



School Improvement Plan 2019-2020 Action Plan



Powder Springs Elementary
Cobb County School District
Revised August 6, 2019

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	By the end of the SY 19-20, increase the percentage of students reading on or above level from 50% to 55% as measured by the Reading Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. CIS2: Deliver Quality Instruction: Teachers will implement reading workshop model during Literacy Block.	n/a	a. August- May, Daily	Administration
		b. Balanced Literacy Checklist, Walkthrough Observations	
2. CIS3: Monitor Student Progress: Teachers will use i-Station to monitor monthly progress in reading and student usage (minimum of 60 minutes weekly).	Title 1	a. August- May, Daily	Academic Coach
		b. I-station assessment and usage reports	
3. CIS4: Refining Instructional Strategies: Kindergarten and first grade teachers will implement Benchmark for phonics instruction.	n/a	a. August- May, Daily	Administration
		b. Balanced Literacy Checklist, Walkthrough Observations	
4. CIS4: Refining Instructional Strategies: Teachers will implement Arts Integration strategies to promote student engagement and comprehension.	n/a	a. August- May, Daily	Administration
		b. Lesson Plans	
5. CIS2: Deliver Quality Instruction: Teachers will incorporate explicit vocabulary instruction of academic and content terms using vocabulary routines	n/a	a. August- May, Daily	Administration
		b. Lesson Plans	
6.			

EFFECTIVE LEADERSHIP

GOAL #1	By the end of the SY 19-20, increase the percentage of students reading on or above level from 50% to 55% as measured by the Reading Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. EL1: Climate and Culture: Communicate clear expectations and consistent practices are present during the Literacy Block.	n/a	a. August-May, weekly	Administration
		b. Observations using balanced literacy framework	
2. EL3: Ensuring High Quality Instruction: Develop and implement collaboration schedule for all teachers	Title 1	a. August-May, monthly	Administration
		b. Agenda, meeting minutes	
3. EL3: Ensuring High Quality Instruction: Set expectations for Arts Integration in K-5 and monitor AI strategies from Conferences	n/a	a. August-May, weekly	Administration
		b. Lesson Plans, Observations using balanced literacy framework	
4. EL4: Managing School & Resources: Maintain Leveled Book Room to provide teachers with appropriate resources	n/a	a. August-May, monthly	Academic Coach
		b. Walkthrough observation	
5. ELA5: Driving Efforts: Provide release time to implement job embedded PD to support literacy	Title 1	a. August-May, monthly	Administration
		b. TKES, walkthrough observations	
6. ELA5: Ensure CCC protocol expectations are followed by all grade levels	n/a	a. August-May, weekly	Administration
		b. Agenda, meeting minutes	

PROFESSIONAL CAPACITY

GOAL #1	By the end of the SY 19-20, increase the percentage of students reading on or above level from 50% to 55% as measured by the Reading Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. PC1: Attracting Staff: Continue to implement Academic Coach to support literacy instruction	Title 1	a. August-July	Administration
		b. Annual Evaluation, Title 1 binder	
2. PC2: Developing Staff: Provide teachers with less than three years of experience and other identified teachers with support in teaching literacy	Title 1	a. August-May, monthly	Coach
		b. Agenda, Attendance Roster	
3. PC2: Developing Staff: Provide teachers with PL opportunities, including AI, to implement strategies to improve literacy.	Title 1, Local Funds	a. August-May, quarterly	Administration
		b. Implementation as seen in lesson plans/observations	
4. PC4: Ensure Collaboration: Implement CCCs to address PL, RTI, and data.	Title 1	a. August -May, weekly	Administration
		b. Agenda, meeting minutes	
5. PC2: Developing Staff: Teachers will attend the Woodruff Arts Center Educator Conference in Atlanta, GA.	Title 1	a. June 2-3, 2020	Administration
		b. Conference Agenda,	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	By the end of the SY 19-20, increase the percentage of students reading on or above level from 50% to 55% as measured by the Reading Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. SLE1: Maintain order/safety: Continue implementation of PBIS to ensure environment conducive to learning.	n/a	a. August-May, daily	Teachers
		b. Student Referral data	
2. SLE3: Ensure Student Learning Community: Implement support group to below level readers in grades 2-5.	n/a	a. September - May, weekly	Counselors
		b. Pre/Post data, student survey	
3. SLE3: Ensure Student Learning Community: Use innovative (AI) strategies to ensure high student engagement.	Title 1	a. August-May, daily	Administration
		b. Walkthrough observations, student referrals	
4. SLE2: Support System: Provide tutoring during the day for students in reading to promote academic growth.	Title 1	a. October-May, weekly	Administration
		b. Pre/post data	
5. CIS2: Deliver Quality Instruction: Implement READ 180 Universal student workbooks (System 44) to assist literacy instruction	Title 1	a. August- May, Daily	Administration
		b. Lesson Plans	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	By the end of the SY 19-20, increase the percentage of students reading on or above level from 50% to 55% as measured by the Reading Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. FCE1: Welcoming: Continue to implement a Parent Liaison to increase parent involvement with students' literacy achievement	Title 1	a. August-July	Administration
		b. Annual Evaluation, Parent Involvement Binder	
2. FCE3: Support Student Success: Host WIGS sessions 3x/year for goal setting & strategies	Title 1	a. August, January, May	All staff
		b. Parent Attendance, Survey	
3. FCE4: Empowering Families: Provide parent workshops, including Saturday School, to support students' literacy achievement	Title 1	a. Sep, Dec, March	All staff
		b. Parent Attendance, Survey	
4. FCE3: Support Student Success: Provide families with Family Engagement Policy and Compact	Title 1	a. October	Liaison
		b. Participation (% returned)	
5. FCE4: Empowering Families: Invite all stakeholders to spring input meeting (SIP, Compact, Policy)	Title 1	a. March 19	Liaison
		b. Participation	
6. FC4: Empowering Families: Provide translation services as needed at school events	N/A	a. August – May, monthly	Administration
		b. Participation	

