

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Riverside Elementary
Principal Name:	Shayna Clinkscales
Date Submitted:	5/9/25
Revision Date(s):	5/27/25, 8/4/25

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Riverside Elementary School
<i>Team Lead</i>	Shayna Clinkscales
<i>Position</i>	Principal
<i>Email</i>	Shayna.clinkscales@cobbk12.org
<i>Phone</i>	770-819-2496
Federal Funding Options to Be Employed in This Plan (SWP Schools. 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.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

<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: Administration met with teachers and discussed school-wide data and next steps for improving our school-wide achievement. Data was shared with parents and stakeholders during our Spring Input meeting and Principal Advisory Committee, and feedback ideas were discussed and implemented in the plan.</p>

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives 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. Suggested stakeholder participation includes the following roles. **A parent is required.**
Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur, and a sign-in sheet must be maintained for each meeting.

Meeting Dates:	5/5/25	5/7/25, 5/9/25	5/27/25
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Position/Role	Printed Name	Signature
Principal	Shayna Clinkscales	
Assistant Principal	Brandy Brown	
Academic Coach	Michelle Garner	
Academic Coach	Malissa Ocean	
CSOS Coach	Maticka Watkins	
Teacher	Suzanne Martin	
Parent Facilitator	Annette Dangerfield-Lewis	
Parent	Tatejanna Mejia Wilkison	
School Officer	Felicia Russell	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

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

Previous Year's Goal 1 & 2	Primary Reading Goal: The percentage of students in kindergarten through second grades with an Amira ARM score at the 50 th percentile or higher will increase from 29% (69 students) to 50% (121 students) by the end of the 2024-2025 school year. Intermediate Reading Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from 15% (36 students) to 40% (94 students) on the Milestones ELA Assessment by the end of the 2024-2025 school year.																										
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially																											
What data supports the outcome of the goal?	Primary Reading Goal: Using the Amira assessment, only 43% (84 students) of students in kindergarten through second grades had an Amira ARM score at the 50 th percentile or higher. We were 7% short of reaching our goal. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #ffffcc;"> <th style="text-align: center;">Grade Level</th><th colspan="3" style="text-align: center;">% at or above the 50th Percentile</th></tr> <tr> <th></th><th style="text-align: center;">BOY</th><th style="text-align: center;">MOY</th><th style="text-align: center;">EOY</th></tr> </thead> <tbody> <tr> <td>Kindergarten</td><td style="text-align: center;">29.8% (20)</td><td style="text-align: center;">45.8% (33)</td><td style="text-align: center;">48% (30)</td></tr> <tr> <td>First Grade</td><td style="text-align: center;">22.8% (16)</td><td style="text-align: center;">32.8% (25)</td><td style="text-align: center;">43% (32)</td></tr> <tr> <td>Second Grade</td><td style="text-align: center;">33.7% (26)</td><td style="text-align: center;">36.2% (29)</td><td style="text-align: center;">29% (22)</td></tr> <tr style="background-color: #ffffcc;"> <td>K-2 Totals</td><td style="text-align: center;">28.9% (62)</td><td style="text-align: center;">38.1% (87)</td><td style="text-align: center;">43% (84)</td></tr> </tbody> </table> Intermediate Reading Goal: In third-fifth grade, the percentage of students scoring Level 3 or higher on the GA Milestones ELA assessment was <u>16%</u> . This is <u>24%</u> short of reaching our goal.			Grade Level	% at or above the 50 th Percentile				BOY	MOY	EOY	Kindergarten	29.8% (20)	45.8% (33)	48% (30)	First Grade	22.8% (16)	32.8% (25)	43% (32)	Second Grade	33.7% (26)	36.2% (29)	29% (22)	K-2 Totals	28.9% (62)	38.1% (87)	43% (84)
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Reflecting on Outcomes																											
If the goal was not met , what actionable strategies could be implemented to address the area of need?	We did not meet our goal. 48% of kindergarten students, 43% of 1 st grade students, and 29% of 2 nd grade students received an ARM score at the 50 th percentile or higher. We did not meet our goal. 16.1% (31 out of 192) of students in 3 rd -5 th grade were level 3 or above on the GA Milestones ELA assessment. 17.8% (13 out of 73) students in 3 rd grade, 11.5% (7 out of 61) students in 4 th grade, 18.9% (11 out of 58) students in 5 th grade received Level 3 or above on the GA Milestones ELA assessment. Teachers will use the district provided Literacy resources- Wonders and UFLI during the 120 minutes literacy block. There is a need to use a consistent and comprehensive resource for literacy instruction that will provide teachers with daily opportunities to explicitly teach all areas of literacy.																										

