



# School Improvement Plan 2019-2020 Action Plan



**Mableton Elementary**

Pamela Cain, Principal

**Submission Date**

June 18, 2019

**Revision date(s)**

August 21, 2019

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL #1</b>	The percentage of Kindergarten students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 86% to 88% by the Spring of 2020.
	The percentage of First grade students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 81% - 86% by the Spring of 2020.
	The percentage of 1 <sup>st</sup> -5 <sup>th</sup> grade students scoring proficient or advanced on the Reading Inventory will increase from 33% to 40% by the Spring of 2020.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide tiered instruction and interventions to support students in mastering ELA standards: Utilize programs for all students, such as Head Sprout, Write Score, Read 180, System 44 and Type to Learn to provide individualized instruction.	CCSD (Read 180/System 44)  Title I (Head Sprout, Write Score, Type to Learn; Read 180/System 44 resources, <b>Laptop computers</b> )	a. August 7, 2019-May 13, 2020	Academic Coach (Howell)
		b. Lesson plans, monthly usage reports, RI data, Running Record data, <i>Logic Models</i>	
2. Incorporate Flocabulary into lessons to teach prerequisite vocabulary along with new vocabulary in all content areas, specifically Science.	Title I (Flocabulary)	a. August 7, 2019-May 13, 2020	Academic Coach (Howell)
		b. Lesson plans, monthly usage reports, RI data, Running Record data	
3. Build background knowledge through vocabulary acquisition using primary source analysis.	Title I	a. August 7, 2019-May 13, 2020	Academic Coach (Howell)
		b. Lesson plans, FRA and RI data, Running Record data	
4. Build vocabulary by implementing a system for teaching Latin and Greek roots.	Title I (Wordly Wise)	a. August 7, 2019-May 13, 2020	Academic Coach (Howell)
		b. Lesson plans, FRA and RI data, Running Record data	
5. Provide systematic phonics instruction in K-2.	CCSD Title I	a. August 7, 2019-May 13, 2020	Academic Coach (Brooks)
		b. Lesson plans, FRA and RI data, Running Record data, (ELF) Early Learning Foundation Assessment	
6. Incorporate Imagine Learning for ELL/Non-English-speaking students	Title I Cell Tower Funds	a. August 1, 2019-May 20, 2020	ESOL Teacher
		b. Lesson plans, ACCESS data, RI data, MI data,	
9. Implement Science and Social Studies into ELA instruction.	Title I, STEM donation funds	a. Beginning August 1, 2019; daily through May 20, 2020	Principal

		b. RI, CTLS, lesson plans, collaborative planning minutes	
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<b>EFFECTIVE LEADERSHIP</b>			
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<b>GOAL #1</b>	<p>The percentage of Kindergarten students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 86% to 88% by the Spring of 2020.</p> <p>The percentage of First grade students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 81% - 86% by the Spring of 2020.</p> <p>The percentage of 1<sup>st</sup> -5<sup>th</sup> grade students scoring proficient or advanced on the Reading Inventory will increase from 33% to 40% by the Spring of 2020.</p>
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Employ a phonics coach to assist teachers in the delivery of phonics instruction in grades K-2	Title I	a. August 1, 2019/annually	Principal
		b. Foundational Reading Assessment data, Early Learning Foundation Assessment data, TKES	
2. Continual implementation of a process to support data teams in identifying specific students and student groups who have not mastered standards and develop an action plan to address the individual needs identified.	Title I	a. August 1, 2019 – May 22, 2020	Academic Coach (Howell)
		b. Data Team notes, collaborative planning notes, lesson plans, CTLS data	
3. Employ a Parent Facilitator to promote home-school connections.	Title I	a. August 1, 2019/annually	Principal
		b. Alternative Evaluation tool, Number of parent volunteers, participation in family events	
4. Purchase additional resources that will provide students with exposure to books at various reading levels, topics of interest, and from different cultural backgrounds.	Title I	a. October 1, 2019	Academic Coach (Howell)
		b. Student Interest Inventories, check out records	
5. Purchase resources to support phonics instruction, such as, magnet letters, letter tiles, white boards, etc.	Title I	a. October 1, 2019	Academic Coach (Brooks)
		b. Data Team notes, collaborative planning notes, lesson plans, CTLS data	

6. Employ an ELA academic coach to support the teachers in implementing the Title I specific strategies in the SIP.	Title I	a. July 2019	Principal
		b. Title I support Log, sign-in sheets & agendas	

