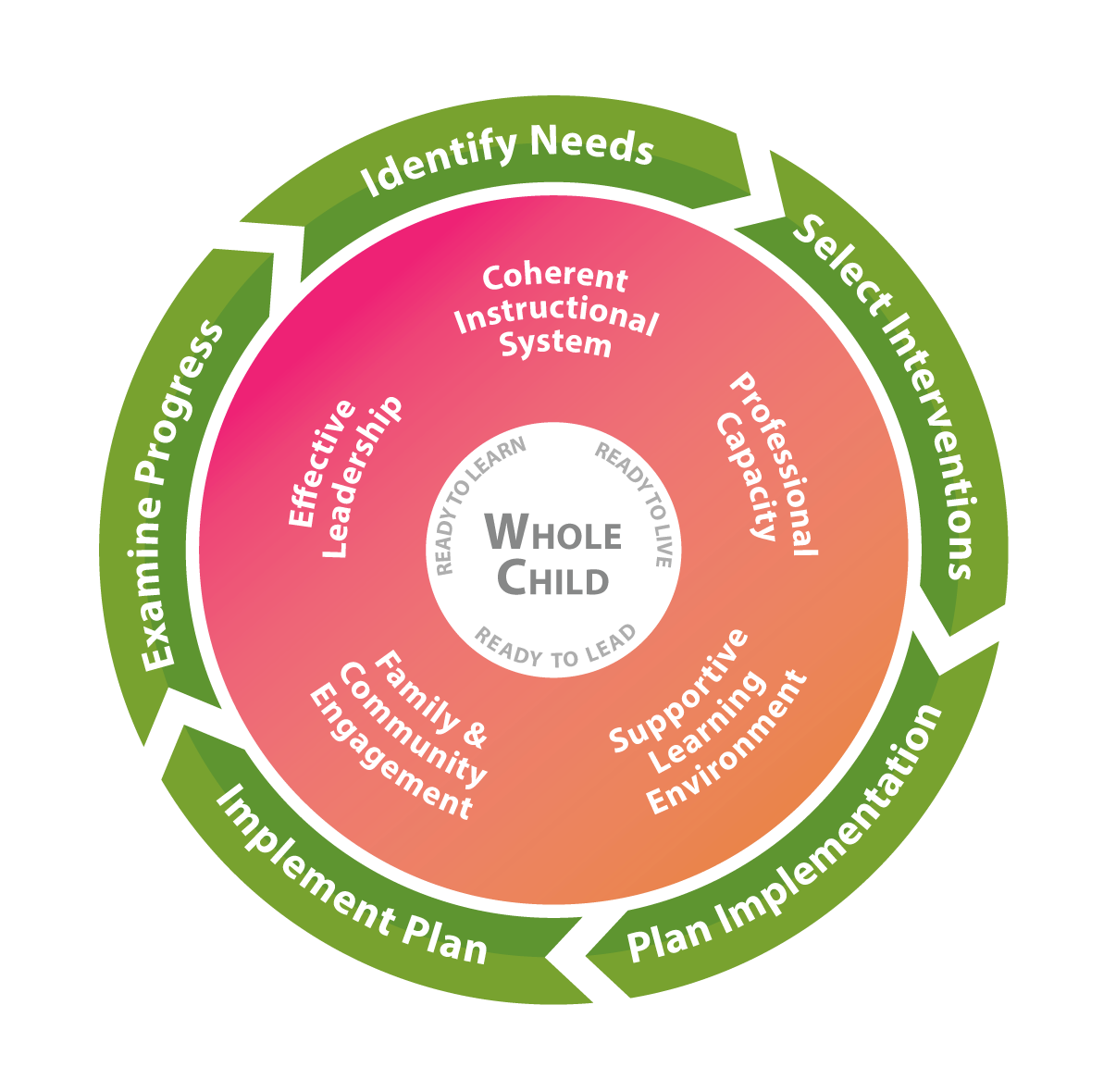


**School Improvement Plan**

**2021-2022**

**Action Plan**



Date Submitted: 6/13/2021

Date(s) Revised: 7/22/2021

SCHOOL NAME: Brumby Elementary

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #1** | **Increase quantile scores from one band to the next by 5% on the MI from Fall administration 2021 to Spring administration 2022.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Utilize technology (ie. Dreambox) during math block (Devices may be purchased to increase the access math support software programs). | | Title I Instructional/CCSD | August | **Implementation**: Daily usage during centers/stations  **Impact**: Quarterly review of data user reports  **Artifacts/Evidence**: Lesson plans, walkthrough observations’ data reports | **Math Lab and Classroom Teachers**  Coaches |
| Number Talks occur daily in all classrooms | | CCSD | August | **Implementation**: Use in daily instruction as math warm-up activity  **Impact**: mental mathematics abilities and articulation of problem-solving strategies  **Artifacts/Evidence**: Observations and walkthrough notes, lesson plans | **Teachers**  Admin  Coaches |
| Implement Guided Math | | CCSD | August-September | **Implementation**: Daily small group math instruction determined by skill/ability  **Impact**: reduction in gaps of learning  **Artifacts/Evidence**: Lesson plans, team meetings, observations and walkthrough notes, assessment data | **Teachers**  Admin  Coaches |
| Engage in the Prioritizing Standards Process | | CCSD | July/August | **Implementation**: Prioritize standards to use as a companion guide with the instructional frameworks (quarterly)  **Impact**: Address unfinished and gaps in learning  **Artifacts/Evidence**: Lesson plans, team meetings, observations and walkthrough notes, assessment data | **Teachers**  Coaches  Admin |
| Disaggregate math data to identify standards-based strengths and weaknesses | | CCSD | September | **Implementation**: CCC Meetings  **Impact**: Plan instruction to address identified strengths and weakness and gaps in learning  **Artifacts/Evidence**: CCC meeting notes, data charts, MI scores | **Team Leads**  Teachers  Admin  Coaches |

