



School Improvement Action Plan



School Year:	2022 – 2023
School Name:	Devereux Ackerman Academy
Principal Name:	Sherry McKenzie
Date Submitted:	6/30/22
Revision Dates:	7/27/22 and 9/9/22

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Devereux Ackerman Academy
<i>Team Lead</i>	Sherry McKenzie
<i>Position</i>	Principal
<i>Email</i>	smckenzi@devereux.org
<i>Phone</i>	770-738-2626
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)
Direct Certification	

<p>In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i></p>
<p>School Response: Devereux Ackerman Academy has developed our school improvement plan in collaboration with those who will be instrumental in its implementation. In May and June 2022, these key players including administrators, teachers, paraprofessionals, proxy parents and support staff met to review and discuss student data and stakeholder input from the 2021-2022 school year. The data and input was used to determine goals and action steps for the 2022-2023 school year. Ideas were taken into consideration and revisions made to begin implementation of the plan.</p>

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	James Milliman
Academic Coach (District)	
Academic Coach (Local School)	Open
Parent (Non CCSD Employee)	Denise McClain
Business Partner	Brenda Vasquez
Counselor	EkJuana Fruge-Thornton
Parent Facilitator	Open
Health Care Providers	Shaun Walton
Social Workers	Mark Hirsch
Faith-based Community Leaders	Hank Booth
Technology Experts (TIS)	Donna Vogler
Media Specialists/Librarians	Open
Police/Public or School Safety Officers	Denise McClain (Quality Management Director)
Universities or Institutes of Higher Education	Kennesaw State University

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	Provide consistent opportunities for students to experience Social and Emotional Learning (SEL) in a safe classroom environment during the 2021-2022 school year through continued implementation of DESSA (Devereux Student Strengths Assessment).
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	D-PBIS Behavior data and SEL monthly activities
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	DESSA was not implemented with fidelity due to accessibility to license and staffing. This goal is being discontinued but supported through D-PBIS initiative campus-wide.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

<p>Previous Year's Goal #2</p>	<p>By the end of the 2021-2022 school year, increase percentage of students achieving 30+ Growth Percentile in Reading by 5% from one Benchmark to the next as measured by AIMSweb Assessments Overview-Student Growth Percentile data.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Aimsweb Benchmark scores (Fall, Winter & Spring) were unreliable due to transient population and vacant ELA teachers' positions (middle & high school).</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>This goal was not met due to short length of stay for students in crisis. For the upcoming year, we will continue to use Aimsweb Benchmark data for Reading but shorten the measurement window. For example, we will look at Fall vs Winter and Winter vs Spring. Additionally, we will narrow our focus to Reading Comprehension.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Previous Year's Goal #3	By the end of the 2021-2022 school year, increase percentage of students achieving 30+ Growth Percentile in Math by 5% from one Benchmark to the next as measured by AIMSweb Assessments Overview-Student Growth Percentile data.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Aimsweb Benchmark scores (Fall, Winter & Spring) were unreliable due to transient population.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	This goal was not met due to short length of stay for students in crisis. For the upcoming year, we will continue to use Aimsweb Benchmark data in the area of mathematics but shorten the measurement window. For example, we will look at Fall vs Winter and Winter vs Spring. Additionally, we will narrow our focus to Concepts and Applications.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

<p>Previous Year's Goal #4</p>	
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	Aimsweb is the tool to identify students at risk in the area of Reading. All students are assessed. Data reflects over the past 2 years; students demonstrate growth from one Benchmark to the next.	Students are admitted to Devereux with behavioral/mental health diagnosis which impact the learning and ability to engage in an academic setting. This also impacts teachers' delivery of instruction and pacing of content.	Aimsweb Psychological Data Read 180 System 44 EOG & EOC Teacher made common assessments
Math	Aimsweb data illustrate student growth in the area of concepts and application and math fluency. Teachers did well with reassessment to help further display student mastery.	Students enrolled at Ackerman Academy have significant deficits in the foundational skills of mathematics, to include multiple grade levels below grade placement. Many students admitted to Devereux require one-to-one instructional support to include Paraprofessional and/or Teacher Assistant due large gaps in school attendance affecting academic performance.	Aimsweb Psychological Student Enrollment Data EOG & EOC
Science	Increased hands-on activities and teacher collaboration that address reading and math across content area.	Identifying "safe" resources (hands-on) for students in residential care that adhere to Center's rules/policies.	Study Island Read 180
Social Studies	Increased hands-on activities and teacher collaboration that address reading and math across content area.	Identifying "safe" resources for students in residential care that adhere to Center's rules/policies. Taking into account sensitive nature of content and/or topics.	Study Island Read 180 Teacher Assessments
Discipline / School Climate Data	Students have access to a caring adult in the school program throughout the school day to discuss any concerns (behavioral, clinical, and/or social and emotional). The individuals (adults) are in addition to the School Counselor and Education Administration team.	Staff shortage (Education & Milieu) Isolating incidents that occur only in the school program vs other locations during school hours.	D-PBIS Data Multi-Discipline Team Data RADAR (Incident Report Data)

