



# School Improvement Plan

## Title I, Part A



School Year:	2025 - 2026
School Name:	Middle School
Principal Name:	Dr. Tracy Guillory
Date Submitted:	5/29/2025
Revision Date(s):	May 21 <sup>st</sup> , May 27 <sup>th</sup> , May 28 <sup>th</sup> , July 31, 3

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Lindley Middle School
<i>Team Lead</i>	Dr. Marcella Jones
<i>Position</i>	Teacher Leader
<i>Email</i>	<a href="mailto:Marcell.jones@cobbk12.org">Marcell.jones@cobbk12.org</a>
<i>Phone</i>	770-819-2496
<b>Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)

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).  
*References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]*

**School Response:** The local academic coach met with each content area during their planning sessions on April 15, 2025, May 21, and May 22, 2025, during the collaboration. The team members analyzed student data to identify root causes, set goals, and develop action steps that would lead to the desired results.

Lindley Middle School implemented a School Improvement Plan Committee, which was comprised of Administrators, Teacher Leaders, Department Chairs, a Title I Science Coach, and a local Academic Coach who helped me analyze the SIP goals, data, and identify and address the school's needs. The final draft will be shared with the staff, parents, and the Lindley Middle School community.

## 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
<b>Parent (a Non-CCSD Employee)</b>	Social Workers

<b>Student (Required for High Schools)</b>	Community Leaders
<b>Structured Literacy Coach (For CSI/ TSI Schools)</b>	School Technology Specialists
<b>MRESA School Improvement Specialist (For Federally Identified Schools)</b>	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.

<b>Meeting Dates:</b>	April 30, 2025	May 15, 2025	May 21, 2025
-----------------------	----------------	--------------	--------------

Position/Role	Printed Name	Signature
Principal	Dr. Tracy Guillory	
Assistant Principal	Dr. Bethany Harrison	
Assistant Principal	Sara Johnson	
Assistant Principal	Dr. George Weathers	
6 <sup>th</sup> Grade ELA	Dr. Tammy Holdip	
6 <sup>th</sup> Grade Mathematics	Jakiya Robinson	

6 <sup>th</sup> Grade Social Studies	Stephaine Postell	
6 <sup>th</sup> Grade Science	Michele Prewett	
7 <sup>th</sup> Grade ELA	Patricia Collins	
7 <sup>th</sup> Grade Mathematics	Ashley Favors Daniels	
7 <sup>th</sup> Grade Science- Griffin	Ebony Griffin	
8 <sup>th</sup> Grade ELA	Angela Bourrage	
8 <sup>TH</sup> Grade Mathematics	Cedric Rumph	
8 <sup>th</sup> Grade Science	Erica Jordan	
8 <sup>th</sup> Grade Social Studies	Sherylanne Wesley	
ESOL	Danielle Sims	
ESOL	Njeri Fulwood	
SWD	Lionel Butler	
SWD	Mr. Felix Obasuyi	
Instructional Coach	Dr. Marcella Jones	
ESOL	Tamela Mckenzie	
Media Specialist	Tawanda Coaxum	

## 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).

<b>Previous Year's Goal #1</b>	By the end of the 2024-2025 school year, 6th-8th grade students will increase their levels 3 and 4 scores from 29.8% (255 Students) to 32% (297 Students) on the English Language Arts Georgia Milestones Assessment.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	<b>Georgia Milestones ELA</b> Levels 3-4 6 <sup>th</sup> Grade- 86 students out of 304 (28.2%) 7 <sup>th</sup> Grade- 59 students out of 270 (21.8%) 8 <sup>th</sup> Grade- 66 students out of 265 (24.9%) Schoolwide, 211 students out of 839 (25.1%)
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>Request for PD sessions -Science of Reading for all ELA teachers</li> <li>Request for monthly PD sessions on new standards</li> <li>Implement effective strategies from PD with fidelity</li> <li>Implement writing workshop with fidelity</li> <li>Consistently utilizing data meetings after each common assessment to adjust instruction to meet the needs of students.</li> <li>Create weekly lesson plans with strategies</li> <li>Writing folders for all students with consistent feedback</li> </ul>
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be	