**PROFESSIONAL CAPACITY**

<b>GOAL #1</b>	<p>The percentage of Kindergarten students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 86% to 88% by the Spring of 2020.</p> <p>The percentage of First grade students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 81% - 86% by the Spring of 2020.</p> <p>The percentage of 1<sup>st</sup> -5<sup>th</sup> grade students scoring proficient or advanced on the Reading Inventory will increase from 33% to 40% by the Spring of 2020.</p>
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Meet weekly and quarterly by grade level for planning of els instruction, including the integration of science and social studies and monitoring of data.	Title I	a. August 7, 2019- May 13, 2020	Academic Coach (Harris)
		b. Weekly team minutes, collaborative team minutes, quarterly unit plans, CTLS data	
2. Implement a new teacher class and mentoring program to support beginning and 2 <sup>nd</sup> year teachers. Novice teachers will have a mentor teacher who will serve as a model teacher and confidant. New Teachers will receive professional development in the areas of classroom management, instructional practices, students living in poverty, and technology.	Title I	a. August 5, 2019 – May 11, 2020	Academic Coach (Brooks)
		b. Walk-throughs, teacher reflections: mid- and end-of-year, PL agendas	
3. Provide release time each quarter for teachers to collaboratively plan for	Title I	a. October 1, 2019-May 22,2020/quarterly during Super Specials	Principal

balanced literacy implementation and integration of science and social studies.	(subs)	b. Sign-in sheet, agenda, completed unit plans/curriculum maps, meeting notes	
4. Implement monthly professional learning to ensure pacing and instruction in literacy, specifically with running records, Guided Reading, and Units of Study writing.	Title I	a. August 1, 2019-May 22, 2020/monthly	Academic Coach (Howell)
		b. Sign-in sheet, agenda, completed unit plans/curriculum maps, meeting notes	
5. Attend local, state, and national conferences to support instruction across all content areas Title I conference	Title I SFSD	a. October 1, 2019-July 30, 2020	Principal
		b. Conference Agenda, Travel Documentation	
6. Provide release time and subs for K-2 teachers to attend professional learning supporting the K-2 Early Literacy Initiative	Title I	a. October 1, 2019-May, 2020	Principal
		b. Sign-in sheet, agenda, lesson plans, ELF assessment data	
		b.	

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL #1</b>	<p>The percentage of Kindergarten students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 86% to 88% by the Spring of 2020.</p> <p>The percentage of First grade students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 81% - 86% by the Spring of 2020.</p> <p>The percentage of 1<sup>st</sup> -5<sup>th</sup> grade students scoring proficient or advanced on the Reading Inventory will increase from 33% to 40% by the Spring of 2020.</p>
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continue to implement a dual language immersion program in Kindergarten – 3 <sup>rd</sup> grades with a focus on phonics and ELA standards.	District, Title I, Title III	a. August 1, 2019 – May 20, 2020	Principal
		b. Walk-throughs, student data, lesson plans	
2. Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist with a focus on reading in the content area.	Title I, SFSD	a. August 1, 2019 – May 20, 2020	Innovation Specialist (Davis)
		b. Agendas, sign-in sheets, walk-throughs, lesson plans	

3. Provide opportunities extended day/tutoring /summer academies in literacy.	Title I, 20 Day Money	a. October 1, 2019 – July 30, 2020	Academic Coach (Howell)
		b. RI, Running Record, CTLS student data	
4. Implement Early Learning Literacy District Initiative in 2 <sup>nd</sup> grade (continue in K and 1 <sup>st</sup> )	Title I	a. August 1, 2019 – May 20, 2020	Academic Coach (Brooks)
		b. FRA, ELF, RI, Running Records, lesson plans	
5. Identify struggling students and use the RTI <sup>2</sup> Tier 2/Tier 3 process for more individualized strategies for literacy	Title I, 20 Day Money, Cell Tower	a. September 1, 2019 – May 20, 2020 (how often? Weekly, bimonthly?)	RTI Coordinator(Jones)
		b. CSIS Forms, RTI data, RI, CTLS, lesson plans	

**FAMILY AND COMMUNITY ENGAGEMENT**

<b>GOAL #1</b>	<p>The percentage of Kindergarten students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 86% to 88% by the Spring of 2020.</p> <p>The percentage of First grade students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 81% - 86% by the Spring of 2020.</p> <p>The percentage of 1<sup>st</sup> -5<sup>th</sup> grade students scoring proficient or advanced on the Reading Inventory will increase from 33% to 40% by the Spring of 2020.</p>
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide families with school policy and compact to support literacy goals at home in English and Spanish.	Title I	a. August 2019-annually	Parent Facilitator
		b. parent surveys	
2. Provide team newsletters, team blogs, home folders, and agendas to highlight content, strategies and communication	Title I	a. August 1, 2019 – May 20, 2020	Parent Facilitator
		b. parent surveys, blogs	
3. Provide four Curriculum Nights sessions for parents to learn literacy strategies to implement at home	Title I, Local	a. August 1, 2019 – May 20, 2020 August 29 <sup>th</sup> Week of October 14 <sup>th</sup> -18 <sup>th</sup> December 5 <sup>th</sup> March 5 <sup>th</sup>	Parent Facilitator
		b. sign-in sheets, agenda, hand-outs; Parentvue	