	D-PBIS monthly meetings to review and analyze data to adjust instruction and care plans.		Performance Improvement Council Data
Professional Learning What's been provided? What is the impact?	<p>Monthly trainings to include such topics as, Trauma Informed Care, Safe & Positive Approach, Dialectical Behavioral Therapy, Instructional Framework, TKES & LKES</p> <p>Increased student engagement Improved instructional planning and delivery Increased teacher engagement during PLC meetings to examine data and make adjustments when needed</p>	<p>Teacher planning time occurs after-school as opposed to during the school day.</p> <p>The amount of training required from Devereux Behavioral Health is considerably higher than a typical public school program.</p>	<p>Devereux's My Learning Portal Certificates</p> <p>Agenda, minutes, & sign-in logs</p> <p>District required trainings</p>
Other	<p>All students in grades 6-12 participate in college and career exploration through course assignment.</p> <p>Students in care at Devereux have an increased opportunity to engage academically while addressing clinical needs with additional support (therapeutically, educationally, social and emotionally).</p>	<p>Data revealed our student have significant deficits in relations to college and career readiness</p> <p>The average length of stay for Georgia students is less than four months, which limits the time they have to improve areas of weakness or complete coursework.</p> <p>COVID-19 disrupted the normal operation of school and contributed to the decrease in school morale which impacted student engagement and performance.</p>	<p>Student grade report and schedules</p> <p>Transition Plans</p> <p>Morning debriefing notes</p>

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Aimsweb is the tool to identify students at risk in the area of Reading. All students are assessed. Data reflects over the past 2 years; students demonstrate growth from one Benchmark to the next.</p>	<p>Students are admitted to Devereux with behavioral/mental health diagnosis which impact the learning and ability to engage in an academic setting. This also impacts teachers' delivery of instruction and pacing of content.</p>	<p>Aimsweb Psychological Data Read 180 System 44 EOG & EOC Teacher made common assessments</p>
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Aimsweb data illustrate student growth in the area of concepts and application and math fluency.</p> <p>Teachers did well with reassessment to help further display student mastery.</p>	<p>Students enrolled at Ackerman Academy have significant deficits in the foundational skills of mathematics, to include multiple grade levels below grade placement.</p> <p>Many students admitted to Devereux require one-to-one instructional support to include Paraprofessional and/or Teacher Assistant due large gaps in school attendance affecting academic performance.</p>	<p>Aimsweb Psychological Student Enrollment Data EOG & EOC</p>
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Increased hands-on activities and teacher collaboration that address reading and math across content area.</p>	<p>Identifying "safe" resources (hands-on) for students in residential care that adhere to Center's rules/policies.</p>	<p>Study Island Read 180</p>
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Increased hands-on activities and teacher collaboration that address reading and math across content area.</p>	<p>Identifying "safe" resources for students in residential care that adhere to Center's rules/policies. Taking into account sensitive nature of content and/or topics.</p>	<p>Study Island Read 180 Teacher Assessments</p>

<p align="center">Discipline / School Climate Data</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Students have access to a caring adult in the school program throughout the school day to discuss any concerns (behavioral, clinical, and/or social and emotional). The individuals (adults) are in addition to the School Counselor and Education Administration team.</p> <p>D-PBIS monthly meetings to review and analyze data to adjust instruction and care plans.</p>	<p>Staff shortage (Education & Milieu)</p> <p>Isolating incidents that occur only in the school program vs other locations during school hours.</p>	<p>D-PBIS Data</p> <p>Multi-Discipline Team Data</p> <p>RADAR (Incident Report Data)</p> <p>Performance Improvement Council Data</p>
<p align="center">Professional Learning</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Monthly trainings to include such topics as, Trauma Informed Care, Safe & Positive Approach, Dialectical Behavioral Therapy, Instructional Framework, TKES & LKES</p> <p>Increased student engagement Improved instructional planning and delivery Increased teacher engagement during PLC meetings to examine data and make adjustments when needed</p>	<p>Teacher planning time occurs after-school as opposed to during the school day.</p> <p>The amount of training required from Devereux Behavioral Health is considerably higher than a typical public school program.</p>	<p>Devereux’s My Learning Portal Certificates</p> <p>Agenda, minutes, & sign-in logs</p> <p>District required trainings</p>
<p align="center">Other</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>All students in grades 6-12 participate in college and career exploration through course assignment.</p> <p>Students in care at Devereux have an increased opportunity to engage academically while addressing clinical needs with additional support (therapeutically, educationally, social and emotionally).</p>	<p>Data revealed our student have significant deficits in relations to college and career readiness</p> <p>The average length of stay for Georgia students is less than four months, which limits the time they have to improve areas of weakness or complete coursework.</p>	<p>Student grade report and schedules</p> <p>Transition Plans</p> <p>Morning debriefing notes</p>