implemented to sustain progress?	
----------------------------------	--

<b>Previous Year's Goal #2</b>	By the end of the 2024-2025 school year, 6th-8th grade students will increase their levels of 3 and 4 scores from 25% (219 Students) to 28% (261 Students) on the Mathematics Milestones Assessment.
<b>Was the goal met?</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	<ul style="list-style-type: none"> <li>• Georgia Mathematics Milestones 2025- 6<sup>th</sup>-8<sup>th</sup> grade students, Levels 3-4</li> <li>• Based on the data, 236 out of 264 students scored levels 3-4 (28%).</li> <li>• 6<sup>th</sup> Grade Mathematics- 21.8% (67 Students out of 307)</li> <li>• 7<sup>th</sup> Grade Mathematics –22.3% (56 Students out of 275)</li> <li>• 8<sup>th</sup> Grade Mathematics-42% (113 Students out of 271)</li> <li>• Schoolwide, 236 students out of 859 students are 28%</li> </ul>
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	

<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p><b>The implementation of the following:</b></p> <p>School-wide intervention block</p> <ul style="list-style-type: none"> <li>• Three-Read Protocol</li> <li>• Weekly Data Team Meetings (Academic Coach facilitated weekly Data Team Meetings with all content team members. Members discussed trends in student performance and identified ways each content could contribute to improving students' proficiency in mathematics (cross-curriculum connections).</li> <li>• Walkthroughs/Feedback</li> <li>• Implementation of data error analysis and monitoring teachers' effectiveness to ensure implementation with fidelity</li> <li>• Teachers analyzed students' math inventory, unit tests, quizzes, and district interim tests to differentiate between instruction.</li> <li>• The usage of IXL, tutoring, team collaboration, data team meetings, data folders, intervention block, March Madness, Progress Learning, and data error analysis contributed to the success of the goal</li> </ul> <p>Team teaching with another math teacher on another grade during planning (8th grade math teachers worked with 6<sup>th</sup> and 7<sup>th</sup> grade math teachers)</p>
<p><b>Previous Year's Goal #3</b></p>	<p>By the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 28% (82/289Students) to 31.3% (83/265 Students) on the Social Studies Georgia Milestones 6<sup>th</sup>-7<sup>th</sup> grade students scoring proficient and distinguished on interim assessments will increase from 10% (29 Students) to 20% (58 Students).</p>
<p><b>Was the goal met?</b>      <input checked="" type="checkbox"/> <b>YES</b>      <input type="checkbox"/> <b>NO</b>      <input type="checkbox"/> <b>Partially</b></p>	
<p>What data supports the outcome of the goal?</p>	<p>Based on the data, Georgia Milestones Social Studies met the goal to increase levels 3-4 from 28 to 31.3.</p> <p>6<sup>th</sup> and 7<sup>th</sup> Grade students increased on the interim from 10% (29 students) to 20% (58 students)</p>
<p><b>Reflecting on Outcomes</b></p>	
<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	



If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ul style="list-style-type: none"> <li>• School-wide intervention weekly to remediate and enrich students based on assessments</li> <li>• Leveled Texts</li> <li>• Heavy Focus on Annotation</li> <li>• Vocabulary (Flash Cards, Frayer Models)</li> <li>• Word use strategies so students could recognize words with and without context</li> <li>• Pre-/Post Tests- Data Meetings</li> <li>• Study Guides</li> <li>• Georgia Studies yellow workbooks to reinforce the curriculum</li> <li>• Progress Learning and quizzes to remediate and review</li> <li>• March Madness Overtime - They identified bubble kids and conducted two planning sessions a week to implement targeted interventions.</li> <li>• Saturday and after-school tutoring</li> </ul>
--	---