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?					
Previous Year's Goal 3 & 4	<p>Primary Math Goal: The percentage of students in first and second grades scoring Near Target or Prepared on the Math Beacon Assessment will increase from 19% (25 students) to 50% (115 students) by the end of the 2024-2025 school year.</p> <p>Intermediate Math Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from %14 (34 students) to 40% (95 students) on the Milestones Math Assessment by the end of the 2024-2025 school year. `</p>				
<div> Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially </div>					
What data supports the outcome of the goal?	Beacon				
	1st Grade Math Beacon Data Spring 2025				
	Teacher	# of students	Support Needed	Near Target	Prepared
	Lee	17	50%	39%	11%
	Lopez	18	39%	44%	17%
	Woodmore	15	47%	53%	
	Zimmer	19	32%	63%	5%
	Total	70	41%	50%	9%
	ELL	24	42%	55%	3%

2 nd Grade Math Beacon Data Spring 2025				
Teacher	# of students	Support Needed	Near Target	Prepared
Anderson	16	44%	44%	13%
Caldwell	17	29%	47%	24%
Merritt	17	13%	53%	33%
Shippee	14	28%	67%	6%
Walker	11	42%	50%	8%
Lee	17	50%	39%	11%
Total	75	31%	53%	17%
ELL	27	26%	63%	1%

Milestone Math

3 rd Grade Math Milestone Data Spring 2025					
Teacher	# of students	1	2	3	4
Adams	14	29%	50%	21%	
Cormier	15	67%	27%	7%	
Eckman	13	62%	38%	0%	

Foster	14	29%	57%	14%	
Johnson	15	7%	27%	47%	20%
Deveaux	2	100%	0%	0%	
Total	73	39.7%	38.3%	17.8%	4.1%

4 th Grade Math Milestone Data Spring 2025					
Teacher	# of students	1	2	3	4
Green	19	58%	32%	11%	
Sanchez	20	30%	50%	15%	5%
Sellers	21	67%	29%	5%	
Total	60	51.79%	36.67%	10%	1.6%

5 th Grade Math Milestone Data Spring 2025					
Teacher	# of students	1	2	3	4
Braccia	15	53%	33%	13%	
Ford	14	43%	43%	14%	
Martin	12	58%	25%	17%	
Massanet	17	53%	35%	6%	6%

	Total	58	51.7%	34.5%	12%	1.7%	
Reflecting on Outcomes							
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>The Milestone goal was not met by 3rd–to 5th-grade teachers. 16% (31 out of 191 students) in 3rd – 5th grade received Level 3 or higher on the Milestone Math assessment. All 3 grade levels did not achieve the goal. 22% (16 out of 73) 3rd grade students, 11.67% (7 out of 60) 4th grade students, and 13.7% (8 out of 58) 5th grade students received a level 3 or higher.</p> <p>We need to increase teacher clarity to assess the math standards effectively. Teachers will engage in professional learning to unpack grade-level math standards for each unit.</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>The Beacon goal for first and second grade was met. First- and second-grade teachers implemented Building Fact Fluency daily to increase math fact fluency among students and build conceptual understanding through math strategies. Building Fact Fluency occurred during the first 10 minutes of daily math instruction.</p> <p>First and second teachers pulled differentiated small groups during the math block to provide extra support as needed. Teachers worked with the academic coach to increase clarity regarding how to choose students to pull for small group instruction. Teachers learned to use pre-assessments to determine where students were and met to determine the next steps in building proficiency for each standard.</p>						

Previous Year's Goal #5	The number of students who receive a referral that results in an out-of-school suspension will decrease from 8 % (35 students) to 5% or lower (22 students) by the end of the 2024-2025 school year.		
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially			
What data supports the outcome of the goal?	PBIS data CSIS Suspension Data		
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Teacher knowledge needs to increase to support major behaviors that result in out-of-school suspension. Trauma-informed practices could be taught to teachers throughout the year to support student behaviors.		
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?			

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA				
ELA Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 rd Grade	10.2%	8.4%	10.5%	17.6%
4 th Grade	11.3%	14.4%	14.4%	11%
5 th Grade	15.1%	5.6%	20.4%	18.9%

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	44	33	22	45	44	1	51	35	14	49	38	14	49	39	13
2 nd Grade	32	37	31	47	36	17	35	51	15	36	45	19	49	35	16

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	25	63	11	21	68	11	25	64	11	22	67	11	29	58	13	25	64	11	56	39	6	15	74	11
4 th Grade	39	55	6	31	65	5	34	58	8	32	63	5	27	66	6	32	63	5	47	50	3	40	47	13
5 th Grade	32	56	12	30	60	11	28	56	11	35	56	9	33	56	11	40	40	19	49	40	11	39	51	11