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| **EFFECTIVE LEADERSHIP** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Hire academic coaches | | Title I Personnel Budget | Summer 21 | **Implementation**: Review allowable Title I staff and determine targeted level of support needed to effectively address teachers’ and students’ needs.  **Artifacts/Evidence**: Teacher applications, communication with admin, CNA, and SIP | **Principal** |
| Facilitate CCC meetings | | Local | September | **Implementation**: Participate in weekly CCC meetings to engage in meaningful discussions regarding curriculum/standards, data, research-based strategies, etc.  **Artifacts/Evidence**: CCC agenda and meeting notes, data charts/spreadsheet | **Team Leaders**  Coaches  Teachers  Admin |
| Ensure teachers are implementing the workshop models in reading, writing and math with fidelity. | | CCSD | August | **Implementation**: During pre-planning, set expectations and non-negotiables for learning and instruction using the workshop model and monitor implementation throughout the year.  **Artifacts/Evidence**: Lesson plans, observations, and walkthroughs. | **Admin and Coaches** |
| Implement Core Extension Classes | | CCSD | August | **Implementation**: Provide additional CCC time for classroom teacher and academic remediation and extension support, specifically our most thriving and higher-level learners.  **Artifacts/Evidence**: Schedules, observations, meeting notes | **Principal** |
| Provide students with real world mathematical experiences through school gardens and outdoor classrooms. | | Title I instructional, county, outside funders | September | **Implementation**: Collaborate with leadership team to provide curriculum materials, lessons, gardening supplies and other resources to support an outdoor garden/classroom  **Artifacts/Evidence**: construction plans and timeline, lesson plans, ordering documents for supplies | **Coaches**  Teachers  Admin |

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| **PROFESSIONAL CAPACITY** | | | | | |
| **GOAL #1** | **Increase quantile scores from one band to the next by 5% on the MI from Fall administration 2021 to Spring administration 2022.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Academic Coaches provide professional learning and support for new teachers and teachers that have specific needs (Brumby University). | | Title I  CCSD | August | **Implementation**: Meet at least once a month for new teachers and as needed for teachers with specific needs.  **Artifacts/Evidence**: Meeting notes and agendas/sign-in sheets | **Coaches** |
| Attend Title I conference, GA Educational Technology conferences, ASCD conference, GA Council of Math Teachers conference, GAETC conference, West GA RESA | | Title I  CCSD  Donations | Determined by conference dates | **Implementation**: Admin and coaches attend conferences throughout the 2021-2022 school year and redeliver information gained to applicable staff.  **Artifacts/Evidence**: Redelivery presentations, registration, conference materials | **Admin/Coaches** |
| Academic Coaches provide Number Talks/Dreambox, Nearpod Refresher for teachers | | Title I | September | **Implementation**: Use a PL or grade level collaboration day early in September to provide refresher course. Provide support throughout the year.  **Artifacts/Evidence**: Refresher presentation/agenda, walkthough observation notes, team meeting discussions, and lesson plans | **Coaches** |
| Provide time for math lab teachers to collaborate with grade level teams | | CCSD | September | **Implementation**: Set aside time quarterly for teachers to collaborate.  **Artifacts/Evidence**: Meeting minutes/agenda/topics of discussion | **Coaches** |
| Academic coaches will assist with vertical collaboration to discuss learning gaps and strategies to close gaps | | Title I | September | **Implementation**: Math vertical teams will meet quarterly  **Artifacts/Evidence**: Meeting notes/minutes/agenda | **Coaches** |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | | | |
| **GOAL #1** | **Increase quantile scores from one band to the next by 5% on the MI from Fall administration 2021 to Spring administration 2022.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Utilize the RTI/MTSS process effectively when students exhibit weaknesses in mathematical practices | | CCSD | August | **Implementation**: Ongoing process to identify, set goals, implement strategies, monitor progress, and collect data points in areas of weaknesses in math.  **Impact**: Teachers will collect data for 6 weeks to monitor effectiveness of strategies and revise goals if needed.  **Artifacts/Evidence**: RTI documentation and notes | **RTI Facilitator**  Teachers  admin |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
| **GOAL #1** | **Increase quantile scores from one band to the next by 5% on the MI from Fall administration 2021 to Spring administration 2022.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Family STEM/Arts Integration Night | | Title I  Instructional | Spring 2022 | **Implementation**: This family engagement opportunity is a one-time event to be held in February  **Artifacts/Evidence**: Pictures, invitations | **Math, Sci, Art Team**  Coaches |
| Parent Curriculum Sessions | | Title I  Instructional | August | **Implementation**: These sessions inform parents about how to support students in academics at home. Meetings will be held periodically throughout the school year.  **Artifacts/Evidence**: Session agenda, presentations, surveys | **Coaches**  Teachers  Admin |
| Parent Curriculum and Information Resource Communication | | Title I  Instructional | August | **Implementation**: Grade level teams provides weekly communication detailing events and curricular preview to encourage home support.  **Artifacts/Evidence**: CTLS Parent communication, blogs | **Teachers**  Coaches  Admin |
| Parent Resource Room and Online Resource Center. | | Title I | September | **Implementation**: Should Covid restrictions allow, a designated classroom will serve as a parent resource room and contain materials to support parents. An online Resource Center will also be available. These resource centers will be available all year beginning in September.  **Artifacts/Evidence**: bitmoji resource room, sign in/out sheets | **Parent Facilitator** |
| Family Math Night | | Title I  Local | October | **Implementation**: Local partnership will host Brumby families to encourage real-world math experiences  **Artifacts/Evidence**: Parent feedback survey, sign in/out sheets | **Math/Science Teams** |