			COVID-19 disrupted the normal operation of school and contributed to the decrease in school morale which impacted student engagement and performance.	
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Overarching Challenge #1	Improve the quality of instruction to increase student achievement in the area of Reading
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers are required to teach multiple grade levels and disciplines within the same class period to students with varying reading deficits.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Students lack of vocabulary acquisition and comprehension.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Teachers require additional training and support in the area of teaching students “how to read” for comprehension.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>The reason for admission to Devereux Advanced Behavioral Health is due to the need for psychiatric care at highest level.</p> <p>At the time of enrollment, the majority of students already demonstrate a significant deficit in Reading Comprehension as measured by assessments indicating 2 or more grade levels below current grade placement.</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of the 2022-2023 school year, the number of students enrolled at Ackerman Academy improving Reading Comprehension skills will increase by 10 % as measured by Aimsweb National Percentile Benchmark data, Fall to Winter and Winter to Spring.

Overarching Challenge #2	Improve the quality of instruction to increase student achievement in the area of Math.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Many students have an aversion to math because it may be a non-preferred subject due to lack of interest, confidence and/or previous success.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Students lack of foundational math skills to master higher level concepts.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	COVID-19 disrupted the normal operation of school and contributed to the decrease in school morale which impacted student engagement and performance.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>The reason for admission to Devereux Advanced Behavioral Health is due to the need for psychiatric care at highest level.</p> <p>At the time of enrollment, the majority of students already demonstrate a significant deficit in the area of Math as measured by assessments indicating 2 or more grade levels below current grade placement.</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of the 2022-2023 school year the number of students enrolled at Ackerman Academy improving Math skills in the area of Concepts and Application, will increase by 10 % as measured by Aimsweb National Percentile Benchmark data, Fall to Winter and Winter to Spring.

Overarching Challenge #3	Data, such as psychological evaluations and Devereux screening packets reveal students enrolled demonstrate deficits in the areas of social and emotional skills, as well as academic achievement.
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students are missing key instructional time due to a lack of social and emotional skillsets
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Many students enrolled do not have identified family members to support social and emotional learning
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	
Contributing Factors (Outside of control)	Students lack motivation to learning due to the large gaps in acquisition of skills in the area of reading. Students admitted to Devereux have a history of trauma and medical diagnosis which impact student learning. Students enrolled have a history of being unsuccessful in previous less restrictive environments
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Discontinuing goal because Devereux Advanced Behavioral Health address SEL throughout clinical model.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	By the end of the 2022-2023 school year, the number of students enrolled at Ackerman Academy improving Reading Comprehension skills will increase by 10 % as measured by Aimsweb National Percentile Benchmark data, Fall to Winter and Winter to Spring.
Goal #2	By the end of the 2022-2023 school year the number of students enrolled at Ackerman Academy improving Math skills in the area of Concepts and Application, will increase by 10 % as measured by Aimsweb National Percentile Benchmark data, Fall to Winter and Winter to Spring.
Goal #3	
Goal #4	

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Paraprofessional (1)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The paraprofessional will support our students with mathematics and reading. The paraprofessional will assist the teacher with providing one-on-one support, hands-on activities, and delivery of progress monitoring strategies with the guidance of the teacher. In addition, the paraprofessional will support the teacher in monitoring and managing problematic behaviors that may be a barrier to student learning.
Paraprofessional (1)	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The paraprofessional will support our students with mathematics and reading. The paraprofessional will assist the teacher with providing one-on-one support, hands-on activities, and delivery of progress monitoring strategies with the guidance of the teacher. In addition, the paraprofessional will support the teacher in monitoring and managing problematic behaviors that may be a barrier to student learning.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

