Coach</p> <p>Title I Coaches</p> |

| | | | | | |
|--|--|---------|--|--|--|
| | Generation Genius (web-based subscription) | Title I | <p>the responses, analyze the data, and discuss next instruction, intervention, and extension steps</p> <p>Artifacts: STEAM Lesson Plans Constructed Response Lesson Plans Constructed Response Prompts Rubrics Student Responses CCC Notes</p> | | |
|--|--|---------|--|--|--|

Actions to Assist Student Groups in Meeting School Improvement Goals

| Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i> | Action steps to improve/support 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 | <p>Professional support for educators facilitating instruction for Multilingual Learners to scaffold and gradually release participation in engaging and rigorous grade-level learning.</p> <p>Provide home-school communication in students’ first language and interpreters for meetings, as needed.</p> <p>Provide protected time for ESOL teachers and general education teachers to collaborate and address students’ strengths and weaknesses.</p> <p>Collaborate with International Welcome Center (IWC) to secure translators as needed throughout the school year.</p> <p>Provide family workshops to support learning.</p> <p>Incorporate Imagine Learning for ELL newcomers identified as striving with English language development by the WIDA screener and ACCESS scores.</p> | <p>ESOL Consultants ESOL Team Academic Coach</p> <p>Parent Facilitator</p> <p>CCC Schedule</p> <p>International Welcome Center</p> <p>Academic Coach Parent Facilitator</p> <p>Imagine Learning (web-based subscription) WIDA Resources</p> | <p>Title I CCSD CCSD</p> <p>Title I</p> <p>N/A</p> <p>CCSD</p> <p>CCSD Title I</p> <p>Title III</p> |
| <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 | <p>Professional support for educators facilitating instruction for students of all backgrounds to scaffold and gradually release participation in culturally responsive, engaging, and rigorous grade-level learning.</p> <p>Analyze data by student groups and address trends.</p> <p>Provide timely feedback to families regarding student progress.</p> <p>Provide literature that represents diversity and is culturally responsive for read-alouds, mentor texts, guided reading, and classroom libraries.</p> | <p>Academic Coach Supplemental Resources</p> <p>CTLs Assess</p> <p>CTLSParent Preferred Family Contact Method</p> <p>Classroom libraries</p> <p>Schoolwide Bookroom</p> <p>Progress Reports Report Cards</p> | <p>CCSD Title I</p> <p>CCSD</p> <p>CCSD</p> <p>CCSD Title I</p> <p>CCSD Title I</p> |

| | | | |
|--|---|--|--|
| | | | CCSD |
| <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 | Professional support for educators facilitating instruction for Specialized Learners to scaffold and gradually release participation in engaging and rigorous grade-level learning. Provide timely feedback to families regarding student progress. Analyze data by student groups and address trends. Special Education teachers consistently collaborate with co-teachers to ensure support of students' instructional needs. Special Education Case Managers will meet with families at a minimum of once a school year to provide learning progress on Individualized Educational Program (IEP) Goals and to provide strategies for academic success. | Services and Support Administrator CTLS Parent Preferred Family Contact Method CTLS Assess Special Education Teachers Classroom Teachers Services and Support Administrator | CCSD CCSD CCSD CCSD CCSD |
| <input checked="" 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 checked="" type="checkbox"/> Migrant | Counselors and Social Workers facilitate small groups to address individual student needs. Contact the Homeless Education Program to provide needed resources as appropriate. | Guidance Counselors School Social Workers | CCSD CCSD |