Source	Strengths	Weaknesses
<p>SY24 ELA Milestones (Grade Levels & Subgroups)</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <ul style="list-style-type: none"> Lexile scores increased from the previous year. The percentage of students who score proficient or distinguished increased 1.8% in 3rd Grade and 14.9% in 5th Grade. <p>EL: The percentage of students who are proficient and distinguished in ELA increased 5.7% in 3rd Grade and 10% in 5th Grade.</p> <p>SWD: All students participated in taking all sections of the assessment.</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students): Extended writing task with ideas and usage.</p> <p>EL: The percentage of students who are proficient and distinguished in ELA decreased by 3.6% in 4th Grade.</p> <p>SWD: All but two students scored in the 1 category.</p>
<p>Beacon Assessment – ELA (Grade Levels & Subgroups)</p>	<p>Grade Levels (all students): Reading texts over writing: students scored higher on the reading domains over the writing in grades 3-5.</p> <p>For third grade, the category in which the most students scored prepared was reading informational text types.</p> <p>For fourth grade, the category in which the most students prepared was research.</p> <p>For third grade, the category in which the most students scored prepared was reading informational text types.</p> <p>1st Grade: 22% of students are prepared in Foundations compared to the other domains.</p> <p>2nd: 31% of students are prepared in foundations compared to other domains.</p>	<p>Grade Levels (all students): Writing Grades 3-5: Student scores overall were lower in writing with conventions being the lowest. Text types and research were additionally low.</p> <p>In grades 1-2 the domains where students scored less than 50%: Foundations, Language, Texts, Interpreting Texts, Constructing Texts.</p> <p>In grades 3-5, the areas that students scored below 50% as prepared include Reading, Reading Text Types, and Writing.</p>

	<p>EL: Students were able to recognize and understand more words.</p> <p>SWD: Students were able to recognize and understand more words in context.</p>	<p>EL: Weaknesses reading on level- students are not being explicitly taught to decode and read grade level texts</p> <p>SWD: Teachers have a lack of knowledge as it relates to specialized instruction</p>
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation: Lack of consistency with instructional practices due to limited collaboration while planning, ineffective instructional routines, and use of effective, common resources.</p>	
<p>ACCESS Scores (Grade Level Reading & Writing)</p>	<p>Grade Levels (all students):</p> <p>EL: Many of our EL students are making growth in Imagine Learning.</p> <p>Listening is a strength for our active EL students as a whole. 21.9% (40 out of the 190) students received level 5 or above on ACCESS.</p>	<p>Grade Levels (all students):</p> <p>EL: Very few EL students have exited the program. Students' proficiency levels in reading, writing, and speaking are low.</p> <p>Lack of explicit instruction and collaboration among EL and classroom teachers.</p>
<p>Check the system that contributes to the root cause:</p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Explanation: Lack of effective instructional practices by teachers who support EL learners due to:</p> <ul style="list-style-type: none"> • Instructional time and schedules need to be adjusted and consistent. • Classroom teachers lack knowledge of the needs of the EL students. • Lack of consistent collaboration between classroom teachers and ESOL teachers. 	

ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): Phonics and morphology instruction EL: Students demonstrated curiosity about how words are formed and actively engaged in word study activities. SWD: Students show determination and focus when given step-by-step guidance and repeated practice.	Grade Levels (all students): Lack of consistency in CCC data analysis and the rigor of assessments do not align with the rigor of the standards. In addition, students were weakest at reading literary and informational standards. They were not able to read grade level passages accurately enough to answer questions correctly. Constructed response questions were also difficult due to a lack of effective strategies. EL: Students were weakest at reading literary and informational standards. They were not able to read grade level passages accurately enough to answer questions correctly. Constructed response questions were also difficult due to a lack of effective strategies. SWD: Students struggle with being able to read the assessment.
Check the system that contributes to the root cause: <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Explanation: Teachers would benefit from additional support with backward design, particularly in planning assessments that align with learning goals before instruction begins. Providing more guidance around the depth and rigor of the standards will help ensure that instruction is more targeted and intentional.	
School Instructional Walks (Grade Level)	Integration of content, Phonics instruction is consistent	Preparedness, Lack of small group instruction, Learning Targets are missing or incorrect, teachers struggle to stay of schedule, inconsistent use of phonics resources
Check the system that contributes to the root cause: <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: Several staff members have participated in training and received support; however, there are still opportunities to strengthen the consistent implementation of these strategies in classrooms. With more focused preparation and follow-through, we can ensure stronger instructional practices that positively impact student outcomes.	