4. Conduct English classes for Spanish speaking parents	Title I	a. October 1, 2019 – May 20, 2020/monthly	Parent Facilitator
		b. sign-in sheets	
5. Provide sight word cards, phonics games, and books for students to use at home	Title I	a. August 1, 2019 – May 20, 2020	Academic Coach (Brooks/Howell)
		b. Phonics assessments, RI, running records	

STUDENT GROUPS				
<b>Goal #1</b>	The percentage of Kindergarten students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 86% to 88% by the Spring of 2020.			
	The percentage of First grade students scoring proficient on the (ELF) Early Learning Foundation Assessment will increase from 81% - 86% by the Spring of 2020.			
	The percentage of 1 <sup>st</sup> -5 <sup>th</sup> grade students scoring proficient or advanced on the Reading Inventory will increase from 33% to 40% by the Spring of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
<b>Economically Disadvantaged</b>	Provide additional opportunities to use Head Sprout, Read 180, and System 44 in the classroom.	Title I	a. August 2019-May, 2020 b. usage reports, RI, Running Records, Read 180/System 44 student growth data	Teacher
	Provide additional reading instruction by double or triple dipping. In house tutoring-1 for 3 grades-3x a week	20 day funds	a. August 2019-May, 2020 b. RI, Running Records	
<b>English Learners</b>	Provide additional opportunities to use Head Sprout, Read 180, System 44 in the classroom		a. August 2019-May, 2020 (be specific on the times) b. usage reports, RI, Running Records, Read 180/System 44 student growth data	Teacher ESOL Teacher
	Provide additional instructional time with ESOL teacher. Resource: Imagine Learning	Cell Tower Funds	a. August 2019-May, 2020 b. RI, Running Records	
<b>Race / Ethnicity</b>	Provide relatable reading materials of interest.		a. August 2019-May, 2020 b. RI, Running Records, student reading survey	Teacher
			a. August 2019-May, 2020	EIP Teacher

	Provide additional reading instruction by double or triple dipping.		b. RI, Running Records,	
<b>Foster and Homeless</b>	Provide relatable reading materials of interest.		a. August, 2019-May, 2020	Counselor
			b. RI, Running Records, student reading survey	
	Provide additional reading instruction by double or triple dipping.		a. August 2019-May, 2020	EIP Teacher
			b. RI, Running Records	
<b>Migrant</b>	Provide additional reading instruction by double or triple dipping.		a. August, 2019-May, 202	EIP Teacher
			b. RI, Running Records	
<b>Students with Disabilities</b>	Provide additional reading instruction by double or triple dipping.		a. August 2019-May, 2020	SPED Teacher
			b. RI, Running Records	
	Provide relatable reading materials of interest.		a. August 2019-May, 2020	SPED Teacher
			b. RI, Running Records, student reading survey	



**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL #2</b>	MATH: The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 40% to 44% by the Spring of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Implement Science and Social Studies into ELA instruction.	Title I, STEM donation funds	a. August 1, 2019-May 20, 2020 b. RI, CTLS, lesson plans, collaborative planning minutes	Innovation Specialist (Grizzle)
2. Utilize programs such as Prodigy and Conceptua Math to provide individualized instruction for all students	CCSD Title I	a. August 1, 2019-May 20, 2020 b. Walk-throughs, lesson plans, usage reports, MI data, CTLS data	Academic Coach (Harris)
3. Continued implementation of the Math workshop model, to include movement with math, with fidelity across all grade levels, with a focus on Guided Math Instruction and problem solving. Resource: Math in Practice	Title I	a. August 1, 2019-May 20, 2020 b. Walk-throughs, lesson plans, MI data, CTLS data	Academic Coach (Harris)
4. Introduce new content with manipulatives, visuals, and movement before moving to abstract concepts.	Title I	a. August 1, 2019-May 20, 2020 b. Walk-throughs, lesson plans, MI data, CTLS data	Academic Coach (Harris)
5. Implement problem solving through constructed response tasks/exemplars with graphic organizers. Grade levels will use common graphic organizers and all students will use math journals for constructed responses.	Title I	a. August 1, 2019-May 20, 2020 b. Walk-throughs, lesson plans, MI data, CTLS data	Academic Coach (Harris)
6. Incorporate Flocabulary into weekly lessons, specifically in the Opening of a lesson, to teach and promote math vocabulary.	Title I	a. August 1, 2019-May 20, 2020 b. Walk-throughs, lesson plans, usage reports, MI data, CTLS data	Academic Coach (Harris)
6 Implement Number Talks during the math block K-5.	Title I CCSD	a. September; Daily b. Walk-throughs, lesson plans, common assessments	Academic Coach (Harris)