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| **STUDENT GROUPS** | | | | | | |
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| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Remove economic barriers that limit access to instructional opportunities. | Title I  Instructional | September | **Implementation/Impact**: Disaggregate data to identify barriers.  **Artifacts/Evidence**: Data results, | **Admin/Coaches**  Teachers  Counselors |
| **English Learners** | | ESOL/Classroom teacher collaboration and language support | County Allotments | August | **Implementation/Impact**: ESOL teachers will meet with assigned grade level teams during CCC meetings to provide strategies and suggestions for student support. They will also provide language support via translation tools and applications.  **Artifacts/Evidence**: CCC agendas, meeting minutes | **ESOL Teachers**  Teachers  Admin |
| **Race / Ethnicity** | | Monitor academic growth and performance | Title I | October | **Implementation/Impact**: Teachers will disaggregate data to monitor progress. Teacher training and support will be provided as needed throughout the year.  **Artifacts/Evidence**: Data records, training agenda | **Coaches**  Teachers  Admin |
| **Foster and Homeless** | | Provide supplemental academic materials as needed | Title I  Instructional | August | **Implementation/Impact**: Work with families identified homeless or students in foster care to provide academic needs. Support will continue throughout the year.  **Artifacts/Evidence**: Notes, | **Social Worker**  Admin  Counselors |
| **Migrant** | | Provide supplemental academic materials as needed | Title I Instructional | August | **Implementation/Impact**: Work with identified families to provide academic needs. Support will continue throughout the year.  **Artifacts/Evidence**: phone records, emails | **Social Worker**  Admin  Counselors |
| **Students with Disabilities** | | Provide appropriate settings and instructional support as outlined in IEP. | SpEd and Instructional Funds | August | **Implementation/Impact**:  **Artifacts/Evidence**: Observations, IEP meeting minutes | **SSA**  Admin  Special education teachers |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #2** | **Increase 2nd through 5th grade Lexile scores from one band to the next by 5% on the RI from Fall administration 2021 to Spring administration 2022.**  **Increase Kindergarten FRA scores by 5%**  **Increase percentage of 1st graders moving from FRA to RI by 5%** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement reading workshop/guided reading/or literature circles | | Instructional  County resources | August | **Implementation**: Occurs daily and implemented with fidelity. Provide support/model lessons as needed.  **Impact**:  **Artifacts/Evidence**: Classroom observation, teacher lesson plans, CCC meeting notes | **Teachers**  Coaches  Admin |
| Implement structured literacy | | Instructional | August | **Implementation**: Occurs daily and implemented with fidelity. Provide support/model lessons as needed.  **Impact**:  **Artifacts/Evidence**: Observations, team planning meetings, | **K-2 Teachers**  Structured Literacy Consultant  Coaches |
| Integrate Science and Social Studies content in reading block | | Title I  Instructional  County resources | August | **Implementation**: Teachers will integrate social studies and science content to compensate for lack of instructional time.  **Impact**:  **Artifacts/Evidence**: Observations, lesson plans, student work samples | **Teachers**  Coaches  Admin |
| Utilize Technology in reading (additional devices may need to be purchased to support this action) | | Title I  Instructional | August | **Implementation**: Daily usage during centers/stations  **Impact**: Quarterly review of data user reports  **Artifacts/Evidence**: Lesson plans, walkthrough observations, data reports | **Teachers**  Coaches  Admin |

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| **EFFECTIVE LEADERSHIP** | | | | | |
| **GOAL #2** | **Increase 2nd through 5th grade Lexile scores from one band to the next by 5% on the RI from Fall administration 2021 to Spring administration 2022.**  **Increase Kindergarten FRA scores by 5%**  **Increase percentage of 1st graders moving from FRA to RI by 5%** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Hire academic coaches | | Title I Personnel Budget | Summer 21 | **Implementation**: Review allowable Title I staff and determine targeted level of support needed to effectively address teachers’ and students’ needs.  **Artifacts/Evidence**: Teacher applications, communication with admin, CNA, and SIP | **Principal** |
| Facilitate CCC meetings | | Local  Title I | September | **Implementation**: Participate in weekly CCC meetings to engage in meaningful discussions regarding curriculum/standards, data, research-based strategies, etc.  **Artifacts/Evidence**: CCC agenda and meeting notes, data charts/spreadsheet | **Team Leaders**  Coaches  Teachers  Admin |
| Ensure teachers are implementing the workshop models in reading, writing and math with fidelity. | | CCSD | August | **Implementation**: During pre-planning, set expectations and non-negotiables for learning and instruction using the workshop model and monitor implementation throughout the year.  **Artifacts/Evidence**: Lesson plans, observations, and walkthroughs. | **Admin and Coaches** |
| Implement Core Expansion Classes | | CCSD | August | **Implementation**: Provide additional CCC time for classroom teacher and academic remediation and extension support, especially for our most thriving and higher-level learners.  **Artifacts/Evidence**: Schedules, observations, meeting notes | **Principal**  Core X Teachers |
| Hire Science/Reading Core Extension Teacher | | Title I Personnel Budget | August | **Implementation**: Provide additional CCC time for classroom teacher and academic remediation and extension support, especially for our most thriving and higher-level learners.  **Artifacts/Evidence**: Schedules, observations, meeting notes | **Principal**  Admin  Core X Teachers |