STUDENT GROUPS				
Goal #1	By the end of the SY 19-20, increase the percentage of students reading on or above level from 50% to 55% as measured by the Reading Inventory.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
Economically Disadvantaged	Students without internet access at home will be provided time at school to meet usage requirements on I-Station	NA	a. August-May, daily	Teachers
			b. Usage reports	
			a.	
			b.	
English Learners	ESOL teacher will share strategies and best practices with staff to meet needs of English Learners.	NA	a. August-May, quarterly	ESOL teacher
			b. Meeting agenda and minutes	
	ESOL teacher will set goals for reading for ELL students		a. August-May, monthly	
			b. Lexile Trend Data	
Race / Ethnicity	Parent Liaison will provide resources for check out to support students		a. August-May, weekly	Administration
			b. Check out log	
			a.	
			b.	
Foster and Homeless			a.	
			b.	
			a.	
			b.	
Migrant	NA		a.	
			b.	
			a.	
			b.	
	SSA will meet monthly with Special Education teachers to		a. August -May, monthly	SSA

Students with Disabilities	share best practices and ways to meet academic and behavior goals.		b. Meeting agenda and minutes	
			a.	
			b.	

COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	By the end of the 2019-20 school year, increase the percentage of students performing at Proficient & Advanced in math by 5% as measured by the Math Inventory.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. CIS1: Planning Quality Instruction: Teachers will develop and implement common summative assessments, including constructed responses	n/a	August-May, monthly	Administration
		Lesson plans	
2. CIS2: Delivering Quality Instruction: Teachers will implement Number Talks and Guided math daily, consistently using the CPA (Concrete, Pictorial, Abstract) model and manipulatives as part of the balanced math framework	n/a	August-May, daily	Administration
		Balanced Math walkthrough checklist, lesson plans	
3. CIS3: Monitor Progress: Teachers will utilize data in Touchstones to monitor student progress and form guided math groups.	n/a	August-May, implement monthly	Teachers
		Data notebook, guided math plans	
4. CIS2: Deliver Quality Instruction: Teachers will incorporate explicit vocabulary instruction to develop academic and content terms using vocabulary routines	n/a	August-May, daily	Administration
		Lesson plans	

EFFECTIVE LEADERSHIP

GOAL #2	By the end of the 2019-20 school year, increase the percentage of students performing at Proficient & Advanced in math by 5% as measured by the Math Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. EL1: Climate & Culture: Communicate clear expectations and consistent practices as outlined in the Balanced Mathematics Framework are present during math block	n/a	August-May, daily	Administration
		Classroom observations, using checklist	
2. EL3: Develop and implement curriculum collaboration schedule for all teachers	Title 1	August-May, monthly	Administration
		Agenda, meeting minutes	
3. ELA5: Driving Efforts: Provide release time to implement job embedded PD to support mathematics	Title 1	August-May, monthly	Administration
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

