



School Improvement Plan 2020-2021 Action Plan



SCHOOL NAME
East Cobb Middle School
Date Submitted
6-3-2020

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 25% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Teachers will incorporate USA Test Prep into lessons as a means to analyze student strengths and weaknesses in literacy.	Title I	a. August 2020-May 2021	Teachers
		b. Formative and Summative Assessments	
2. Teachers will incorporate Flocabulary using visual and auditory information to encourage discussion and writing across the curriculum, especially within informational writing.	Title I	a. August 2020-May 2021	Teachers
		b. Formative and Summative Assessments	
3. Use District required resource (Springboard) with fidelity.	Title I	a. August 2020 – May 2021	Teachers
		b. Formative and Summative Assessments	
4. Implement Flexible Learning Time that has dedicated Independent Reading days to include dedicated time for vocabulary instruction and resources.	Title I	a. August 2020-May 2021	Teachers Admin
		b. Formative and Summative Assessments	
5. Incorporate use of Thinking Maps across all content areas with a writing focus.	Title I	a. August 2020-May 2021	Teachers
		b. Observations and Lesson Plans	
5. Incorporate STEAM into literacy instruction with the support of our STEAM committee		a. August 2020-May 2021	Teachers
		b. Lesson Plans; Observations	

EFFECTIVE LEADERSHIP

GOAL #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 25% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Employ Academic Coach to provide teacher training and model quality teaching strategies.	Title I	a. July 2020	Administration
		b. Academic Coach Binder Evaluation	
2. Employ Read 180 Support Teacher	Title I	a. July 2020	Administration
		b. Lexile Level Reports TKES	
3. Admin will designate and protect Tuesdays and Fridays for collaboration, Professional development and data dissemination.	Title I Local Funds	a. Collaboration schedule each week beginning August 3, 2020	Administration
		b. Collaboration schedule each week beginning August 3, 2020	
4. Set usage expectations of literacy resources (USA Test Prep, and Flocabulary) for students in need of reteaching.	Title I	a. August 2020 -May 2021	Administration
		b. Formative and Summative Assessments; Usage Reports	
5. Set expectation of Independent Reading during Flexible Learning Time.	Title I	a. August 2020 -May 2021	Administration
		b. Formative and Summative Assessments	
6. Set usage expectations of Thinking Maps in conjunction with district required resources (Springboard)	Title I	a. August 2020 – May 2021	Administration
		b. Formative and Summative Assessments	