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| **PROFESSIONAL CAPACITY** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Provide professional learning and support for new teachers and teachers that have specific needs. | | Title I  CCSD | August | **Implementation**: Meet at least once a month for new teachers and as needed for teachers with specific needs.  **Artifacts/Evidence**: Meeting notes and agendas/sign-in sheets | **Coaches** |
| Attend Title I conference, GA Educational Technology conferences, ASCD conference, GA Council of Math Teachers conference, GAETC conference, West GA RESA | | Title I  CCSD  Donations | Determined by conference dates | **Implementation**: Admin and coaches attend conferences throughout the 2021-2022 school year and redeliver information gained to applicable staff.  **Artifacts/Evidence**: Redelivery presentations, registration, conference materials | **Admin/Coaches** |
| Hire structured literacy consultant. Academic coaches will provide PL. | | Title I  Instructional | August | **Implementation**: Consultant will work with teachers to strengthen structured literacy skills through instruction and modeling in K-3 classrooms quarterly.  **Artifacts/Evidence**: Observations, team planning meetings. | **Structured Literacy Consultant**  Coaches  Teachers |
| Provide time for writing lab teachers to collaborate with grade level teams | | Title I  PD | September | **Implementation**: Set aside time quarterly for teachers to collaborate.  **Artifacts/Evidence**: Meeting minutes/agenda/topics of discussion | **Coaches**  Admin |
| Provide time for vertical collaboration to discuss learning gaps and strategies to close gaps | | Title I  PD | September | **Implementation**: ELA vertical teams will meet quarterly  **Artifacts/Evidence**: Meeting notes/minutes/agenda | **Coaches**  Admin |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Utilize the RTI/MTSS process effectively when students exhibit weaknesses in reading or writing strands | | CCSD | August | **Implementation**: Ongoing process to identify, set goals, implement strategies, monitor progress, and collect data points in areas of weaknesses in math.  **Impact**: Teachers will collect data for 6 weeks to monitor effectiveness of strategies and revise goals if needed.  **Artifacts/Evidence**: RTI documentation and notes | **RTI Facilitator**  Teachers  admin |
| Utilize gifted teacher as a resource for extension | | CCSD | August | **Implementation**: Gifted teacher will work with classroom teachers as need to provide appropriate resources to accelerated students who exhibit strengths in reading and writing strands.  **Impact**: Effectiveness of resources will be evaluated monthly in collaboration with classroom teacher.  **Artifacts/Evidence**: Documentation of support, student work samples, progress monitoring forms | **Gifted Teacher**  Coaches |
| Implement Read 180/System 44 | | CCSD | August | **Implementation**: Highly trained Read 180/System 44 teachers will work with students daily who qualify for the program.  **Impact**: Qualification is based on RI scores for students in grades 3-5. Growth is monitored quarterly.  **Artifacts/Evidence**: SAM reports, RI scores | **Read 180 Teacher**  Coaches |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
| **GOAL #2** | **Increase 2nd through 5th grade Lexile scores from one band to the next by 5% on the RI from Fall administration 2021 to Spring administration 2022.**  **Increase Kindergarten FRA scores by 5%**  **Increase percentage of 1st graders moving from FRA to RI by 5%** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Reading Strategy Curriculum Night | | Title I  Instructional | Fall 2021 | **Implementation**: This family engagement opportunity is a one-time event to assist 3-5 grade parents to encourage and enable home support in reading.  **Artifacts/Evidence**: Pictures, invitations | **Coaches**  Teachers |
| Parent Curriculum Sessions | | Title I  Instructional | August | **Implementation**: These sessions inform parents about how to support students in reading at home. Meetings will be held quarterly at school or virtually depending upon the need.  **Artifacts/Evidence**: Session agenda, presentations, surveys | **Coaches**  Teachers  Admin |
| Parent Curriculum and Information Resource Communication | | Title I  Instructional | August | **Implementation**: Grade level teams provides weekly communication detailing events and curricular preview to encourage home support.  **Artifacts/Evidence**: CTLS Parent communication, blogs | **Teachers**  Coaches  Admin |
| Parent Resource Room and Online Resource Center. | | Title I | Fall | **Implementation**: A designated classroom will serve as a parent resource room and contain materials to support parents. An online Resource Center will also be available. These resource centers will be available all year beginning in September.  **Artifacts/Evidence**: bitmoji resource room, sign in/out sheets | **Parent Facilitator** |
| Structured Literacy Night | | Title I  Instructional | Fall | **Implementation**: This family engagement opportunity is a one-time event to be held in Fall to assist K-2nd grade parents to encourage and enable home support in reading.  **Artifacts/Evidence**: Parent feedback survey, sign in/out sheets | **Coaches**  K-2 Teachers |