**EFFECTIVE LEADERSHIP**

<b>GOAL #2</b>	MATH: The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 40% to 44% by the Spring of 2020.			
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation b. Method for Monitoring</b>		<b>Position Responsible</b>
1. Monitor the data team process to identify areas of strength/weaknesses in math for students, and then plan differentiated Guided Math instruction accordingly.	Title I	a. August 7, 2019-May 20, 2020	b. Collaborative team minutes, lesson plans, MI data, CTLS data	Academic Coach (Harris)
2. Employ a Math Academic Coach to support teachers in the delivery of math instruction across all content areas.	Title I	a. 2019/2020 SY	b. Portfolio of Documentation, Alternative Evaluation	Principal
3. Provide capacity, in terms of a 90-minute math instructional block of time, to implement balanced math instruction.		a. August 1, 2019-May 20, 2020	b. Collaborative team minutes, lesson plans, MI data, CTLS data	Principal
4. Monitor the implementation of movement in math.	Title I	a. August 1, 2019-May 20, 2020	b. Collaborative team minutes, lesson plans, MI data, CTLS data	Principal
5.		a.	b.	
6.		a.	b.	

**PROFESSIONAL CAPACITY**

<b>GOAL #2</b>	MATH: The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 40% to 44% by the Spring of 2020.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	<b>Position Responsible</b>
1. Implement a new teacher class and mentoring program to support beginning and 2 <sup>nd</sup> year teachers. Novice teachers will have a mentor teacher who will serve as a model teacher and confidant. New Teachers will receive professional development in the areas of classroom management, instructional practices, students living in poverty, and technology.	Title I	a. August 5, 2019-May 11, 2020 b. Walk-throughs, teacher reflections: mid- and end-of-year, PL agendas	Academic Coach (Brooks)
2. Provide release time each quarter for teachers to collaboratively plan for balanced math instruction.	Title I	a. October 1, 2019-May 11, 2020/quarterly during Super Specials b. Sign-in sheet, agenda, completed unit plans/curriculum maps, meeting notes	Principal
3. Implement monthly professional learning to ensure pacing and instruction in math, with a focus on guided math and problem solving.	Title I	a. August 5, 2019-May 11, 2020 b. Sign-in sheet, agenda, completed unit plans/curriculum maps, meeting notes, lesson plans, walk-throughs	Academic Coach (Harris)
4. Attend local, state, and national conferences to support instruction across all content areas	Title I SFSD	a. October 1, 2019-July, 2020 b. Conference Agenda, Travel Documentation	Principal
5. Implement professional learning for math movement implementation.	Title I SFSD	a. August, 2019-May, 2020 b. Sign-in sheet, agenda, completed unit plans/curriculum maps, meeting notes	Science Lab Teacher
6. Meet weekly & quarterly by grade level for planning of math instruction, including the integration of Science, monitoring of data.	Title I	a. August 5, 2019- May11, 2020 b. Collaborative team minutes, lesson plans, MI data, CTLS data	Academic Coach

7. K-5 Teachers will attend CCSD/Title I professional learning for Number Talks and implement strategies	Title I	a. Beginning Aug. 5 – Sept. 5	Academic Coach
		b. PL agenda, sign-in; Observation data from walk-throughs	

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL #2	MATH: The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 40% to 44% by the Spring of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continue to implement a dual language immersion program in Kindergarten – 3 <sup>rd</sup> grades with a focus on math.	CCSD Title I Title III	a. August 1, 2019-May 20, 2020 b. Walk-throughs, student data, lesson plans	Principal
2. Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist with a focus on math instruction integrated with other content areas, specifically, Science.	Title I	a. August 1, 2019-May 20, 2020 b. Agendas, sign-in sheets, walk-throughs, lesson plans	Innovation Specialist (Davis)
3. Provide opportunities for tutoring /summer academies in math.	Title I 20 Day Funds	a. October 1, 2019-July, 2020 b.	Academic Coach (Harris)
4. Utilize math and science lab teachers to provide/support math and science instruction for all students.	CCSD	a. August 1, 2019-May 20, 2020 b. Lesson plans, MI, CTLS data	Math and Science Lab Teachers
5. Identify struggling students and use the RTI <sup>2</sup> Tier 2/Tier 3 process for more individualized strategies for literacy	Title I 20 Day Funds	a. September 1, 2020-May 20, 2020 b. CSIS Forms, RTI data, RI, CTLS, lesson plans	RTI Coordinator (Jones)
6.		a. b.	