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

| Family Engagement Activities (<u>Must be listed in the school policy</u>) | Date(s) Scheduled | Date Completed | "Shall" Standard(s) Addressed |
|--|--|----------------|--|
| <p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p> | September 1, 2022 | | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| <p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p> | October 18-21, 2022 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p> | April 13, 2023 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</u></p> | September 14, 2022 | | |
| | November 16, 2022 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 |
| | February 8, 2023 | | <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | March 22, 2023 | | |
| <p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> <u>Rising Kindergarten families visit Sedalia Park for orientation and classroom visit</u> <u>Rising Kindergarten families attend Orientation</u> - Families engage in orientation led by the administrative team and Kindergarten Teachers. All families visit classrooms and the Learning Commons <u>New to Kindergarten families attend Open House</u>- Families visit classrooms to meet teachers and see student work. Teachers share curriculum, classroom expectations, and general school information. <u>Rising Kindergarten families attend Orientation</u> - Families engage in orientation led by the administrative team and Kindergarten Teachers. All families visit classrooms and the Learning Commons <u>Rising Grade 6 students visit middle school campus</u> (East Cobb or J.J. Daniel) during the school day to learn school expectations, tour the campus, meet faculty/staff members, and learn options for connection classes. Rising Grade 6 families visit middle school campus for orientation (East Cobb or J.J. Daniel) - Families engage in orientation led by the administrative team, counselors, and grade 6 teachers. They learn about curriculum, school expectations, and tour the campus.</p> | April 20, 2022 (K) August 11, 2022 (K) April 19, 2023 (K) March 10, 2022 (6) May 1, 2023 (6) | | <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> <ul style="list-style-type: none"> • Digital Documents sent via CTLS Parent • Family Compacts • Family Policy • Flyers and surveys for Family Engagement Activities- • -Math, ELA, and STEM Nights • Flyers and surveys for Title I Collaboration Meetings • State of the School • Fall Input/Survey Evaluation • Spring Input meeting and Survey • Flyers and surveys for student transition meetings | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> 1</td> <td style="width: 50%; border: none;"><input type="checkbox"/> 4</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> 2</td> <td style="border: none;"><input checked="" type="checkbox"/> 5</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> 3</td> <td style="border: none;"><input type="checkbox"/> 6</td> </tr> </table> | <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 |
| <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 Engagement-Math Night | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | Materials for each grade level's make/take math resource (number lines, pencils, paper, card stock, zip-loc bags...) | Title I | Sept. 8, 2022 | Following Math Night, attendees complete a survey to determine the impact of the event and the materials provided resources. Sign- in Sheets Photographs Survey results | Academic Coach |
| Family Engagement-Literacy Night | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | Materials for each grade level's make/take literacy resource (pencils, paper, card stock, zip-loc bags...) | Title I | Oct. 6, 2022 | Following Literacy Night, attendees complete a survey to determine the impact of the event and the materials provided resources. Sign-in Sheets Photographs Survey results | Academic Coach |
| Family Engagement- STEAM 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 type="checkbox"/> Goal 4 | Materials for families in each grade level to create a structure (Straws, marshmallows, toothpicks, pencils, paper, card stock...) | Title I | March 2, 2023 | Following STEAM Night, attendees complete a survey to determine the impact of the event and the materials provided resources. Sign- in Sheets Photographs Survey results | Academic Coach |

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:

Sedalia Park Elementary School integrates programs from several funding sources to support student growth.

Title II provides professional development support including staff and PL opportunities.

Title III provides language proficiency support.

Twenty-day Funds support tutoring for students striving to meet the state’s rigorous standards

The Student Assistance Programs department provides support for the school’s implementation of the Positive Behavioral Intervention and Support program (PBIS)

Title I funding for CCSD academic initiatives provides additional student resources and professional learning support. This builds educator agency to improve instruction so students can overcome learning loss and make adequate progress in the core academic areas. The CCSD learning structures include Early Literacy Framework, Language Essentials for Teachers of Reading and Spelling (LETRS), Writing Units of Study, Read 180, System 44, DreamBox, Math Fluency Framework.

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 Building Leadership Team (Administrative Team, Academic Coach, and Team Leaders) participate in learning walks to observe and provide feedback to educators as they implement the action plan. Teachers, team leaders, and the Instructional Leadership Team collect data through CTLs and teacher notes throughout each quarter. The BLT meets at the end of each quarter to analyze SIP Action Plan data.