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| **STUDENT GROUPS** | | | | | | |
| **Goal #2** | **By the end of the 2021-2022 school year, increase the percentage of students in the proficient and advanced band combined on the RI assessment by 30%.** | | | | | |
| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Remove economic barriers that limit access to instructional opportunities. | Title I  Instructional | September | **Implementation/Impact**: Disaggregate data to identify barriers.  **Artifacts/Evidence**: Data results, | **Admin/Coaches**  Teachers  Counselors |
| **English Learners** | | ESOL/Classroom teacher collaboration and language support | County Allotments | August | **Implementation/Impact**: ESOL teachers will meet with assigned grade level teams during CCC meetings to provide strategies and suggestions for student support. They will also provide language support via translation tools and applications.  **Artifacts/Evidence**: CCC agendas, meeting minutes | **ESOL Teachers**  Teachers  Admin |
| **Race / Ethnicity** | | Monitor academic growth and performance | Title I | October | **Implementation/Impact**: Teachers will disaggregate data to monitor progress. Teacher training and support will be provided as needed throughout the year.  **Artifacts/Evidence**: Data records, training agenda | **Coaches**  Teachers  Admin |
| **Foster and Homeless** | | Provide supplemental academic materials as needed | Title I  Instructional | August | **Implementation/Impact**: Work with families identified homeless or students in foster care to provide academic needs. Support will continue throughout the year.  **Artifacts/Evidence**: Notes | **Social Worker**  Admin  Counselors |
| **Migrant** | | Provide supplemental academic materials as needed | Title I Instructional | August | **Implementation/Impact**: Work with identified families to provide academic needs. Support will continue throughout the year.  **Artifacts/Evidence**: phone records, emails | **Social Worker**  Admin  Counselors |
| **Students with Disabilities** | | Provide appropriate settings and instructional support as outlined in EIP. | SpEd and Instructional Funds | August | **Implementation/Impact**:  **Artifacts/Evidence**: Observations, IEP meeting minutes | **SSA**  Admin  Special education teachers |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #3** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Provide Science extension class and lab. | | CCSD | August | **Implementation**: Provide additional CCC time for classroom teacher and academic remediation and extension support, especially for our most thriving and higher-level learners.  **Impact:** Admin will visit Core X classes during announced and unannounced walkthroughs and observations.  **Artifacts/Evidence**: Schedules, observations, meeting notes | **Admin**  Teachers |
| Implement Science Curriculum with fidelity across grade levels. | | CCSD | August | **Implementation**: Integrate Science into other content areas during daily instruction.  **Impact**: Admin will visit classes during announced and unannounced walkthroughs and observations.  **Artifacts/Evidence**: Observations, meeting notes, lesson plans | **Teachers**  Coaches  Admin |
| Provide students with real-world instructional integration | | Title I  Brumby Foundation | Fall | **Implementation**: Work with partners and other outside sources to design and create school gardens and outdoor classrooms. This process will be an ongoing project during the 2021-2022 school year.  **Impact**: Create timeline for phases of development.  **Artifacts/Evidence**: Lesson plans, training presentations, observations, photos | **Coaches**  **Admin** |
| Implement components of STEM units | | CCSD | August | **Implementation**: Teachers will follow the scope and sequence to ensure all components of the STEM units are implemented throughout the year.  **Impact**: Teachers will collect, analyze, and utilize STEM assessments to evaluate mastery of standards.  **Artifacts/Evidence**: Lesson Plans, observations, data sheets | **Teachers**  Coaches |
| Utilize technology during science block | | Title I  Instructional | August | **Implementation**: Teachers use technology to introduce content, build vocabulary, chart data, and participate in simulations provided by the science curriculum.  **Impact**: Teachers will collect, analyze, and utilize STEM assessments to evaluate mastery of standards.  **Artifacts/Evidence**: Classroom observations, lesson plans, science assessments | **Teachers**  Coaches |