GOAL #1	By the end of the 2022-2023 school year, the number of students enrolled at Ackerman Academy improving Reading Comprehension skills will increase by 10 % as measured by Aimsweb National Percentile Benchmark data, Fall to Winter and Winter to Spring.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Provide AIMSweb training, benchmark calendar, and coaching to teachers	Aimsweb platform	Devereux	August 2022	Implementation: Develop a calendar, facilitate training, meet monthly to monitor progress and adjust as needed Artifacts: Agenda, Sign-in log, minutes, Aimsweb reports, Calendar	Desired Outcome: Building capacity for staff to improve student reading through implementation of Aimsweb with fidelity. Evidence: Benchmark data, teacher feedback	Aimsweb Team Teachers Academic Coach
Utilize Professional Learning Community Model	Aligning School Districts as PLCs Plan Book for PLCs at work	Devereux Title 1	August 2022	Implementation: Overview/Training of PLC Book Study Artifacts: Teacher commentary and Products from monthly sessions Sign-in logs, minutes, agendas and	Desired Outcome: Teachers would demonstrate proficiency in utilizing learning communities to impact student growth in the area of reading Evidence: Observations, Teacher Conference/Feedback	Academic Coach Administrators
Professional Learning for teachers to improve student reading comprehension and fluency (across all subjects/contents)	Conferences, Workshops, and In-Services	Devereux Title 1	August 2022 - July 2023	Implementation: 3 Trainings, Book Study, Coaching/Modeling Artifacts: Agenda, Sign-in Log, Survey, Training Artifacts (teachers)	Desired Outcome: Teachers will demonstrate proficiency in teaching students reading strategies to improve comprehension and fluency skills Evidence: Observation, work samples, assessment data for Read 180/System, AimsWeb, teacher created formative assessments.	Academic Coach Teachers Paraprofessional Administrator

Read 180/System 44	Web-Based Program & Resources	Devereux Title 1	August 2022 – May 2023	Implementation: Needs to be completed Artifacts Needs to be completed :	Desired Outcome: Needs to be completed Evidence: Needs to be completed	Teachers Admin
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GOAL #2	By the end of the 2022-2023 school year the number of students enrolled at Ackerman Academy improving Math skills in the area of Concepts and Application, will increase by 10 % as measured by Aimsweb National Percentile Benchmark data, Fall to Winter and Winter to Spring.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Provide AIMSweb training, benchmark calendar, and coaching	Aimsweb platform	Devereux	August 2022	Implementation: Develop a calendar, facilitate training, meet monthly to monitor progress and adjust as needed Artifacts: Agenda, Sign-in log, minutes, Aimsweb reports, Calendar	Desired Outcome: Building capacity for staff to improve student math skills through implementation of Aimsweb with fidelity. Evidence: Benchmark data, teacher feedback	Aimsweb Team Teachers Academic Coach
Students connect mathematics to real world topics	Math games Manipulatives Scholastic Magazine for Math Videos Teachers Pay Teachers	Title 1 Devereux Cares Act	August 2022	Implementation: Utilize Advisement period, once per week to make math connections to real world relevance Artifacts: Topic Calendar, Work Samples/Projects, Assignments, Lesson Plans	Desired Outcome: Students will demonstrate an increased awareness of how math is related to the “real world” through application. Evidence: Student & Teacher Feedback Observation/Walk	Teachers Academic Coach Proxy Parents
Host 2 Math Events for students, staff, and parents/guardians (Proxy)	Math resource materials Guest Speakers Volunteers	Title 1 Devereux Cares Act	September 2022	Implementation: 2 events will occur to support the goal, facilitated by teachers and support staff Artifacts: Flyer, invitation, sign-in log & calendar	Desired Outcome: Students, staff and parents will demonstrate an increased understanding of mathematical reasoning as it relates to the real world. Evidence: Survey, Observations	Academic Coach Education Team

Instructional Model for Math (The 5 E Professional Learning)	Math Resources, Web-sites, Games & Technology	Title 1 Devereux Cares Act	September 2022 – July 2023	Implementation: Utilize PLCs to unpack and implement The 5 E model Artifacts: Student work samples, Assessments, Observations/Walk-throughs Agendas & Sign-ins	Desired Outcome: Increase in student success in demonstration of understanding & application of standard-based mathematics Evidence: Aimsweb Benchmark Scores, Formal and Informal Assessments, Progress & Grade Reports	
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GOAL #3						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