<p>Other Summary Data</p> <p><input type="checkbox"/> Teacher Survey</p> <p><input type="checkbox"/> Parent Survey</p> <p><input type="checkbox"/> Professional Learning Survey</p> <p><input type="checkbox"/> _____</p>		
<p>Check the system that contributes to the root cause:</p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p>	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<p>K-2: The percentage of students in kindergarten through second grade with an Amira ARM score at the 50th percentile or higher will increase from 43% (83 students) to 60% (117 students) by the end of the 2025-2026 school year.</p> <p>3-5: The percentage of third-fifth grade students scoring Level 3 or higher will increase from 16.1% (31 students) to 40% (77 students) on the Milestones ELA Assessment by the end of the 2025-2026 school year</p>		
Root Cause(s) to be Addressed:	Lack of consistency with instructional practices due to limited collaboration while planning, ineffective instructional routines, and the use of practical, common resources.		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target: 100% of teachers will participate in weekly collaborative planning sessions to align lesson planning and student data discussions about UFLI and Wonders District approved resources daily by September 2025.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> --Review the 120-literacy block schedule and expectation -UFLI training for all teachers. -The district will give Wonders training to all teachers during the Learning Engagement Institute. August-September: <ul style="list-style-type: none"> – CCCs collaborative planning focused on the new resources – Initial walks are performed to determine baseline data – Baseline data is used to create targeted PL series is implemented based on initial walk data. October-December: <ul style="list-style-type: none"> - Monthly professional learning based on initial 		<p>Evaluation Performance Target: 70% (315/450) of students will score proficient on weekly UFLI and Wonders Unit assessments.</p> <p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> UFLI and Wonders Assessments <p>Evaluation Plan: Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input checked="" type="checkbox"/> Weekly with UFLI and per unit with Wonders</p>
Target Student Group			
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. All teachers will participate in weekly collaborative planning sessions to align lesson planning and engage in discussions about student data related to UFLI and Wonders.			

	<p>walkthrough data.</p> <ul style="list-style-type: none"> - Walks are performed in November to determine a new data set and provide additional PL where needed. • January-February: Monthly professional learning based on UFLI and Wonders. Teachers self-reflect and identify an area for one-on-one coaching. Performance target is evaluated for implementation progress (midyear monitoring) • March-April: Implementation of UFLI and Wonders continues, and teacher self-assessment is conducted to determine the next steps needed. • May: <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Lesson Plans • CCC Notes • Assessment Data • Professional Development Sign-In Sheets • Instructional Walkthrough's <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring: Weekly and Monthly</p>	<p>Data Analysis Plan:</p> <p>CCCs: Discuss UFLI and Wonders data weekly to address student needs or changes in lessons.</p> <p>Leadership Team:</p> <p>Review CCC assessment data monthly to determine progress toward these goals and provide additional professional learning (PL) if needed.</p> <p>Person(s) Collecting Evidence:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources

Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads 	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
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Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads 	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
(4) (Insert action step here)			

MATH DATA				
MATH Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 rd Grade	14	21.1	10.1	21.9
4 th Grade	21.4	19.6	17.5	11.6
5 th Grade	5.7	6.6	14.6	12

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	75	22	3	69	21	10	63	31	6	63	31	6
1 st Grade	51	44	4	43	37	20	30	49	21	46	47	7
2 nd Grade	41	50	9	27	47	26	44	33	22	33	45	22
3 rd Grade	15	81	4	19	81	0	17	80	3	39	56	5
4 th Grade	54	44	2	57	43	0	57	38	5	48	52	0
5 th Grade	75	25	0	70	26	4	63	33	4	70	30	0

Source	Strengths	Weaknesses
SY24 MATH Milestones (Data by grade & subgroup)	<p>3rd grade had an 11.8% growth of students showing proficiency and distinguished from 2024 – 2025.</p> <p>3rd Grade showed growth in 3 out of the 4 domains.</p> <p>Students in grade 3rd and 4th scored the highest in Measurement and Spatial Reasoning domain with an average increase of 12%.</p> <p>Students in 5th grade had an increase of 3% growth in Algebraic Reasoning.</p>	<p>Decrease in the number of students who are proficient and distinguished in 3rd and 4th Grade. Students in grades 3rd – 5th scored the lowest in Numerical Reasoning.</p> <p>3rd grade had a 2% decrease in Geometric and Spatial Reasoning. 4th grade has a decrease in proficiency in all areas except Measurement and Data Reasoning. 5th grade had a decrease in all areas except Patterning and Algebraic Reasoning.</p> <p>Overall decrease in proficiency for grades 5th and 4th.</p>