PROFESSIONAL CAPACITY			
GOAL #2	By the end of the 2019-20 school year, increase the percentage of students performing at Proficient & Advanced in math by 5% as measured by the Math Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. PC1: Attracting Staff: Continue to implement an Academic Coach to support mathematics instruction	Title 1	August-July	Administration
		Annual Evaluation, Title 1 Binder	
2. PC2: Developing Staff: Provide teachers with less than three years of experience with support in teaching mathematics	Title 1	August-May, monthly	Coach
		Agenda, Attendance Roster	
3. PC2: Developing Staff: Provide teachers with PL opportunities, including AI, to implement strategies to improve mathematics.	Title 1	August-May, Quarterly	Administration
		Implementation as seen in observations/lesson plans	
4. PC4: Ensure Collaboration: Implement CCC meetings to address PL, RTI, and data.	n/a	August-May, weekly	Administration
		Agenda, meeting minutes	
5.		a.	
		b.	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	By the end of the 2019-20 school year, increase the percentage of students performing at Proficient & Advanced in math by 5% as measured by the Math Inventory.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. SLE1: Maintain order/safety: Continue implementation of PBIS to ensure environment conducive to learning.	Title 1	August-May, daily	Teachers
		Student referrals	
2. SLE3: Ensure Student Learning Community: Use innovative (AI) practices to ensure high student engagement.	Title 1	August-May, daily	Administration
		Walkthrough observations, Student Referrals	
3. SLE2: Support System: Provide tutoring for students in mathematics to promote academic growth.	Title 1	October-May, weekly	Administration
		Pre/post data	
4. SLE3: Ensure Student Learning Community: Provide support group to students with math anxiety.	Title 1	Begin in January-May, weekly	Counselors
		Pre/post data	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2 By the end of the 2019-20 school year, increase the percentage of students performing at Proficient & Advanced in math by 5% as measured by the Math Inventory.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. FCE1: Welcoming: Continue to implement a Parent Liaison to increase parent involvement with students' math achievement	Title 1	May-July	Administration
		Annual Evaluation, Parent Involvement Binder	
2. FCE3: Support Student Success: Host WIGS Nights 3x/year for goal setting & strategies	Title 1	August, January, May	Liaison
		Parent Attendance, Survey	
3. FCE4: Empowering Families: Provide parent workshops, including Saturday School, to support students' math achievement	Title 1	Sep, Dec, March	Liaison
		Parent Attendance, Survey	
4. FCE3: Support Student Success: Provide families with Family Engagement Policy and Compact	Title 1	October	Liaison
		Participation (% returned)	
5. FCE4: Empowering Families: Invite all stakeholders to spring input meeting (SIP, Compact, Policy)	Title 1	February, March	Liaison
		b.	

STUDENT GROUPS				
Goal #2	By the end of the 2019-20 school year, increase the percentage of students performing at Proficient & Advanced in math by 5% as measured by the Math Inventory.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	Parent Liaison will provide resources for check out to support students		a. August, weekly	Administration
			b. Check out log	
English Learners	ESOL teachers will provide small group instruction focused on vocabulary and conceptual development		a. August, daily	ESOL teachers
			b. Lesson plans	
	ESOL teacher will share bilingual resources to support math instruction		a. August, quarterly	
			b. Meeting agenda	
Race / Ethnicity	Parent Liaison will provide resources for check out to support students		a. August, weekly	Administration
			b. Check out log	
			a.	
			b.	
Foster and Homeless			a.	
			b.	
Migrant			a.	
			b.	
Students with Disabilities	SSA will meet monthly with Special Education teachers to share best practices and strategies to meet academic and behavior goals.		a. August, monthly	SSA
			b. Meeting agendas and minutes	

			a.	
			b.	

COHERENT INSTRUCTIONAL SYSTEM

GOAL #3 **Implement common curriculum and grading practices with fidelity to increase the number of students from 43% to 48 % writing on or above grade level by the end of the SY19-20.**

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. CIS1: Planning Quality Instruction: Teachers will develop and implement writers’ workshop using Units of Study, in addition to incorporating writing across the curriculum	n/a	August-May, daily Lesson plans	Administration
2. CIS3: Monitor Progress: Teachers will utilize data from Write Score and on-demand writing assessments to monitor student progress and form guided groups.	n/a	August-May, monthly Data notebook, guided math plans	Administration
3. CIS2: Deliver Quality Instruction: Teachers will incorporate explicit vocabulary instruction using vocabulary routines	n/a	August-May, daily b.	Administration
4.		a. b.	
5.		a. b.	
6.		a. b.	