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| **EFFECTIVE LEADERSHIP** | | | | | |
| **GOAL #3** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Hire academic coaches | | Title I Personnel Budget | Summer 21 | **Implementation**: Review allowable Title I staff and determine targeted level of support needed to effectively address teachers’ and students’ needs.  **Artifacts/Evidence**: Teacher applications, communication with admin, CNA, and SIP | **Principal** |
| Conduct Instructional Walks | | Instructional | Fall | **Implementation**: Coaches conduct Instructional Walks throughout the year to monitor instruction and provide support as needed  **Artifacts/Evidence**: notes, collaborative discussions | **Coaches** |
| Partners in Education | | Title I  Brumby Foundations | Early Fall | **Implementation**: Coaches and admin will work with partners, such as Google, and other outside sources to design and create school gardens and outdoor classrooms. This process will be an ongoing project during the 2021-2022 school year.  **Artifacts/Evidence**: Lesson plans, training presentations, observations, photos | **Coaches**  Admin |
| Implement Core Expansion Classes | | CCSD | August | **Implementation**: Provide additional CCC time for classroom teacher and academic remediation and extension support, especially for our most thriving and higher-level learners.  **Artifacts/Evidence**: Schedules, observations, meeting notes | **Principal**  Core X Teachers |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **PROFESSIONAL CAPACITY** | | | | | |
| **GOAL #3** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Real School Gardens/OutTeach provide PL coaching and observations | | Title I  Brumby Foundation | Fall | **Implementation**: Coaches will work with Real School Gardens/OutTeach to schedule professional learning, coaching, and observations for staff.  **Artifacts/Evidence**: PL presentations, agendas, observation notes, lesson plans | **Coaches**  Teachers  Admin |
| Form STEM/Arts Integration Team | | Title I  CCSD | August | **Implementation**: STEM team will work collectively throughout the year to integrate STEM/Arts Integration across all grade levels and academic areas  **Artifacts/Evidence**: Meeting agenda and minutes, lesson development | **STEM Team**  **Coach**  Coaches  Teachers |
| Provide Continual PL in STEM/Arts Integration Content to Foster Social Emotional Learning | | Title I  Instructional | August | **Implementation**: STEM coach will provide PL as we renew our STEM certification and work toward STEM/Arts Integration to align with and support school-wide SEL efforts and Trauma Informed Practices  **Artifacts/Evidence**: Classroom observations, agendas | **Coaches**  Admin |
| Attend Title I conference, GA Educational Technology conferences, ASCD conference, GA STEM/STEAM Forum, West GA RESA STEM/STEAM | | Title I  CCSD  Donations | Determined by conference dates | **Implementation**: Admin and coaches attend conferences throughout the 2021-2022 school year and redeliver information gained to applicable staff.  **Artifacts/Evidence**: Redelivery presentations, registration, conference materials | **Admin/Coaches** |
| Academic Coaches provide professional learning and support for new teachers and teachers that have specific needs (Brumby University). | | Title I  CCSD | August | **Implementation**: Meet at least once a month for new teachers and as needed for teachers with specific needs.  **Artifacts/Evidence**: Meeting notes and agendas/sign-in sheets | **Coaches** |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | | | |
| **GOAL #3** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement Core Expansion Classes | | CCSD | August | **Implementation**: Provide additional CCC time for classroom teacher and academic remediation and extension support, specifically our most thriving and higher-level learners.  **Artifacts/Evidence**: Schedules, observations, meeting notes | **Principal** |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
| **GOAL #3** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Parent Curriculum Sessions | | Title I  Instructional | August | **Implementation**: These sessions inform parents about how to support students in reading at home. Meetings will be held quarterly at school or virtually depending upon the need.  **Artifacts/Evidence**: Session agenda, presentations, surveys | **Coaches**  Teachers  Admin |
| Parent Curriculum and Information Resource Communication | | Title I  Instructional | August | **Implementation**: Grade level teams provides weekly communication detailing events and curricular preview to encourage home support.  **Artifacts/Evidence**: CTLS Parent communication, blogs, newsletters, webinars | **Teachers**  Coaches  Admin |
| Night Under the Stars-Parent Community Open House for New Gardens | | Title I  Brumby Foundation | Spring 2022 | **Implementation**: Families/community will be invited to the unveiling of new gardens. Coaches will work with classroom and Core X science teachers to plan the event.  **Artifacts/Evidence**: Attendance, invitations | **Coaches**  Teachers  Core X Science Teacher |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **STUDENT GROUPS** | | | | | | |
| **GOAL #3** | **Increase percentage of students scoring proficient on STEM rubric by 5% from pre to post tests.** | | | | | |
| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Remove economic barriers that limit access to instructional opportunities. | Title I  Instructional | September | **Implementation/Impact**: Disaggregate data to identify barriers.  **Artifacts/Evidence**: Data results, | **Admin/Coaches**  Teachers  Counselors |
| **English Learners** | | ESOL/Classroom teacher collaboration and language support | County Allotments | August | **Implementation/Impact**: ESOL teachers will meet with assigned grade level teams during CCC meetings to provide strategies and suggestions for student support. They will also provide language support via translation tools and applications.  **Artifacts/Evidence**: CCC agendas, meeting minutes | **ESOL Teachers**  Teachers  Admin |
| **Race / Ethnicity** | | Monitor academic growth and performance | Title I | October | **Implementation/Impact**: Teachers will disaggregate data to monitor progress. Teacher training and support will be provided as needed throughout the year.  **Artifacts/Evidence**: Data records, training agenda | **Coaches**  Teachers  Admin |
| **Foster and Homeless** | | Provide supplemental academic materials as needed | Title I  Instructional | August | **Implementation/Impact**: Work with families identified homeless or students in foster care to provide academic needs. Support will continue throughout the year.  **Artifacts/Evidence**: Notes | **Social Worker**  Admin  Counselors |
| **Migrant** | | Provide supplemental academic materials as needed | Title I Instructional | August | **Implementation/Impact**: Work with identified families to provide academic needs. Support will continue throughout the year.  **Artifacts/Evidence**: phone records, emails | **Social Worker**  Admin  Counselors |
| **Students with Disabilities** | | Provide appropriate settings and instructional support as outlined in EIP. | SpEd and Instructional Funds | August | **Implementation/Impact**: Work with families of students receiving special educational services to provide academic support with goals and objectives.  **Artifacts/Evidence**: Observations, IEP meeting minutes | **SSA**  Admin  Special education teachers |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #4** | **Decrease the percentage of students exceeding 10 absences by 5% Reduce the number of administrative referrals for physical incidences by 5%.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Attendance Incentives | | Title I  Local School | August | **Implementation**: Counselors and Social Worker provide incentives to students and support parents with situations that may impede school attendance.  **Impact**: Increased attendance and reduction in tardies  **Artifacts/Evidence**: Attendance, conference, phone, email records | **Counselors**  **Social Worker** |