Beacon Assessment – Math (Grade Level & Subgroups)	<p>1st- There was a 9% increase in the number of students who are prepared from Fall to Spring</p> <p>2nd - There was a 17% increase in the number of students who are prepared from Fall to Spring,</p> <p>In 1st and 2nd grade, 23% of students scored prepared in Patterning and Algebraic Reasoning and 21% students scored prepared in Measurement and Data Reasoning.</p> <p>3rd grade had 81% of students scoring Near Target in Numerical Reasoning and Patterning and Algebraic Reasoning.</p> <p>A majority of students scored Near Target in the Spring which is an increase from the scores in the fall.</p>	<p>3rd- There are no students who were prepared from Fall to Spring</p> <p>4th – There are no students who were prepared from Fall to Spring.</p> <p>5th – Only 2% of students are prepared.</p> <p>In 1st and 2nd grade, 7% of students scored prepared in Numerical Reasoning.</p> <p>In 3rd – 5th grade, 2% of students scored prepared in Numerical Reasoning, 1% in Patterning and Algebraic Reasoning, 4% in Measurement and Data Reasoning, and 1% in Geometric and Spatial Reasoning.</p>
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation: There is a need to strengthen alignment between daily instruction and the rigor of grade-level assessments to ensure students are fully prepared to demonstrate their understanding:</p> <ul style="list-style-type: none"> • Some teachers may benefit from additional support in deepening their understanding of the standards and the level of cognitive demand required. • Building teacher belief in student potential is a key focus, as we work to foster a culture of high expectations for all learners. • Continued coaching and professional development can help increase teacher confidence and willingness to implement research-based instructional strategies that support improved student outcomes. 	
<p>MATH Common Assessments (Grade Level Math)</p>	<p>Teachers used CTLS-created assessments.</p> <p>In 5th Grade, Unit 5 had the highest average score of 68% for the grade level with highest scoring standard NR3.1-fractions as division</p> <p>In 4th grade, Unit 1 had the highest average score of 48% for the grade level with the highest scoring standard NR4.1 - unit fractions</p> <p>In 3rd grade, Unit 6 had the highest average score of 63% for the grade level with the highest scoring standard NR1.1 - read and write multi-digit numbers.</p> <p>In 2nd Grade Unit 8 had the highest average score of 69% for the grade level with the highest scoring standard NR3.1 - odd or even</p> <p>In 1st Grade Unit 5 had the highest average score of 65% for the grade level with highest scoring standard add and subtract within 100.</p>	<p>Ensuring there is an alignment between instructional delivery and rigor of the assessment.</p> <p>Calibration of teaching strategies to better prepare students for the level of challenge they'll encounter in evaluations.</p> <p>Students scored higher on calculation problems than word problems, which shows a lack of reading ability to independently read and comprehend word problems.</p>

<p>Check the system that contributes to the root cause:</p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> Teachers would benefit from additional support in unpacking the standards to develop a clearer understanding of grade-level expectations, instructional outcomes, and teaching strategies. There is an opportunity to strengthen teacher capacity in designing assessments that incorporate a variety of Depth of Knowledge (DOK) levels to better measure student mastery and promote critical thinking. 	
<p>School Instructional Walks (Grade Level)</p>	<p>Teachers are fully utilizing their designated instructional time for mathematics, demonstrating a strong commitment to math instruction.</p> <p>100% of teachers are implementing the Building Fact Fluency resource to support math instruction, ensuring consistency in foundational skill development.</p> <p>70% of teachers are consistently incorporating manipulatives into lessons to support students' conceptual understanding of mathematical concepts.</p> <p>Over half (54%) of 3rd–5th grade teachers are effectively using mathematical strategies to promote deeper conceptual understanding in their classrooms.</p>	<p>Data indicates that approximately 63% of teachers would benefit from enhanced support in developing clarity around the current mathematical standards. Strengthening this area could lead to more effective instruction and improved student understanding.</p> <p>The limited use of small group instruction, with approximately 27% of classrooms currently implementing this strategy. Expanding its use could enhance differentiated instruction and better address individual student learning needs</p> <p>Approximately 46% of 3rd through 5th grade teachers would benefit from targeted support in implementing mathematical strategies that foster deeper conceptual understanding among students.</p>
<p>Check the system that contributes to the root cause:</p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p>	<p>Root Cause Explanation:</p> <p>There is an opportunity to cultivate a stronger culture of intentional planning and preparation by providing structures, expectations, and support that encourage collaboration and shared ownership of instructional outcomes.</p>	
<p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>		
<p>Other Summary Data</p> <p><input type="checkbox"/> Teacher Survey</p> <p><input type="checkbox"/> Parent Survey</p> <p><input type="checkbox"/> Professional Learning Survey</p> <p><input type="checkbox"/> _____</p>	<p>Teams meet weekly to review lesson plans for the following week and determine what standards will be covered, materials needed, and possible assessments.</p>	<p>While grade-level teams meet weekly to plan standards and lessons for the upcoming week, time constraints can sometimes limit the depth of discussion. As a result, some teachers may leave collaborative planning sessions without full clarity on how to effectively teach the identified standards.</p>