EFFECTIVE LEADERSHIP

GOAL #3	Implement common curriculum and grading practices with fidelity to increase the number of students from 43% to 48 % writing on or above grade level by the end of the SY19-20.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. EL1: Climate & Culture: Communicate clear expectations and consistent practices are present during writing block	n/a	August-May, daily	Administration
		Classroom observations, using checklist	
2. EL3: Develop and implement curriculum collaboration schedule for all teachers	Title 1	August-May, monthly	Administration
		Agenda, meeting minutes	
3. EL5: Driving Efforts: Provide release time to implement job embedded PD to support writing	Title 1	August-May, monthly	Administration
		Classroom observations, using checklist	
4. EL5: Driving Efforts: Purchase Write Score to support writing instruction in grades 3-5	Title 1	August, December, February	Administration
		Lesson Plan, Data Spreadsheet	
5.		a.	
		b.	
6.		a.	
		b.	

PROFESSIONAL CAPACITY

GOAL #3	Implement common curriculum and grading practices with fidelity to increase the number of students from 43% to 48 % writing on or above grade level by the end of the SY19-20.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1.PC1: Attracting Staff: Continue to implement an Academic Coach to support writing instruction	Title 1	August – May	Administration
		Annual Evaluation, Title 1 Binder	
2. PC2: Developing Staff: Provide teachers with less than three years of experience with support in teaching writing	Title 1	August-May, monthly	Administration
		Agenda, Attendance Roster	
3.PC2: Developing Staff: Provide teachers with PL opportunities, including AI, to implement strategies to improve writing	Title 1	Begin in August, Quarterly	Administration
		Implementation as seen in observations/lesson plans	
4.PC4: Ensure Collaboration: Implement collaborative meetings to address PL, RTI, and data teams with focus on common instructional practices in writing	n/a	August-May, weekly	Administration
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3	Implement common curriculum and grading practices with fidelity to increase the number of students from 43% to 48 % writing on or above grade level by the end of the SY19-20.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1.SLE1: Maintain order/safety: Continue implementation of PBIS to ensure environment conducive to learning.	Title 1	August-May, daily	Teachers
		Student referrals	
2. SLE3: Ensure Student Learning Community: Use innovative (AI) practices to ensure high student engagement.	Title 1	August-May, daily	Administration
		Lesson plans	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3	Implement common curriculum and grading practices with fidelity to increase the number of students from 43% to 48 % writing on or above grade level by the end of the SY19-20.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1.FCE1: Welcoming: Continue to implement a Parent Liaison to increase parent involvement with student achievement in writing	Title 1	August-July	Administration
		Annual Evaluation, Parent Involvement Binder	
2. FCE3: Support Student Success: Host WIGS sessions 3x/year for goal setting & strategies	Title 1	August, January, May	Liaison
		Parent Attendance, Survey	
3.FCE4: Empowering Families: Provide parent workshops, including Saturday School, to support student achievement in writing	Title 1	Sep, Dec, March	Liaison
		Parent Attendance, Survey	
4.FCE3: Support Student Success: Provide families with Family Engagement Policy and Compact	Title 1	October	Liaison
		Participation (% returned)	
5.FCE4: Empowering Families: Invite all stakeholders to spring input meeting (SIP, Compact, Policy)	Title 1	February, March	
		Participation	
6.		a.	
		b.	

STUDENT GROUPS

Goal #3	Implement common curriculum and grading practices with fidelity to increase the number of students from 43% to 48 % writing on or above grade level by the end of the SY19-20.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	Parent Liaison will provide resources for check out to support students		a. August, weekly	Administration
			b. Check out log	
English Learners	ESOL teacher will share strategies for ELL learners with teachers		a. August, quarterly	Administration
			b. Meeting agenda and minutes	
Race / Ethnicity	Parent Liaison will provide resources for check out to support students		a. August, weekly	Administration
			Check out log	
Foster and Homeless			a.	
			b.	
Migrant			a.	
			b.	
			a. August, monthly	Administration

Students with Disabilities	SSA will meet monthly with Special Education teachers to share best practices and strategies to meet academic and behavior goals.		b. Meeting agenda and minutes	
			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 2019-2020 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)

Powder Springs Elementary will implement quarterly grade level collaboration meetings to explore strategies for instruction and to observe best practices within the school. Grade level teams will also meet weekly for planning purposes.