### 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
6 <sup>th</sup> Grade			25.9%	28.2%
7 <sup>th</sup> Grade	21.5%	31.9%	21%	21.8%
8 <sup>th</sup> Grade	24.5%	28%	41.2%	24.9%

Beacon ELA Data – Spring	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
6 <sup>th</sup> Grade	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
7 <sup>th</sup> Grade	32	48	20	31	53	17	33	50	17	31	49	20	28	58	15	30	54	16	45	45	10	29	53	18
8 <sup>th</sup> Grade	42	43	14	35	49	16	38	48	13	39	45	16	42	43	15	42	42	16	57	34	9	43	45	12

Source	Strengths	Weaknesses
SY25 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <ul style="list-style-type: none"> <li>From SY 24 to SY 25, the percentage of proficient and distinguished 6th-graders increased from 25.9% to 28.2%.</li> <li>From SY 22 to SY 24, the 8th-grade proficient and distinguished percentage increased from 24.5% to 41.2%.</li> </ul> <p>EL/SWD- No strengths</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <ul style="list-style-type: none"> <li>From SY 24 to SY 25, the percentage of 8th-grade proficient and distinguished students decreased from 41.2% to 24.9%.</li> </ul> <p>EL: 167 students were identified as EL students. Out of 167 ELL students, 127 of those students scored below grade level on the Reading Georgia Milestones Assessment.</p>