**FAMILY AND COMMUNITY ENGAGEMENT**

<b>GOAL #2</b>	MATH: The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 40% to 44% by the Spring of 2020.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Provide families with school policy and compact to support math goals at home in English and Spanish	Title I	a. August 2019-annually	Parent Facilitator
		b. parent surveys	
2. Provide team newsletters, team blogs, home folders, and agendas to highlight content, strategies and communication	Title I	a. August 2019-May, 2020	Parent Facilitator
		b. parent surveys	
3. Provide four Curriculum Nights sessions for parents to learn math strategies to implement at home.	Title I	a. August 2019-May 2020/quarterly	Parent Facilitator
		b. sign-in sheets, agendas, handouts	
4. Conduct English classes for Spanish speaking parents	Title I	a. August 2019-May 2020/monthly	Parent Facilitator
		b. sign-in sheets, parent surveys	
5. Provide flash cards, math games, and math related books for students to use at home.	Title I	a. August 2019-May, 2020	Academic Coach (Harris)
		b. MI data, CTLS data, parent surveys	
6.		a.	
		b.	

<b>STUDENT GROUPS</b>				
<b>Goal #2</b>	MATH: The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 40% to 44% by the Spring of 2020.			
<b>Evidence Based Action Steps</b>		<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
			<b>b. Method for Monitoring</b>	
<b>Economically Disadvantaged</b>	Provide additional small group instruction as needed based on assessments (tutors, EIP, etc.)	Title I	a. October 2019-May 2020	Academic Coach
			B .MI data, CTLS data, common assessments	
			a.	
			b.	
<b>English Learners</b>	Provide additional instructional time with ESOL teacher. Resource: Imagine Learning	Cell Tower Title I	a. August, 2019-May 2020	ESOL teacher
			b. MI data, CTLS data, common assessments, usage reports	
			a.	
			b.	
<b>Race / Ethnicity</b>	Provide relatable math materials of interest.	Title I	a. August, 2019-May, 2020	Classroom Teacher
			b. MI data, CTLS data, common assessment	
	Provide additional small group instruction as needed based on assessments (tutors, EIP, etc.)	Title I	a. August, 2019-May, 2020	EIP teacher
			b. MI data, CTLS data, common assessment	
<b>Foster and Homeless</b>	Provide additional small group instruction as needed based on assessments (tutors, EIP, etc.)	Title I	a. August, 2019-May, 2020	EIP teacher
			b. MI data, CTLS data, common assessment	
			a.	
			b.	
<b>Migrant</b>	Provide additional small group instruction as needed based on assessments (tutors, EIP, etc.)	Title I	a. August, 2019-May, 2020	EIP teacher
			b. MI data, CTLS data, common assessment	
			a.	
			b.	
<b>Students with Disabilities</b>	Provide additional small group instruction as needed based on assessments (tutors, EIP, etc.)	Title I	a. August, 2019-May, 2020	EIP teacher
			b. MI data, CTLS data, common assessment	

	Provide relatable math materials of interest.	Title I	a. August, 2019-May, 2020	Classroom Teacher
			b. MI data, CTLS data, common assessment	

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #3	BEHAVIOR: The number of office referrals for class disruption and boisterous behavior will reduce by 20% from the Spring of 2019 to Spring of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position Responsible
		b. Method for Monitoring		
1. Teach social and emotional skills following Responsive Schools framework, specifically, Morning Meeting.	Title I Local	a. August 1, 2019-May 20, 2020 Daily		Classroom Teacher
		b. lesson plans, discipline referral data		
2. Teach social and emotional skills through the implementation of Second Steps Curriculum.	CCSD grant Title I	a. August 1, 2019-May 20, 2020 daily		Classroom Teacher
		b. lesson plans, discipline referral data		
3. Teach social and emotional skills through the Bucket Filling mantra.	Local Title I	a. August 1, 2019-May 20, 2020 daily		Classroom Teacher
		b. lesson plans, discipline referral data		
4. Implement a school-wide discipline matrix/plan.	Title I	a. August 1, 2019-May 20, 2020		Principal
		b. discipline referral data		
5. Implement SEL lessons created by school counselors.	Title I	a. August 1, 2019-May 20, 2020 monthly		Classroom Teacher
		b. lesson plans, discipline referral data		
6.		a.		
		b.		