PROFESSIONAL CAPACITY			
GOAL #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 25% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Academic Coach and designated staff will provide support and training of staff on resources such as Thinking Maps, content vocabulary development, writing, and effective strategies for classroom use as well as implementation of Lexile leveled reading content.	Title I	a. Quarterly beginning July 2020- May 2021	Department Heads Academic Coach Content District Coaches Admin
		b. Agenda; Sign- In Sheets	
2. Teachers and administration will attend conferences, grade level meetings, and potential collaboration days in their subject areas that emphasize Literacy (vocabulary) strategies and pedagogy.	Title I	a. 2020-2021 school year based on availability	Teachers Admin Academic Coach
		b. Redelivery to subject area departments	
3. Academic Coach will facilitate with feeder elementary and high schools to collaborate and plan for vertical alignment.	Title I	a. Fall semester 2020, Spring semester 2021	Academic Coach
		b. Agenda	
4. Academic Coach in collaboration with District Coaches will provide training and support of vocabulary strategies and District required resources.	Title I	a. August 2020- May 2021	Academic Coach District Coaches
		b. Weekly PLC meetings Professional Learning Sessions	
5. Staff will attend conferences to increase the use of effective strategies (Title I, TBD based on need)	Title I/CCSD	a. TBD	Attendees
		b. Redeliver to staff during CCC's and professional learning days.	
6. New Teacher Institute acclimate teachers new to the building and profession	CCSD	Monthly July 2020-May 2021	Teacher Leaders/Admin
		Sign in Sheets	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 25% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Students will be placed in Read 180 classes that support individual needs based on Reading Inventory and Milestones Lexiles	Title I	a. July 2020-May 2021	Admin
		b. Reading Inventory Data Analysis	
2. Morning tutorial provided by content teachers (volunteer) offered to all students	CCSD	August 2020-May 2021	Teachers
		b.	
3. Implement focused Literacy remediation during the instructional day.	Local School Title I	a. January 2021-April 2021	Teachers Academic Coach
		b. Common Assessments Reading Inventory	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 25% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Reading and vocabulary strategies and resources updated weekly on teacher blogs	Title I	a. August 2020-May 2021	Teachers
		b. Weekly monitoring of teacher blogs	
2. All staff will participate and host Family Literacy and International Nights to welcome and celebrate diverse family and community members	Title I	a. October 2020; May 2021	Teachers, Parent Facilitator, Academic Coach
		b. Parent surveys	
3. Parents will be invited to Tech Talk Night to participate in the fundamentals of ParentVue; Blackboard, USA Test prep, IXL, and Reading Inventory	Title I	a. August 2020	Academic Coach TTIS
		b. Parent surveys, sign –in sheets	
4. Parents will be invited to “Shadow Your Student Day”.	Title I	a. November2020	Admin Teachers
		b. Sign-In Sheets	
5. . Teachers will provide Blogs that contain student expectations, strategies, and school information	CCSD	August 2020 – May 2021	Teachers
		Expected to be updated weekly	
6.		a.	
		b.	

STUDENT GROUPS				
Goal #1	We, all the staff at ECMS will improve student Literacy performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Reading Inventory by 25% from August 2020- May 2021.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	We provide the necessary resources to overcome economic barriers		a. August 2020 – May 2021	Admin Teachers Academic Coach
			b.	
			a.	
			b.	
English Learners	Incorporate researched-based EL strategies into all lessons i.e. translation apps, scaffolding, and visual references	Local School Title I	a. August 2020 – May 2021	Teachers
			b. Lesson plans, observations	
	Schedule students in EL classes	Local School	a. July 2020 – May 2021	Admin
			b.	
Race / Ethnicity	We use our data to monitor student group performance		a.	
			b.	
	We provide a variety of culturally relative resources and literature.		a.	
			b.	
Foster and Homeless	Counselor/Social Worker provide resources and support as needed		a.	
			b.	
			a.	
			b.	
Migrant	Counselor/Social Worker provide resources and support as needed		a.	
			b.	
			a.	
			b.	
Students with Disabilities	Implement Read 180/System 44 into small group reading instruction.	Title I Local School	a. August 2020-May 2021	Special Ed Teachers
			b.	
			b.	

COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continued implementation and support of Number Talks in all mathematics classrooms.	Title I	a. August 2020-May 2021	Teachers Academic Coach
2. Teachers will incorporate Gizmos, Inq-ITS , IXL, USA Test Prep, and Flocabulary to analyze student strengths and weaknesses, provide hands on learning, and interactive experiences.	Title I	a. August 2020 – May 2021	Teachers
3. Continued implementation and support of Thinking Maps.	Title I	a. August 2020- May 2021	Teachers Academic Coach
4. Continued implementation of 360 classrooms in all math classes	Title I	a. October 2020-May 2021	Teachers
5. Incorporate STEAM into math instruction with the support of our STEAM committee		a. August 2020-May 2021	Teachers
6.		a.	
		b.	