| Parent Conferences/Virtual Meetings | | Title I  Local School | September | **Implementation**: Social Worker/admin meets with parents virtually/F2F to identify attendance barriers and provide support with overcoming these barriers.  **Impact**: Increased attendance and reduction in tardies  **Artifacts/Evidence**: TIP conference notes, conference, attendance, phone records | **Social Worker**  **Admin**  Teachers |
| Sources of strength/SEL | | Local School | September | **Implementation**: SOS teacher provides strategies that build connections between peers and adults.  **Impact**: Increase health and wellness, sense of belonging, resilience, strength, and belonging.  **Artifacts/Evidence**: Discipline reports, lesson plans, observations | **SOS Teacher**  Admin  Pertinent Staff |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **EFFECTIVE LEADERSHIP** | | | | | |
| **GOAL #4** | **Decrease the percentage of students exceeding 10 absences by 5% Reduce the number of administrative referrals for physical incidences by 5%.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Hire academic coaches | | Title I Personnel Budget | Summer 21 | **Implementation**: Review allowable Title I staff and determine targeted level of support needed to effectively address teachers’ and students’ needs.  **Artifacts/Evidence**: Teacher applications, communication with admin, CNA, and SIP | **Principal** |
| Seek out PL on Restorative Practices | | Title I  CCSD | September | **Implementation**: Coaches, admin, and select staff attend county provided Restorative Practices 2-day training sessions in September, October, and November  **Artifacts/Evidence**: Training notes, agendas, training presentations and documents, redelivery presentations | **Coaches**  Teachers  Admin |
| Seek PL on Trauma Sensitive Schools | | Title I  CCSD | September | **Implementation**: Coaches/admin attend PL on Trauma Sensitive Schools  **Artifacts/Evidence**: training presentations, photos, redelivery Trauma Sensitive Informed Practices | **Coaches**  Admin |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **PROFESSIONAL CAPACITY** | | | | | |
| **GOAL #4** | **Decrease the percentage of students exceeding 10 absences by 5% Reduce the number of administrative referrals for physical incidences by 5%.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Training for staff | | Title I  CCSD | September | **Implementation**: Restorative Practices and Trauma Informed and SEL, SOS  **Artifacts/Evidence**: Redelivery of content from PL on Restorative Practices and Trauma Sensitive Schools | **Coaches**  Admin  Key Staff |
| Staff Restoration and Regulation Room | | Local School | August | **Implementation:** Create an environment for staff to self-regulate, process, and restore mental/emotional wellness  **Artifacts/Evidence**: physical space, resource usage | **Coaches**  Counselors |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation:**  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | | | |
| **GOAL #4** | **Decrease the percentage of students exceeding 10 absences by 5% Reduce the number of administrative referrals for physical incidences by 5%.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Attendance Incentives | | Title I  CCSD | August | **Implementation**: Counselors and Social Worker provide incentives to students and support parents with situations that may impede school attendance.  **Impact**: Increased attendance and reduction in tardies  **Artifacts/Evidence**: Attendance, conference, phone, email records | **Principal**  Counselors  Social Worker  Community |
| Positive Classroom Management Plan | | Title I  CCSD | September | **Implementation**: Teachers create a grade level Positive Classroom Management Plan that includes positively stated expectations, behavior incentives, and implementation of SEL goals  **Impact**: Relationship building, reduction in disruptive behaviors, increase in emotional security and academic performance  **Artifacts/Evidence**: PCM Plan, posted rules and incentives, observations | **Teachers**  Admin |
| Class Meetings/Restorative Circles | | Title I  CCSD | September | **Implementation**: Teachers set aside time to meet as a class to develop skills and build relationships when challenges arise  **Impact**: Students learn to process their thoughts and feelings so they can handle challenges more productively.  **Artifacts/Evidence**: Lesson plans, PCM Plan, observations, Circle Forward | **Teachers**  Coaches |
| School-wide Behavior Incentives | | Title I  CCSD | August | **Implementation**: Teachers acknowledge positive behaviors via Bragging on a Bobcat or school-wide shoutout.  **Impact**: Students  **Artifacts/Evidence**: Bobcat Brag, morning news announcement, acknowledgement on hallway announcement screens | **Teachers**  Admin  Staff |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
| **GOAL #4** | **Decrease the percentage of students exceeding 10 absences by 5% Reduce the number of administrative referrals for physical incidences by 5%.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Boys and Girls Club | | Local School | September | **Implementation:** Counselors unite with the Boys and Girls Club of America to promote academic success, develop healthy lifestyes, and build character and leadership in our youth.  **Artifacts/Evidence**: Volunteer sign-in sheets, agendas | **Counselor**  Admin  Teachers |
| Everybody Wins | | Partners  Foundation | September | **Implementation**: School partners with Everybody Wins to improve literacy for children through powerful mentor relationships.  **Artifacts/Evidence**: test scores, teacher feedback, volunteer documentation | **Coaches**  Teachers  Admin  Community Volunteers |
| Young Men of Distinction | | Local School | September | **Implementation**: Counselors and social worker mentor, motivate, and guide boys to become well-rounded young men with a positive influence.  **Artifacts/Evidence**: Program details, event documents | **Counselors** |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **STUDENT GROUPS** | | | | | | |
| **GOAL #4** | **Decrease the percentage of students exceeding 10 absences by 5% Reduce the number of administrative referrals for physical incidences by 5%.** | | | | | |
| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Remove economic barriers that limit access to instructional opportunities. | Title I  Instructional | September | **Implementation/Impact**: Disaggregate data to identify barriers.  **Artifacts/Evidence**: Data results | **Admin/Coaches**  Teachers  Counselors |
| **English Learners** | | ESOL/Classroom teacher collaboration and language support | County Allotments | August | **Implementation/Impact**: ESOL teachers will meet with assigned grade level teams during CCC meetings to provide strategies and suggestions for student SEL support. They will also provide language support via translation tools and applications.  **Artifacts/Evidence**: CCC agendas, meeting minutes | **ESOL Teachers**  Teachers  Admin |
| **Race / Ethnicity** | | Monitor academic growth and performance | Title I | October | **Implementation/Impact**: Teachers will disaggregate data to monitor progress. Teacher training and support will be provided as needed throughout the year.  **Artifacts/Evidence**: Data records, training agenda | **Coaches**  Teachers  Admin |
| **Foster and Homeless** | | Provide supplemental academic and SEL materials and support as needed | Title I  Instructional | August | **Implementation/Impact**: Work with families identified homeless or students in foster care to provide academic and SEL needs. Support will continue throughout the year.  **Artifacts/Evidence**: Notes | **Social Worker**  Admin  Counselors |
| **Migrant** | | Provide supplemental academic materials as needed | Title I Instructional | August | **Implementation/Impact**: Work with identified families to provide academic and SEL needs. Support will continue throughout the year.  **Artifacts/Evidence**: phone records, emails | **Social Worker**  Admin  Counselors |
| **Students with Disabilities** | | Provide appropriate settings and instructional/social/emotional support as outlined in EIP. | Special Ed  Instructional Funds | August | **Implementation/Impact**: Work with families of students receiving special educational services to provide academic support with goals and objectives and support with SEL.  **Artifacts/Evidence**: Observations, IEP meeting minutes | **SSA**  Admin  Teachers |