**EFFECTIVE LEADERSHIP**

<b>GOAL #3</b>	BEHAVIOR: The number of office referrals for class disruption and boisterous behavior will reduce by 20% from the Spring of 2019 to Spring of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Designate a certified teacher (Brock Sharp) to teach coping skills and social-emotional skills to students who repeatedly demonstrate inappropriate school behavior.	CCSD	a. August, 2019-May, 2020 b. Lesson plans, discipline referral data	Principal
2. Monitor the teaching of social and emotional skills following Responsive Schools framework, specifically, Morning Meeting & counselor created lessons.	Title I SFSD	a. August, 2019-May, 2020 b. Lesson plans, discipline referral data	Principal
3. Monitor the teaching of social and emotional skills through the implementation of Second Steps Curriculum.	CCSD grant	a. August, 2019-May, 2020 b. Lesson plans, discipline referral data	Principal
4. Implement and monitor the Bucket Filling mantra.	Title I SFSD	a. August, 2019-May, 2020 b. Lesson plans, discipline referral data	Principal
5. Implement and monitor a school-wide discipline matrix/plan.	Title I Local	a. August, 2019-May, 2020 b. Discipline referral data	Principal
6.		a. b.	



PROFESSIONAL CAPACITY			
GOAL #3	BEHAVIOR: The number of office referrals for class disruption and boisterous behavior will reduce by 20% from the Spring of 2019 to Spring of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Conduct professional learning to ensure consistent implementation of positive behavior strategies.	Title I	a. August, 2019-May, 2020	Academic Coach (Brooks)
		b. sign-in sheets, agendas, handouts, discipline referral data	
2. Conduct professional learning to ensure consistent implementation of Second Steps	CCSD grant Title I	a. August, 2019-May, 2020	Academic Coach (Brooks)
		b. sign-in sheets, agendas, handouts, lesson plans, discipline referral data	
3. Implement the Bucket Filling mantra.	Title I SFSD	a. August, 2019-May, 2020	Academic Coach (Brooks)
		b. lesson plans, discipline referral data	
4. Implement a school-wide discipline matrix/plan.	Title I Local	a. August, 2019-May, 2020	Principal
		b. lesson plans, discipline referral data	
5.		a.	
		b.	
6.		a.	
		b.	

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL #3</b>	BEHAVIOR: The number of office referrals for class disruption and boisterous behavior will reduce by 20% from the Spring of 2019 to Spring of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Implement morning meetings and positive behavior practices to promote social emotional learning.	Title I	a. August, 2019-May, 2020	Classroom Teacher
	SFSD	b. lesson plans, discipline referral data	
2. Provide small group instruction with positive behavior strategies.	Title I	a. August, 2019-May, 2020	Counselor
	CCSD	b. lesson plans, discipline referral data	
3. Implement a school-wide tiered discipline plan	Title I	a. August, 2019-May, 2020	Principal
	Local	b. lesson plans, discipline referral data	
4. Identify struggling students and use the RTI2 Tier 2/Tier 3 process for more individualized strategies for behavior	Title I	a. August, 2019-May, 2020	RTI Coordinator(Jones)
	CCSD	b. lesson plans, discipline referral data, RTI data	
5.		a.	
		b.	
6.		a.	
		b.	

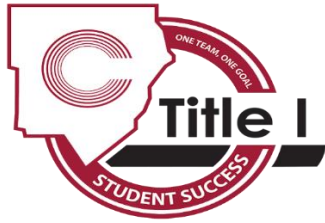
**FAMILY AND COMMUNITY ENGAGEMENT**

<b>GOAL #3</b>	BEHAVIOR: The number of office referrals for class disruption and boisterous behavior will reduce by 20% from the Spring of 2019 to Spring of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide families with school policy and compact to support behavior goals at home in English and Spanish.	Title I	a. August, 2019	Parent Facilitator
		b. Parent surveys	
2. Provide team newsletters, team blogs, home folders, and agendas to highlight school-wide behavior initiatives.	Title I	A .August, 2019-May 2020	Parent Facilitator
		b. Parent surveys, discipline referral data	
3. Provide four Curriculum Nights sessions for parents to learn strategies to implement at home.	Title I	a. August, 2019-May, 2020/quarterly	Counselors
		B Sign-in sheets, agendas, handouts, parent surveys, discipline referral data	
4. Provide resources to parents as needed to support behavior in the home.	Title I	a. August, 2019-May, 2020	Parent Facilitator
		b. Parent surveys, discipline referral data	
5.		a.	
		b.	
6.		a.	
		b.	