EFFECTIVE LEADERSHIP

GOAL #2	We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Hire Math Connections Teacher to provide additional math support through the connections rotation for identified students.	Title I	a. July 2020- May - 2021	Administration
		b. MI, IOWA, Unit Assessments	
2. Employ Academic Coach to provide teacher training and model quality teaching strategies	Title I	a. July 2020- May - 2021	Administration
		b. Academic Coach binder, Evaluation	
3. Set usage expectations of math resources (USA Test Prep, Gizmos, Waggle, and Flocabulary) for students in need of reteaching.	Title I	a. August 2020-May 2021	Administration
		b. Formative and Summative Assessments; Usage Reports	
4. Set expectations and provide resources for 360 classrooms	Title I	a. September 2020 – May 2021	Administration
		b. MI Formative and Summative Assessments	
5. Admin will designate and protect Tuesdays and Fridays for collaboration, Professional development and data dissemination.	Title I Local Funds	a. Collaboration schedule each week beginning August 3, 2020	Admin
		b. Collaboration schedule each week beginning August 3, 2020	
6.		a.	
		b.	

PROFESSIONAL CAPACITY			
GOAL #2	We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Academic Coach will provide support of Number Talks, math strategies and software programs	Title I	a. July 2020- May 2021	Academic Coach
		b. Observations; Walkthroughs, Data PLC	
2. Redelivery of strategies, resources, and best practices from Title I Math Meetings	Title I	a. August 2020-May 2021	Academic Coach
		b. Agenda and Sign- in Sheets	
3. Academic Coach will provide trainings and support of 360 Classrooms.	Title I	a. August 2020 – May 2021	Academic Coach
		b. Sign-in Sheets, Walkthroughs	
4. . Staff will attend conferences to increase the use of effective strategies (Title I, TBD based on need)	CCSD/Title I	b. Redeliver to staff during CCC’s and professional learning days.	Attendees
		Monthly July 2020-May 2021	
5. New Teacher Institute acclimate teachers new to the building and profession	CCSD	Monthly July 2020-May 2021	Teacher Leaders
		Sign in Sheets	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2 We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2020- May 2021.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Schedule Math Connections classes for students with deficient skills as determined by the Universal Screener, Common Assessments, and the Milestones EOG and will incorporate Waggle Program into lessons for reteaching and learning support.	Title I	a. July 2020- May 2021	Admin
		b. MI, IOWA, Milestones	
2. Morning tutorial provided by content teachers (volunteer) offered to all students	Title I	a. August 2020-May 2021	Admin
		b.	
3. Implement focused Literacy remediation during the instructional day.	Title I	a. September 2020- May 2021	Math Connections
		b. MI, Milestones	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2020- May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. All staff will participate and host Math and Science Night to welcome family and community members, using Hands- on activities to demonstrate the application of the curriculum.	Title I	a. March 2021	Teachers, Parent Facilitator Academic Coach
		b. Parent Surveys, Sign in Sheets	
2. Workshops, Flyers/brochures with Math resources, websites, etc. available in Parent Resource room	Title I	a. August 2020- May 2021	Parent Facilitator
		b. Parent Surveys	
3. Parent Letters explaining Math Inventory (MI) scores (Quantiles) and suggestions for remediation	Title I	a. August 2020-May 2021	Academic Coach
		b. Surveys	
4. Parents will be invited to Tech Talk Night to participate in the fundamentals of ParentVue; Blackboard, USA Test prep, IXL, PBIS, and Math Inventory	Title I	a. August 2020	Academic Coach TTIS
		b. Parent Surveys; Sign in Sheets	
5. Teachers will provide Blogs that contain student expectations, strategies, and school information	CCSD	August 2020 -May 2021	Teachers
		Expected to be updated weekly	
6.		a.	
		b.	

STUDENT GROUPS

Goal #2	We, all the staff at ECMS will improve student Math performance for all content areas, by increasing the percentage of students scoring proficient or advanced on the Math Inventory by 20% from August 2020- May 2021.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	Implement focused Math remediation during the instructional day.	Local School Title I	a. January 2021-April 2021	Teachers Academic Coach
	Incorporate researched-based EL strategies into all lessons i.e. translation apps, scaffolding, and visual references		b. Common Assessments Math Inventory	
English Learners	Schedule students in EL classes		a. July 2020- May 2021	Admin
			b.	
Race / Ethnicity			a.	
			b.	
Foster and Homeless			a.	
			b.	
Migrant			a.	
			b.	
Students with Disabilities			a.	
			b.	
			a.	
			b.	