**FY22 TITLE I SIP**

**REQUIRED QUESTIONS**

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| **CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA**  **References: Schoolwide Checklist (3.a., 3.c., 3.d.)** |
| **Statement #1**: The School Improvement Plan is developed during a one-year period (Grant Year) as outlined in **Sec. 114(b) (1-5) of ESSA**.  **Statement #2: (Monitoring)** The School Improvement Plan remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.  **Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. |
| **Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.  **References: Schoolwide Checklist (2.iii.d)** |
| **Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:   * Provide on-going learning opportunities for all * Improve teaching and learning * Target student outcomes and goals of schools and districts * Set time aside to allow teachers to implement new techniques learned and to plan collaboratively * Establish study groups (e.g., book studies, professional magazine articles, etc) * Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art,   science, math and physical education)  **Brumby Local Professional Learning**  **Brumby local Professional Learning-** Our academic coaches in collaboration with various in-house teacher leaders will provide ongoing professional development in areas that meet the demands on the changing educational environment both at Brumby, in Cobb, in Georgia, and nationally. These PL sessions will include but are not limited to, *Making the most of Digital Learning*, *Meeting the Social and Emotional Needs of Students as well as Academics, Integrating Arts into Academics, Adding the A in STEAM, Culturally Responsive Practices,* and *Teaching in Diversity.* Additional sessions will be planned throughout the year as staff members indicate a need or as administration determines. |
| **Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**  **References: Schoolwide Checklist (2.iii.d)** |
| All students at Brumby will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.  At Brumby we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas. |
| **Question #3:** Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-   * counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; * preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); * implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); **[Sec. 1114(b)(7)(ii)]**   **References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)** |
| Brumby’s student support team is composed of three counselors who are assigned to two grade levels each, and one full time social worker who serves only our school. Through our counselors, we have a partnership with Big Brother-Big Sisters, small group counseling sessions with parent permission, and classrooms receive counseling lessons twice every two weeks.  Brumby has a long-term partnership with Everybody Wins, who partners businesspersons from the community with teacher identified students. Once a week, the community member joins the student during his/her lunch time, and they read together. This program fosters appropriate adult relationships, the importance of reading, and mentoring for the students.  Brumby has created a structured approach to RTI identification, intervention, and progress monitoring. The process is continually monitored by both the T3 facilitator and the T2 lead facilitator to make needed adjustments and improvements to ensure fidelity. |
| **Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]** |
| ***NA*** |
| **Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]** |
| Brumby will seek out PL for staff and take deliberate steps to build a more positive school culture to prevent misbehavior and target student supports to help them address underlying causes of misbehavior—including trauma, physiological factors, curricular problems, environment, etc. Brumby will seek first to prevent misbehaviors through these student supports and when needed to address misbehaviors through respectful and restorative practices. |
| **Question #6:**  **Transition:**  **ES**: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**  **References: Schoolwide Checklist 2.a.iii.e**  OR  **MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:   * Coordination with institutions of higher education, employers and local partners; and * Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [**Se. 1114(b)(7)(II)]**   **References: Schoolwide Checklist 4c** |
| Brumby will maintain positive relationships with local Pre-K providers and encourage providers to visit Brumby in the spring to ensure students have a positive initial experience when visiting Brumby and are able to visit classrooms, common areas such as the gym, cafeteria and learning commons and get to see some Kindergarten transitions.  Brumby will maintain positive relationship with East Cobb Middle School which will include inviting 6th grade teachers to Brumby to observe classes in the Fall. In the Spring, Brumby 5th grade students will visit East Cobb and attend a Q & A session with current 6th graders to put their minds at ease about the transition to middle school. |

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

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| **Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out. |
| The STEM coach and Academic coach will work jointly to maintain an accurate inventory spreadsheet for all Title I digital equipment and are the main contacts for any updates, maintenance, or support needed with the equipment. Each team (grade level as well as ESOL, SpED, Core-X) has a representative who is tasked with charging and keeping up with maintenance needed for the equipment. Any non-digital equipment is housed in the Maker Space and is available for staff members to check-out and utilize with students.  The STEM coach and Academic coach in collaboration with the Media Specialist will prepare for the annual Title I inventory as well as maintaining records of equipment that has been lost or broken with the bookkeeper and the Field Services Technician. |

**ADDITIONAL RESPONSES**

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