GOAL #4						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students will participate in the Early Youth Employment Services Program sponsored by Tommy Nobis	EYES Curriculum	Tommy Nobis
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide resources/materials for students and parents in their preferred language	Translation program and agency to provide assistance	Devereux School Agencies
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Review data of subgroups to provide instructional strategies to increase student growth	Aimsweb	Devereux
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Collaborate with Devereux’s Admission Specialists to identify migrant students and provide needed support	Admission & Screening Packet Case Manager	Devereux
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	After-school tutoring provided for all students	Study Island Read 180 System 44	N & D Title 1

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

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the Schoolwide Plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	9/13/2022		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/11/2022		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	4/20/2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</u></p>	9/20/2022		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	12/1/2022		
	2/16/2023		
	4/18/2023		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> Students entering 6th and 9th grades will attend a Meet & Greet/Orientation session with teachers, administrators, and support staff as well as tour the school.</p>	6 th & 8 th Grade Meet & Greet/Orientation – 7/28/22		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> We translate all documents into our parents’ home language as needed.</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Math Nights – Students and parents will engage in fun Math activities to increase knowledge and application	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Games Puzzles Scholastic Math Math Curriculum	Devereux Title 1 Cares Act	February 2023 June 2023	<p align="center">This will be monitored through participation and observation. We will utilize participants’ surveys for perceptual data</p>	Academic Coach Teachers Admin Team
Literacy Nights - Students and parents will engage in fun Reading activities to increase knowledge and application	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Read Aloud Scavenger Hunt Study Island & Read 180	Devereux Title 1 Cares Act	December 2022 June 2023	<p align="center">This will be monitored through participation and observation. We will utilize participants’ surveys for perceptual data</p>	Academic Coach Teachers Admin Team
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: Devereux has developed the Schoolwide Plan in coordination and integration with Federal, State, Local Services, resources and programs to include the following:

After-school tutoring

Read 180

Free and Reduced Lunch

Tommy Nobis

Personal Responsibility Education Program (PREP) – Cobb and Douglas County Health Department

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the Schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: Devereux Ackerman Academy administrators, teachers, paraprofessionals, proxy parents, guardians, program managers and clinical staff meet monthly to discuss each student’s areas of treatment including all areas of programming to include medical, clinical, social/emotional, and educational. Within the structure of the Devereux multi-disciplinary monthly treatment teams, education case manager’s report on each student and areas of academic abilities including review of the ability of each student to engage in standard based instruction which includes scores on GA Milestones End Of Grade Assessments and GA Milestones End of Course Assessments. At Devereux GA, special education students also have GA Milestone assessment information captured in their Individualized Education Plans that are completed at admissions, annually, or when a guardian request a meeting. Through the multi-disciplinary team identifying students with GA Milestones as Beginning Level Learners, Developing Learners, Proficient Learners, or Distinguished Learners, educational support and learning accommodations can be provided to individual students at Devereux GA.

8. Describe how the school determines whether the Schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: The team will review the Schoolwide plan annually, using data from the State’s assessments, other indicators of academic achievement, and perception data to determine if the plan has been effective in addressing the major problem areas, and in turn, increasing student achievement, particularly for the lowest achieving students.

9. Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: The SWP is developed during a one-year period. It remains in effect for the duration of the school’s participation under Sec. 114(b) (1-5) or 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.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups’ page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. SWP Checklist 2(a)**

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(b)**

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(c)(i)**

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

Devereux-Ackerman Academy meets monthly to address problem behaviors and provide interventions through the school wide tiered model of PBIS. Each tier aligns to the type of support that the student needs. This tiered model of PBIS establishes proactive support and needed interventions for students to be behaviorally successful in a residential setting. RTI in the educational setting is also utilized on an ongoing basis for early identification and support for students with learning and behavior needs at Devereux GA.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

Professional Learning 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, while retaining qualified teachers.

- 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)

Recruitment Efforts:

- A continuous effort to look for teachers nationally and locally
- Post job openings on National Websites and use Social Media
- Participate in local job Fairs
- Solicit current employees for referrals and recommendations
- Work collaboratively with colleges and universities to recruit from graduating class
- Be competitive with salaries and benefits based on market analysis

15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

Students entering 6th and 9th grades will attend a Meet & Greet/Orientation session with teachers, administrators, and support staff as well as tour the school.

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

SCHOOL RESPONSE:

Our school provides a business course which encompasses career exploration, postsecondary requirements for career opportunities, and employment skills. Teachers include course specific career opportunities during the course of the school year when applicable. Our school does not offer opportunities for students to earn postsecondary credit while in high school; however, students are able to earn ServSafe and Hospitality certification.

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

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