## STUDENT GROUPS

Goal #3	BEHAVIOR: The number of office referrals for class disruption and boisterous behavior will reduce by 20% from the Spring of 2019 to Spring of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
<b>Economically Disadvantaged</b>	Food Pantry for needy families.		a. August, 2019-May, 2020	Social Worker
			b. Number of families, food pantry stock	
	Provide a list of health and service resources available in the surrounding area.		a. August, 2019-May, 2020	Counselor
			b. Parent surveys	
<b>English Learners</b>	Provide translation/interpretation services through bilingual Parent Facilitator		a. August, 2019-May, 2020	Parent Facilitator
			b. Parent surveys	
	Provide a list of health and service resources available in the surrounding area.		a. August, 2019-May, 2020	Counselor
			B .Parent surveys	
<b>Race / Ethnicity</b>	Provide a list of health and service resources available in the surrounding area.		a. August, 2019-May, 2020	Counselor
			b. Parent surveys	
			a.	
			b.	
<b>Foster and Homeless</b>	Provide a list of health and service resources available in the surrounding area.		a. August, 2019-May, 2020	Counselor
			b. Parent surveys	
			a.	
			b.	
<b>Migrant</b>	Provide a list of health and service resources available in the surrounding area.		a. August, 2019-May, 2020	Counselor
			b. Parent surveys	
			a.	
			b.	
<b>Students with Disabilities</b>	Provide additional small group instruction as needed based on assessments (tutors, EIP, etc.)		a. August, 2019-May, 2020	SPED Teacher
			b. Parent surveys	

	Provide a list of health and service resources available in the surrounding area.		a. August, 2019-May, 2020	Counselor
			b. Parent surveys	



## 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)

**Literacy:** We have chosen to implement the following instructional strategies to address phonics, vocabulary, and reading comprehension deficits:

- Personnel: 2 full time ELA Academic Coaches (one with a focus on phonics in K-2; other with a focus on Guided Reading and Units of Study)
- Programs: Read 180, System 44, Early Literacy District Phonics Initiative/Benchmark curriculum, and Flocabulary, Units of Study writing curriculum, Next Steps in Guided Reading (Jan Richardson)
- Training: Collaborative planning for teams, weekly PL with Academic Coaches, Quarterly Super Specials
- Delivery Model: Consistent implementation of the workshop model for reading and writing; small group instruction
- Parents: Quarterly Curriculum Nights, Parent Facilitator, Parent Resource Center Materials
- Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

**Math:** We have chosen to implement the following instructional strategies to address number sense, fact fluency, and problem-solving weaknesses:

- Personnel: 1 full-time Math Academic Coach
- Programs: Flocabulary, Conceptua Math, Prodigy
- Training: Collaborative planning for teams, weekly PL with Academic Coaches, Quarterly Super Specials
- Delivery Model: Consistent implementation of the workshop model for math; small group instruction
- Parents: Quarterly Curriculum Nights, Parent Facilitator, Parent Resource Center Materials
- Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

**Student Behavior:** We have chosen to implement the following instruction strategy to address chronic behavioral concerns:

- Personnel: RTI Coordinator, SEL Instructor, Counselor, Academic Coach (Brooks)
- Programs: Responsive Schools, Morning Meetings, Bucket Filling, Second Steps curriculum
- Training: Collaborative planning for teams, weekly PL with Academic Coaches, New Teacher Mentor program, Quarterly Super Specials, Focus on: Responsive Schools/Morning Meetings, Positive Behavior Strategies, Second Steps
- Delivery Model: Consistent implementation of the strategies and school-wide discipline matrix/plan
- Parents: Quarterly Curriculum Nights, Parent Facilitator, Parent Resource Center Materials, Blogs, Newsletters
- Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

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 Mableton 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.

At Mableton Elementary 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.)**

**Counseling:** We have three full-time school counselors who serve our students. They provide classroom guidance lessons based on the ASCA standards to all classes. Additionally, they offer small group sessions and one-on-one sessions to students who may be struggling with peer pressure, self-esteem, family changes, friendships, and/or school behavior. They also meet with parents as needed for students who may be struggling academically, socially, or emotionally in school. They provide outside counseling services as needed for mental health concerns.

**STEAM:** All students participate in our STEAM (Science, Technology, Engineering, Arts, and Mathematics) program. This provides students an opportunity to be exposed to 21<sup>st</sup> Century careers and skills. Students are trained to implement the Engineering Design process through the integration of the four of 21<sup>st</sup> Century Skills: critical thinking, creativity, collaboration, and communication.

**Advanced Content:** Students in 4<sup>th</sup> and 5<sup>th</sup> grade have the opportunity to be a part of Advanced Content instruction in both ELA and Math. Students must qualify for the program. Qualifications are based on standardized assessments, teacher recommendation, and student creativity and motivation.

**School-wide Behavior Matrix:** A school-wide tiered behavior discipline plan will be developed and implemented during the school year. The consequences will be aligned with the CCSD discipline policy. The premise will be based on positive behavior management techniques, such as, Bucket-Filling, SEL skills, and Morning Meetings.