COHERENT INSTRUCTIONAL SYSTEM

GOAL #3	We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2020 to Fiscal Year 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Incorporate PBIS Reward App in the Instructional Model as part of a school wide reward system.	Title I	a. July 2020- May 2021	PBIS Team and Staff
		b.	
2. During the flexible learning time block teachers will incorporate Second Step activities to support social-emotional learning.	CCSD	Once a week beginning in August 2020 and continued through May 2021.	Teachers and Admin
		Observations	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

EFFECTIVE LEADERSHIP

GOAL #3 We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2020 to Fiscal Year 2021.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Purchase the PBIS Rewards App and set expectations for use.	Title I	a. July 2020-May 2021	Administration
		b. Discipline Reports, Data	
2. Admin sets expectation for incorporating Second Step activities during the flexible learning time block.	CCSD	Once a week beginning in August 2020 through May 2021.	Teachers and administration.
		Observations	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

PROFESSIONAL CAPACITY

GOAL #3 We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2020 to Fiscal Year 2021.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Training for all faculty and staff on Positive Behavior Interventions and Supports (PBIS) App.	Title I	a. Preplanning 2020	Administration
		b. Monitor implementation through walkthroughs	PBIS Team
2. Training for all faculty and staff on Second Step activities.		Grade level CCC meetings	Admin
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3 We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2020 to Fiscal Year 2021.

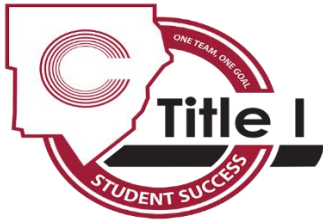
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. (Place Holder for possible mentoring group)		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3	We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2020 to Fiscal Year 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Train PTSA Support Staff	Title I	a. August 2020	PBIS Team Academic Coach
		b. Parent Surveys	
2. Provide knowledge and information on PBIS App to parents on Back to School Night and Tech Talk Night.	Title I	a. August 2020	PBIS Team Academic Coach
		b. Parent Surveys	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

STUDENT GROUPS

Goal #3	We, all the staff at ECMS will strengthen the quality and order of our student learning community and maximize instructional time enhancing the implementation of the Positive Behavior Intervention Supports System; reducing the number of missed instructional days due to ISS and OSS suspension by 10% from Fiscal Year 2020 to Fiscal Year 2021.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged			a.	
			b.	
			a.	
			b.	
English Learners			a.	
			b.	
			a.	
			b.	
Race / Ethnicity			a.	
			b.	
			a.	
			b.	
Foster and Homeless			a.	
			b.	
			a.	
			b.	
Migrant			a.	
			b.	
			a.	
			b.	
Students with Disabilities			a.	
			b.	
			a.	
			b.	



FY20 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

The School Improvement Plan is developed during a one-year period **2020-2021** as outlined in **Sec. 114(b) (1-5) of ESSA**.

(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.

(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.

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)

(Local School)

East Cobb Middle is utilizing the FY21 Title I Funds for a variety of purposes. Title I funds will be used to hire an academic coach to provide professional learning to all staff members. The academic coach will work with all content areas; however, they will focus on Math and Literacy, which were identified as areas that need improvement based upon our data analysis. Our school will focus on Literacy and Math across all grade levels to ensure students' needs are specifically met and instructional differentiation occurs for everyone.

During our professional learning communities, we research and identify appropriate evidence-based practices and provide training and support as needed to make certain these research- based practices are being executed with fidelity to ensure student learning. Administration and staff continually monitor student progress then practices are adjusted or replaced as needed based on data findings.

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 East Cobb Middle School 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.

(Local School)

At East Cobb Middle School, 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.

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.)