		<b>SWD:</b> 101 students were identified as SWD. Out of 101 students 73 of those students scored below grade level on the Reading Georgia Milestones Assessment.																																																						
<b>Beacon Assessment – ELA</b> (Grade Levels & Subgroups)	<b>Grade Levels (all students):</b>  <b>Strengths</b> <b>For Grade Levels, Els and SWD</b> <b>6-8 (all students):</b> Based on the BEACON results in ELA, our 6 <sup>th</sup> grade students have shown the most growth from Fall 2024 to Spring 2025 in the following domains: <b>6<sup>th</sup> Grade Students (All)</b> <table><tr><td><b>Winter 2024</b></td><td><b>Spring 2025</b></td></tr><tr><td><b>Key Ideas and Details</b></td><td><b>Key Ideas and Details</b></td></tr><tr><td>Support Needed 32%</td><td>Support Needed 23%</td></tr><tr><td>Near Target 48%</td><td>Near Target 57%</td></tr><tr><td>Prepared 20%</td><td>Prepared 19</td></tr></table> Based on the BEACON data results in the domain key ideas and details at least 9 % of the students moved to near target or prepared from Winter 2024 to Spring 2025.  <b>7<sup>th</sup> Grade Students</b> <table><tr><td><b>Winter 2024</b></td><td><b>Spring 2025</b></td></tr><tr><td><b>Vocabulary</b></td><td><b>Vocabulary</b></td></tr><tr><td>Support Needed 38%</td><td>Support Needed 34%</td></tr><tr><td>Near Target 48%</td><td>Near Target 52</td></tr><tr><td>Prepared 13%</td><td>Prepared 15%</td></tr></table> Based on the BEACON results in ELA, our 7th-grade students have demonstrated strength in domain	<b>Winter 2024</b>	<b>Spring 2025</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	Support Needed 32%	Support Needed 23%	Near Target 48%	Near Target 57%	Prepared 20%	Prepared 19	<b>Winter 2024</b>	<b>Spring 2025</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	Support Needed 38%	Support Needed 34%	Near Target 48%	Near Target 52	Prepared 13%	Prepared 15%	<b>Grade Levels (all students):</b>  <b>Weaknesses</b> <b>6-8 (all students)</b> <b>For Grade Levels Els and SWD</b> <table><tr><td><b>Winter 2024</b></td><td><b>Spring 2025</b></td></tr><tr><td><b>Informational Text</b></td><td><b>Informational Text</b></td></tr><tr><td>Support Needed 28%</td><td>Support Needed 28%</td></tr><tr><td>Near Target 58%</td><td>Near Target 53%</td></tr><tr><td>Prepared 15%</td><td>Prepared 19%</td></tr></table> Based on the BEACON data results in the domain informational reading Over 70% of the students are still in near target/support needed from winter 2024 to spring 2025 assessments.  <table><tr><td><b>Winter 2024</b></td><td><b>Spring 2025</b></td></tr><tr><td><b>Literacy</b></td><td><b>Literacy</b></td></tr><tr><td>Support Needed 39%</td><td>Support Needed 36%</td></tr><tr><td>Near Target 45%</td><td>Near Target 45%</td></tr><tr><td>Prepared 16%</td><td>Prepared 19%</td></tr></table> <table><tr><td><b>Winter 2024</b></td><td><b>Spring 2025</b></td></tr><tr><td><b>6<sup>th</sup> Grade</b></td><td><b>6<sup>th</sup> Grade</b></td></tr><tr><td>Support Needed 27%</td><td>Support Needed 28%</td></tr><tr><td>Near Target 59%</td><td>Near Target 59%</td></tr><tr><td>Prepared 14%</td><td>Prepared 13%</td></tr></table> <table><tr><td><b>Winter 2024</b></td><td><b>Spring 2025</b></td></tr><tr><td><b>7<sup>th</sup> Grade</b></td><td><b>7<sup>th</sup> Grade</b></td></tr></table>	<b>Winter 2024</b>	<b>Spring 2025</b>	<b>Informational Text</b>	<b>Informational Text</b>	Support Needed 28%	Support Needed 28%	Near Target 58%	Near Target 53%	Prepared 15%	Prepared 19%	<b>Winter 2024</b>	<b>Spring 2025</b>	<b>Literacy</b>	<b>Literacy</b>	Support Needed 39%	Support Needed 36%	Near Target 45%	Near Target 45%	Prepared 16%	Prepared 19%	<b>Winter 2024</b>	<b>Spring 2025</b>	<b>6<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>	Support Needed 27%	Support Needed 28%	Near Target 59%	Near Target 59%	Prepared 14%	Prepared 13%	<b>Winter 2024</b>	<b>Spring 2025</b>	<b>7<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>
<b>Winter 2024</b>	<b>Spring 2025</b>																																																							
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>																																																							
Support Needed 32%	Support Needed 23%																																																							
Near Target 48%	Near Target 57%																																																							
Prepared 20%	Prepared 19																																																							
<b>Winter 2024</b>	<b>Spring 2025</b>																																																							
<b>Vocabulary</b>	<b>Vocabulary</b>																																																							
Support Needed 38%	Support Needed 34%																																																							
Near Target 48%	Near Target 52																																																							
Prepared 13%	Prepared 15%																																																							
<b>Winter 2024</b>	<b>Spring 2025</b>																																																							
<b>Informational Text</b>	<b>Informational Text</b>																																																							
Support Needed 28%	Support Needed 28%																																																							
Near Target 58%	Near Target 53%																																																							
Prepared 15%	Prepared 19%																																																							
<b>Winter 2024</b>	<b>Spring 2025</b>																																																							
<b>Literacy</b>	<b>Literacy</b>																																																							
Support Needed 39%	Support Needed 36%																																																							
Near Target 45%	Near Target 45%																																																							
Prepared 16%	Prepared 19%																																																							
<b>Winter 2024</b>	<b>Spring 2025</b>																																																							
<b>6<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>																																																							
Support Needed 27%	Support Needed 28%																																																							
Near Target 59%	Near Target 59%																																																							
Prepared 14%	Prepared 13%																																																							
<b>Winter 2024</b>	<b>Spring 2025</b>																																																							
<b>7<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>																																																							