**RTI Coordinator:** We have a certified teacher designated to facilitate both tier 2 and 3 RTI cases. She will provide training on the RTI process and data collection procedures. Additionally, she will provide instructional strategies for implementation based on the needs of the students.

**Mentoring:** We have a certified teacher designated to provide SEL instruction as a follow-up to disciplinary recourse. He will serve as a mentor to students who repeatedly violate the district

discipline policy. Additionally, we have two mentoring clubs for students, one for males and one for females. The clubs meet afterschool and address concepts such as, social skills, etiquette, dress code, manners, and reputation.

**DLI/Dual Language Immersion:** We have DLI in grades Kindergarten through 3<sup>rd</sup> grade. DLI students are a core group of students who began the program in kindergarten and will continue through the 5<sup>th</sup> grade. The classes are made up of English and Spanish native speakers. Students spend half of their instructional day immersed in English and half of the day immersed in Spanish. ELA and SS are taught in English while math, science, and Spanish literacy are taught in Spanish.

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)."

N/A

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)]**

Disruptive behavior in our school is a challenge for administrators, teachers, students and families. A review of school discipline records indicate that the numbers of referrals have increased, particularly in the area of disrespectful conduct. Due to this reason, our school has chosen to adopt the The Safe and Responsive Schools model to address growing behavioral concerns that impact learning, along with an SEL curriculum, Second Steps. Additionally, we are designating a certified teacher to work with students who have multiple and/or continuous discipline referrals. He will conduct small group and one-on-one sessions to address the behavior and to implement a plan for improvement. Part of the lesson will include coping skills and social-emotional skills. The discipline action team and administration will also develop and implement a school-wide behavior matrix/plan.

Although most of our students come to school with the ability to recognize school expectations and succeed in adapting their behavior to fit our classrooms, many of them come in with perceptions and beliefs, growing out of their families and home life that may leave them less capable of recognizing and responding to the typical social expectations of schools. Therefore, the teaching of a behavior as a social curriculum is an integral part of improving school-wide discipline for Mableton. Currently, we are using morning meetings to create a positive climate that promotes civility and teaches all students to be caring, attentive, and supportive of students who may come from different cultures than their own. Teachers are also working to identify and intervene early with specific students who are at-risk for academic or behavioral difficulties. Teachers are taught how to respond effectively to serious or persistent behavior problems while addressing the needs of students who are chronically disruptive, inappropriate or violent. We are hoping to motivate all students through self-management techniques, providing positive role models, and building relationships.

**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 transition into kindergarten is critical for the future success of our students. The transition begins early as we introduce prospective kindergarteners to Mableton through tours and an orientation. During this presentation, students and parents are introduced to teachers as well as the components of the kindergarten curriculum. Parents are encouraged to ask questions and build connections with the school through PTA and volunteering opportunities. Our school social worker and parent Facilitator also provide information and opportunities for the students and families to ask questions and tour the school.

In order to prepare students for the transition, we have found it helpful to provide incoming kindergarteners with an opportunity to enroll in a summer camp in preparation for enrollment. Mableton's Ready-for-Kinder camp is a 4-day camp that is designed to give rising kinder students a firsthand experience of a typical day in a kindergarten classroom. Students practice readiness skills such as sharing, raising hands, maintaining personal space, walking in a line, and interacting appropriately with peers. They also practice basic foundational skills such as identifying colors, numbers, and the letters of the alphabet. Students will engage in daily classroom instruction as well as academic play, get to eat in the café and have recess on the playground. With many of our students not receiving pre-kindergarten schooling, this program serves as a stepping-stone before the students' leap into an elementary setting. They will spend a few hours away from their parent/guardians in a structured school environment and begin to see the rules and expectations that come with being an elementary student.

As students enter kindergarten, the students are screened before being placed in classrooms. The screening includes basic readiness skills including letter/number recognition, shapes, colors, etc. This process helps up to ensure that they will be placed in the most conducive classroom with appropriate services.

Upon registration, all administration, office personnel, specialists, and counselors are notified so that a student's arrival is welcoming. Parents and students are given a brief tour of the building and overview of programs and services available to them.

5<sup>th</sup> Grade transition to middle school:

We work closely with our feeder middle school to ensure the success of our students as they move onto Floyd or Garrett Middle Schools. Our school counselor presents lessons to the fifth-grade classes on the transition to middle school and works closely with the middle school counselor to ensure student success. We coordinate a field trip each year for our fifth graders to spend a half day at the middle school to become familiar with the setting as well as routines and procedures. Principals from both schools (Floyd and Garrett) routinely make presentations to our parents regarding the transition to middle school.

## 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)]

N/A

## **ADDITIONAL RESPONSES**

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