(Local School)

East Cobb Middle takes into account the needs of homeless, neglected, and migrant children. We have taken into account the needs of homeless students by working closely with our district’s homeless liaisons, providing a free and appropriate public education to all students and would be sure to provide the same opportunity to any neglected and migrant children we may have to serve. Homeless students also work closely with our school counselors and our school social worker. The school social worker actively participates in home visits and works with area churches and other community resources to provide basic needs to our students. These

students also have access to our school food pantry. We have based our plan on information about all students in the school.

Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

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)]**

(Local School)

Our school implements the Positive Behavioral Intervention and Supports Plan (P.B.I.S.). The P.B.I.S. system has four (4) components: (1) a matrix of behavior expectations, 2) lesson plans to teach students the behavioral expectations (3) an acknowledgment/reinforcement system and (4) behavioral infraction notice. The P.B.I.S. system encourages consistent positive rewards to celebrate student success. We have three (3) school-wide expectations:

- Demonstrate **R**espect
- Demonstrate **E**ffort
- Demonstrate **P**ride

Students who are “caught” following the behavioral expectations are rewarded with **REP** Reward Cards. These cards may be used to purchase school supplies in the classroom or other items and privileges Friday mornings at the REP Rewards Store. Store items change as donations are made from our Partners in Education, parents, community members. etc.

Sample items:

- School supplies (pencils, grippers, pencil pouches)
- Locker pass
- Homework pass
- Patio lunch pass
- Morning Announcement Shout Out
- Birthday Announcement
- 9Rounds- One week/Two Weeks or a month pass
- After school basketball

Our goal is to teach children alternate behaviors to ensure a school environment that is safe, fun and free from distraction, and ultimately helps all children reach their maximum learning potential. By setting forth clear social and behavior expectations and directly teaching students about those expectations, it is our goal to create a positive atmosphere for optimal learning.

Our Counselors have also implement school-wide “No Place For Hate”. No Place for Hate® is an initiative of the Anti-Defamation League. This initiative is designed to rally the entire school around the goal of creating a welcoming community committed to stopping all forms of bias and bullying. No Place For Hate® provides a unique framework to incorporate new and existing programs with one consistent message. It helps our school foster a culture of respect and create a safe, bully-free learning environment for students at all grade levels.

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

(Local School)

Included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

- Fifth grade students from our feeder elementary schools participate in an articulation activity including a school visit, an orientation meeting with parents and students, and a rising 6th grade orientation camp and parent meeting.
- Teachers conduct information meetings with students and parents to discuss middle school expectations, routines and procedures.
- Rising 6th grade summer camp provides students with an opportunity to move through a mock middle school schedule, practice opening a combination lock for lockers, receive notebooks with an in-service on notebook organization, and be given a curriculum overview of standards they will learn in the upcoming year. Parents will also be invited to attend an overview session, which highlights the activities of their child's summer camp experience.
- New students who arrive throughout the year will participate in a welcome meeting, administrators give a detailed overview of people who can help them in the building (admin, teachers, counselors, nurse etc...), academic goals, schedule, academic and behavior expectations.
- Eighth grade students, parents and teachers participate in articulation activities with our feeder high school. Wheeler High School administrators, counselors, and teachers visit eighth graders to discuss registration and graduation requirements. High school teachers visit eighth grade teachers to help with the registration process. High school counselors and administrators conduct parent information meetings to explain the process and answer questions.

Our Counselors also use the Career Cruising Platform to help connect the real world to the classroom with the latest career and labor market information, salaries, and educational pathways – all written in a way that is easy to understand. Students also learn essential 21st-century skills like financial literacy and goal setting through video interviews and role-playing activities.

We also have a FACTS class incorporated into our Connections schedule, which focuses on life after school within the sixteen career clusters. Students learn how to communicate, dress for success, and participate in simulated interviews.

ADDITIONAL RESPONSES

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.

(Local School)

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**)

ADDITIONAL RESPONSES

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