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:

During quarterly data analysis, the Building Leadership Team examines student growth measures and determines if grade levels, classrooms, and student groups are making adequate progress toward the school-wide goals.

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:

Needs are assessed on a quarterly basis, and the Building Leadership Team provides input on next steps and decides if implementation revisions are needed. If data and feedback suggest a pivot is needed to reach our goals, the Instructional Leadership Team (Administrative Team and Academic Coach) create the revisions, share it with Sedalia Park educators, and support implementations with professional learning, small group and individual coaching, and feedback.

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:

The Sedalia Park staff works diligently to maintain a positive learning environment. The school counselors play a vital role in helping to cultivate that positive environment by spearheading our school-wide positive behavior initiative: Positive Behavioral Interventions and Supports or PBIS. PBIS weaves evidence-based behavioral interventions into learning to maximize academic and social behavior outcomes for all students. It makes targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

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

Focused professional learning and collaboration based on engaging instruction and student learning are essential to improve teaching and increase student achievement. It must focus on what teachers need to know and be able to do for their students. This learning builds "professional communities" committed to higher student learning. Continuous learning opportunities that are intentional, reflective, and coherent are essential.

The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles)
- Provide ongoing learning opportunities for all educators: Homeroom, Administrators, Special Education, ESOL, Paraprofessionals, and Specialists (music, art, technology, and physical education)

Sedalia Park Elementary School uses personnel, resources, protocols, and procedures to address specific subject areas and instructional strategies/methodologies. The Academic Coach provides teachers with teaching and resource support by leading evidence-based professional learning and targeted support in reading, writing, math, science, and social studies. Our Academic Coach assists with various assessments and data analysis with our Cobb Collaborative Communities (CCC). She supports the school by collaborating with Title I Coaches, educational experts, and Sedalia Park staff to facilitate comprehensive professional learning. Teachers meet weekly and quarterly to collaboratively develop engaging student experiences, rigorous standards-based units, and common formative assessments.

The Academic Coach guides teachers in the induction phase of their careers. Novice teachers with three years or less experience receive specialized learning and support to develop, refine, and advance effective teaching practices that increase student performance.

Recruitment and Retention

Cobb County School District strives to hire the best-qualified candidate for all teaching positions. The system's Strategic Waiver supports the opportunity to hire the best applicant; however, we strive to employ Georgia-certified teachers. Sedalia Park personnel recruit prospective teachers while attending university and CCSD job fairs. Newly hired teachers participate in CCSD New Teacher Institute in mid-July. Support for new teachers during the institute and within Panther Pride, an ongoing induction program, includes pairing them with experienced teachers for individualized mentorship.

School leaders schedule weekly meetings for grade-level teachers to collaborate and plan. Cobb Collaborative Community (CCC) teacher meetings ensure teachers work to create engaging learning experiences, analyze data, and adjust instruction to meet the needs of all students. CCSD provides early release and professional development days throughout the school year for continual improvement activities. We receive curriculum support from district-level coaches, educational experts, and professional learning conferences.

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:

Students in grade 5 participate in grade 5 to 6 articulation activities. This includes students visiting feeder middle schools (East Cobb and JJ Daniell Middle Schools) to experience a day in middle school. Students have an opportunity to participate in academic and connection classes (band, chorus, orchestra, etc.), learn about extracurricular clubs, and view the cafeteria.

Rising Kindergarten students are invited in with their parents every spring to learn more about Kindergarten and summer strategies to help prepare for the Pre-K to Kindergarten transition. Flyers and information are posted to CTLS Parent and shared with older siblings in the building. Parents and students tour the

Kindergarten wing to view classrooms, meet teachers, and see other areas of the school, including the Learning Commons, carpool lane, and cafeteria. Our goal is to make parents and students feel comfortable as they approach their first day of school.

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

SCHOOL RESPONSE:

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

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