Teachers with less than three years of experience will be provided with monthly professional development on a range of topics, including guided reading, guided math, RTI procedures, Parent-

teacher conferences and behavior management. In addition, mentors will be provided to teachers new to PSE.

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 Powder Springs Elementary 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 Powder Springs Elementary we provide new teacher orientation prior to the beginning of a new school year as well as an ongoing 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 for local and district level coaches. Finally, we will provide frequent professional learning to address weaknesses in 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.)

Powder Springs Elementary is utilizing the FY20 Title 1 funds for a variety of purposes. Title 1 funds will be used to hire academic coaches to provide professional learning to teachers. The academic

coaches will work in all content areas; however, they will focus in the subjects of Math and ELA, which are identified as areas that need improvement based on our data analysis.

Our school will focus on guided reading, writing and guided math across all grade levels to ensure students' needs are specifically met and instructional differentiation occurs for everyone.

Our school will implement the Response to Intervention process (RTI) by meeting as grade level teams at Tier 2 at least once per month. The RTI facilitator will provide support and training for teachers in terms of interventions, data collection, and use of the portal, in addition to facilitating meetings. Once students are referred to Tier 3, the RTI facilitator, in conjunction with the school counselors, SSA, and school psychologist will meet with the class teacher and parents to develop individualized interventions and monitor progress.

A parent liaison was hired with Title1 funds to assist in working with parents to support students in all areas. Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of math and ELA.

A tutoring program will be provided with Title 1 funds to assist students in all grades with Reading / English Language Arts and Math standards. Students will be identified based on classroom performance, EIP checklist, RI & RM scores. Similar support will be provided to students in intermediate grade using 20-day funds.

Write Score will be used three times a year by teachers to assess students' proficiency in writing. The teachers will analyze the data provided and plan lessons according to students' strengths and weaknesses.

Powder Springs Elementary takes into account the needs of the homeless, neglected, and migrant children. At the present time we do not have any migrant children enrolled. We do have identified homeless students and the following extra provisions are made for our homeless students (these provisions would also be followed for migrant children):

- * Area Social Worker meets with parents/guardians and students to help make a plan to utilize community resources to support their needs
- * Title 1 Homeless Liaison is notified and sets up adequate transportation for students
- * A tutor is assigned to the student
- * All extra extended day programs are offered and transportation is provided by the school district
- * Grade level collaboration that meets on identified additional support avenues for the students
- *TIP - Truancy intervention panels meet with parents to help make sure the students have transportation to come early or stay late for extra tutoring

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)]**

Powder Springs Elementary will continue to implement PBIS with greater fidelity to reduce the number of student referrals. School-wide expectations will be reviewed with staff at the beginning of the year and reinforced with students through morning announcements. Incentives will be provided to encourage appropriate learning behaviors by our students. Teachers will utilize a new referral form created by the PBIS Key Team ensuring all appropriate steps were implemented before the removal of students from the classroom. The PBIS key team will continue to meet monthly to review the implementation of the program and analyze referral data. The PBIS team leader will share data with the faculty quarterly.

The school counselors at Powder Springs Elementary will implement a school wide guidance plan and provide whole group instruction to all classes monthly. In addition, they will facilitate a range of small groups, including the Step Up girls and the boys' mentor group, to target specific behaviors. They will implement Kindness and Empathy initiatives. In addition, they will develop student-mentor relationships with students needing an individualized approach to behavior management.

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

The following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school and entering from private schools plus students entering our school throughout the school year:

Kindergarten pre-registration includes a brochure for each parent and a take-home learning packet with activities to help preschoolers and parents work together to have skills necessary for success in Kindergarten. In addition, PSE will provide parents of preschool with the opportunity to attend an orientation meeting in May. The purpose of the orientation is to provide parents with pertinent information about the school itself, in addition to an overview of the kindergarten curriculum and expectations. It will also allow students to become familiar with the school and kindergarten teachers. PSE also provides a two-week summer program to prepare preschool children as they transition to kindergarten.

Rising 6th grade students participate in several transitioning opportunities in the spring of each year including a middle school shadow day, interviews of students, and a presentation from the Middle School Principal and counselor.

Principals of different level schools meet to plan for seamless articulation and collaboration.

ADDITIONAL RESPONSES

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)]

Our school implements a school-wide plan and is not a Title 1 targeted assistance school

ADDITIONAL RESPONSES

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