Check the system that contributes to the root cause:

- ☐ Coherent Instruction
- ☐ Professional Capacity
- ☐ Effective Leadership
- ☐ Supportive Learning Environment

Root Cause Explanation:

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	<p>K-2 Math Goal: The percentage of 1st and 2nd grade students scoring Overall "Prepared" will increase from 14% (29 students out of 213 students) to 28% (60 students out of 213 students) as measured by the 2025-2026 Spring Beacon Math Assessment.</p> <p>3-5 Math Goal The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 16% (31 students out of 191 students) to 32% (62 students out of 191 students) as measured by the 2025-2026 EOG Math Assessment.</p>		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • There is a need to strengthen alignment between daily instruction and the rigor of grade-level assessments to ensure students are fully prepared to demonstrate their understanding. • Some teachers may benefit from additional support in deepening their understanding of the standards and the level of cognitive demand required. • Continued coaching and professional development can help increase teacher confidence and willingness to implement research-based instructional strategies that support improved student outcomes. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target: 100% will unpack math unit standards before starting each unit throughout the school year.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Preplanning: Purpose of unpacking and expectation of unpacking the standard • August-September: Review grade level math framework. All teachers will participate in training on teacher clarity and unpacking standards during LEI. Begin unpacking a math unit with grade level team and create learning targets and assessments that match the rigor of the standard • October-December: Look at data to determine the next steps. Unpack a math unit with grade level team. 	<p>Evaluation Performance Target: 60% of students will score 80% or higher on the summative Math Common Assessments.</p> <p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> • CTLS Math Common Assessment Data <p>Evaluation Plan: Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input checked="" type="checkbox"/> <u>At the end of each unit</u></p> <p>Data Analysis Plan: CCCs: Discuss unit math common assessment data</p>	
Target Student Group			
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD			
<p style="text-align: center;">Action Step</p> <p style="text-align: center;"><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p> <p>All teachers will engage in weekly collaborative planning sessions focused on unpacking grade-level math standards for each unit which will aim to strengthen instructional alignment, deepen understanding of</p>			

the standards, and increase the rigor and effectiveness of classroom instruction.	<ul style="list-style-type: none"> January-February: Look at data to determine the next steps. Meet with vertical teams to learn the progression of the standards Unpack a math unit with the grade level team. March-April: Look at data to determine the next steps. Unpack a unit with the grade level team. May: Reflect on the implementation of the action step and determine if additional support and coaching are needed for full implementation. <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> Deconstructing the Math Standards Document Learning Targets Lesson Plans Meeting Notes Sign In sheet <p>Person(s) Monitoring Implementation:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <p>Frequency of Monitoring: Monthly</p>	<p>weekly to address student needs or changes in lessons.</p> <p>Leadership Team:</p> <p>Review CCC assessment data monthly to determine progress toward these goals and provide additional professional learning (PL) if needed.</p> <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads 	
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Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input checked="" type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads 	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
4. (Insert action step here)			

OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
SY24 (Name of Assessment) (Data by grade & subgroup)		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		

Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
Other Summary Data <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: Behavior	By the end of the academic year, our school will increase positive student behavior and engagement by implementing the Ron Clark Experience House System as part of our PBIS framework, aiming for a 20% reduction in behavior referrals.		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • Lack of consistent behavior expectations across classrooms and grade levels. • Inconsistent consequences or follow-through for behavioral infractions. • Minimal student ownership or voice in behavior systems and expectations. • Unclear communication of the PBIS House System purpose and benefits. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	X Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of students will be actively participating in the PBIS House System, with a 20% reduction in behavior referrals compared to the previous semester. Implementation Plan: <ul style="list-style-type: none"> • Preplanning: Train Teachers on the House System and how to implement it into our current PBIS point system. • August-September: • Assign all students to one of the four PBIS Houses. • Introduce the House System during assemblies and classroom meetings. • Share PBIS expectations and how they align with House Points. • Begin awarding House Points for meeting PBIS expectations. • Display House Point totals weekly in common areas. • Host a mini House challenge to build excitement and participation. • Monitor referral data to establish a baseline. • October-December: 	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Referral Portal Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks X Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Data will be discussed monthly during the PBIS Committee meeting.	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. All students will be assigned to one of four PBIS Houses, which will integrate behavior expectations with a daily house point system to promote positive behavior and reduce disciplinary referrals.			

	<p>October</p> <ul style="list-style-type: none"> • Implement monthly recognition for top-performing Houses. • Share success stories and highlight positive behaviors in newsletters. • Begin targeted interventions for students with multiple referrals. • Review referral data for trends and adjust strategies as needed. <p>November</p> <ul style="list-style-type: none"> • Launch House Leadership Teams (student reps from each House). • Gather student feedback on PBIS and House System effectiveness. • Introduce peer-led initiatives to promote positive behavior. • Continue monitoring referral data and celebrate improvements. <p>December</p> <ul style="list-style-type: none"> • Conduct a mid-year review of referral data and House performance. • Celebrate progress with a House reward event or incentive. • Adjust PBIS strategies based on data and feedback. • Provide refresher training for staff if needed. <ul style="list-style-type: none"> • January-February: • March-April: • May: <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • List of student recognitions • Referral data • List of Leadership Teams • Student Feedback <p>Person(s) Monitoring Implementation:</p> <p>X Principal</p> <p>X Assistant Principals</p>	<p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>X CCC Leads</p>	
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	<div><input type="checkbox"/> Academic Coaches/ Instructional Support Specialists</div> <div>Frequency of Monitoring:</div> <div>Monthly</div>		
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Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required <u>Annual Title I Meeting – Deadline</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.	August 21, 2025		<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
2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline</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.	October 14 – 17, 2025		<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
3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline</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.	March 17, 2026		<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
4. Required <u>FOUR Building Capacity Opportunities (Do not need to be listed in the Policy)</u> <u>Teacher</u> 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	September 2025		<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
	December 2025		
	February 2026		
	March 2-26		
5. Required <u>Transition Activities for parents of 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. Briefly describe the transition activities here: Parents will meet the Kindergarten Team, where teachers will present to them a typical day in kindergarten, and introduce them to typical expectations and learning opportunities.	Kindergarten Transition – August 21, 2025		<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
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>	<u>List documents translated for parents:</u>		<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 (<i>Required for “Shall’s” 2 and 6</i>)							
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
Literacy Night	<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	Technology Tools Flyers Books Kits Manipulatives Snacks	Title I	September 18, 2025	Feedback from teachers and parents with a survey Sign in sheet Literacy Resources for home usage	Parent Facilitator, Coaches, Teachers, Admin
Math Night	<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	Technology Tools Flyers Books Kits Manipulatives Snacks	Title I	January 29, 2026	Feedback from teachers and parents with a survey. Sign In Sheet Math resources for home usage	Parent Facilitator, Coaches, Teachers, Admin
Transitional Activities - K Orientation (BOY and EOY) - Open House (K-5) - PK to K	<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	Technology Tools Flyers	Title I	August 21, 2025	Feedback from teachers and parents with a survey. Sign In Sheet Math resources for home usage	Parent Facilitator, Coaches, Teachers, Admin, Counselors

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:

When developing Riverside Elementary’s schoolwide plan data was considered from the Reading and Math Beacon Assessment, Early Literacy Framework, GA Milestones, Amira, and common assessments. Based on the data, teachers were trained in LETRS, Orton-Gillingham strategies, math and reading small group instruction, technology programs (DreamBox, Imagine Learning, iReady), effective strategies for ELL, collaborative scoring in writing, word work assessment and strategies, and math strategies. Teachers were also provided time to collaborate at the school/county level to improve student learning and meet SIP goals. Riverside will continue to integrate the following initiatives to provide targeted support for the challenges listed within the school improvement plan:

- Early Literacy Framework
- LETRS
- Orton Gillingham

- Technology programs – iReady, Imagine Learning, and Dreambox
- Math BFF (Building Fact Fluency) Program
- Morphology, Phonics, and Advanced phonics instruction
- Writing Prompts/Writing in Response to text
- Explicit Vocabulary Instruction
- 120 Minute Literacy Block
- Daily use of our new Wonders and UFLI resources

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:

Riverside Elementary's students will be assessed throughout the year using a variety of assessment tools to monitor learning, identify the needs of the students, and plan for instruction (Beacon, Amira, iReady, CTLS Interim assessments, Classroom Formative Assessments, Writing On-Demands). Teachers meet in data teams several times during each quarter to review data, analyze results, and create an action plan of interventions/strategies to address the needs of each student. Ongoing classroom walks/observations will be conducted, and feedback provided to address needs and what support is needed.

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:

Riverside Elementary's teachers participate in the data team process to ensure student group data is disaggregated and instructional needs are addressed. Walkthroughs and/or observation feedback will be reviewed to determine needs and plan for differentiated professional learning.

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:

As a collaborative effort, Riverside Elementary's stakeholders will analyze student data, discuss interventions that will address deficits, and reflect on effective strategies. Our Leadership team will work together to plan for any necessary changes to the schoolwide plan based on monitoring student growth data.

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)**

For literacy, we will implement the new 120-minute literacy block, engage students with an explicit vocabulary routine, and provide explicit writing instruction on the genres of writing as well as writing prompts in response to texts, in all grades K-5. For math, we will focus on small group differentiated math instruction and implementing the Building Fact Fluency Program in all grades K-5. Teachers will participate in data teams and CCC teams to analyze and plan for instruction using data from assessment resources. This will be monitored by analyzing data and completing regular classroom walkthroughs.

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)**

For literacy, we will use our new Wonders and UFLI resources, implement the 120-minute literacy block, engage students with an explicit vocabulary routine, and provide explicit writing instruction on the genres of writing as well as writing prompts in response to texts, in all grades K-5. For math, we will focus on small group differentiated math instruction and implementing the Building Fact Fluency Program in all grades K-5. Teachers will participate in data teams and CCC teams to analyze and plan for instruction using data from assessment resources. This will be monitored by analyzing data and completing classroom walkthroughs. All grade levels will participate in a schoolwide intervention block which will focus on phonics strategies and literacy skills that are specific to each student's individual needs. Intervention needs will be met using CTLS intervention strategies, other evidence-based strategies, and iReady resources

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)**

For literacy, we will use our new Wonders and UFLI resources, implement the 120-minute literacy block, engage students with an explicit vocabulary routine, and provide explicit writing instruction on the genres of writing as well as writing prompts in response to texts, in all grades K-5. For math, we will focus on small group differentiated math instruction and implementing the Building Fact Fluency Program in all grades K-5. Teachers will participate in

data teams and CCC teams to analyze and plan for instruction using data from assessment resources. This will be monitored by analyzing data and completing classroom walkthroughs. All grade levels will participate in a schoolwide intervention block which will focus on phonics strategies and literacy skills that are specific to each student's individual needs. Intervention needs will be met using CTLS intervention strategies, other evidence-based strategies, and iReady resources. All teachers will also use a spelling inventory to pinpoint student needs and formative assessments will be used for progress monitoring of the interventions.

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:

Riverside Elementary provides different opportunities to meet the needs of all our students. We provide reduced EIP class models, counseling services, a mentor program, specialized instruction through Special Education, RTI at all tiers, differentiated instruction through guided/small group instruction, iReady, interventionists, and support for our EL students. All grade levels will participate in a schoolwide intervention block which will focus on phonics strategies and literacy skills that are specific to each student's individual needs. Intervention needs will be met using CTLS intervention strategies, other evidence-based strategies, and iReady resources. All teachers will also use a spelling inventory to pinpoint student needs and formative assessments will be used for progress monitoring of the interventions.

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:

Riverside Elementary will provide professional learning during the school day, after school, CCSD professional learning days, and planned collaborative days. The local school and county Title I coach, teacher leaders, and other CCSD staff will deliver professional learning. The professional learning will support the Title I SIP goals and action steps and based on the staff's needs.

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:

Riverside Elementary's staff will work with the local daycare and the South Cobb Learning Center to determine ways that can help prepare students entering kindergarten. We will share basic skills/procedures for students to practice through meetings and available resources. We will also plan a day for them to visit the school and provide helpful parent tips.

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:

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**

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 2	<input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>This position strengthens family and community engagement, an essential pillar of school success. This role helps build partnerships that promote academic achievement, student attendance, and positive school culture.</p> <ul style="list-style-type: none"> • Supporting Communication: By serving as a bridge between school and home, the facilitator ensures families understand the school's academic goals, assessment data, and instructional initiatives. • Promoting Equity and Inclusion: The Parent Facilitator will collaborate with school leaders to ensure engagement strategies are culturally responsive and accessible to all families
Instructional Paraprofessional	<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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>This position reinforces instructional practices, promotes student achievement, and helps close learning gaps.</p> <ul style="list-style-type: none"> • Monitoring Student Progress: By assisting with data collection and informal assessments, paraprofessionals provide timely feedback on student understanding. • Collaboration and Communication: By partnering with teachers, specialists, and support staff, paraprofessionals ensure that instructional strategies are implemented consistently and that students receive the support needed to meet grade-level expectations
	<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	

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<p>K-2 ELA Goal: The percentage of students in kindergarten through second grade with an Amira ARM score at the 50th percentile or higher will increase from 43% (83 students) to 60% (117 students) by the end of the 2025-2026 school year.</p> <p>3-5 ELA Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from ____% (students) to 40% (81 students) on the Milestones ELA Assessment by the end of the 2025-2026 school year</p>
Goal #2	<p>K-2 Math Goal: The percentage of 1st and 2nd grade students scoring Overall "Prepared" will increase from 14% (29 students out of 213 students) to 28% (60 students out of 213 students) as measured by the 2025-2026 Spring Beacon Math Assessment.</p> <p>3-5 Math Goal: The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 16% (31 students out of 191 students) to 32% (62 students out of 191 students) as measured by the 2025-2026 EOG Math Assessment.</p>
Goal #3	
Goal #4	