	<p>vocabulary. The students showed improvement from needing support to near target or prepared.</p> <table><tr><td><b>8<sup>th</sup> Grade Students</b> <b>Fall 2024</b> <b>Vocabulary</b> Support Needed 37% 31% Near Target 44% Prepared 19% Based on the BEACON results in ELA Our 8th-grade students have demonstrated strengths in the domain’s vocabulary and text types and purposes.</td><td><b>Spring 2025</b> <b>Vocabulary</b> Support Needed  Near Target 45% Prepared 24%</td></tr></table> <p>Based on the BEACON data results from fall 2024 to spring 2025, 8th-grade students in the vocabulary domain showed a 5% increase from needing support to being near the target or prepared. Additionally, the students demonstrated greater preparedness in the domain vocabulary from Winter 2024 to Spring 2024, by 7%.</p> <table><tr><td><b>Winter 2024</b> <b>Text Types and Purposes</b> Support Needed 38% Near Target 43% Prepared 19% Based on the BEACON data results in the domain text types and purposes from fall 2024 to spring 2025 8<sup>th</sup> grade students showed a 5% move from support needed to prepare.</td><td><b>Spring 2025</b> <b>Text and Types Purposes</b> Support Needed 35% Near Target 42% Prepared 23%</td></tr></table> <p><b>EL</b> and <b>SWD</b> showed some improvement, but students still exhibit weaknesses in several domains.</p>	<b>8<sup>th</sup> Grade Students</b> <b>Fall 2024</b> <b>Vocabulary</b> Support Needed 37% 31% Near Target 44% Prepared 19% Based on the BEACON results in ELA Our 8th-grade students have demonstrated strengths in the domain’s vocabulary and text types and purposes.	<b>Spring 2025</b> <b>Vocabulary</b> Support Needed  Near Target 45% Prepared 24%	<b>Winter 2024</b> <b>Text Types and Purposes</b> Support Needed 38% Near Target 43% Prepared 19% Based on the BEACON data results in the domain text types and purposes from fall 2024 to spring 2025 8 <sup>th</sup> grade students showed a 5% move from support needed to prepare.	<b>Spring 2025</b> <b>Text and Types Purposes</b> Support Needed 35% Near Target 42% Prepared 23%	<table><tr><td>Support Needed 39% Near Target 51% Prepared 10%</td><td>Support Needed 31% Near Target 51% Prepared 17%</td></tr></table> <p>ELL and SWD students showed weakness in informational text/literacy.</p>	Support Needed 39% Near Target 51% Prepared 10%	Support Needed 31% Near Target 51% Prepared 17%
<b>8<sup>th</sup> Grade Students</b> <b>Fall 2024</b> <b>Vocabulary</b> Support Needed 37% 31% Near Target 44% Prepared 19% Based on the BEACON results in ELA Our 8th-grade students have demonstrated strengths in the domain’s vocabulary and text types and purposes.	<b>Spring 2025</b> <b>Vocabulary</b> Support Needed  Near Target 45% Prepared 24%							
<b>Winter 2024</b> <b>Text Types and Purposes</b> Support Needed 38% Near Target 43% Prepared 19% Based on the BEACON data results in the domain text types and purposes from fall 2024 to spring 2025 8 <sup>th</sup> grade students showed a 5% move from support needed to prepare.	<b>Spring 2025</b> <b>Text and Types Purposes</b> Support Needed 35% Near Target 42% Prepared 23%							
Support Needed 39% Near Target 51% Prepared 10%	Support Needed 31% Near Target 51% Prepared 17%							

<p><b>Check the system that contributes to the root cause:</b></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><b>Root Cause Explanation:</b></p> <ul style="list-style-type: none"> <li>Limited implementation of effective instructional strategies that meet the needs of varied learners and support the analysis of complex texts.</li> <li>Students often struggle with analyzing, comparing, and drawing conclusions from texts.</li> </ul>	
<p><b>ACCESS Scores</b> (Grade Level Reading &amp; Writing)</p>	<p><b>Grade Levels (all students):</b> <b>6<sup>th</sup> - 8<sup>th</sup> Grade Students</b></p> <p><b>EL:</b></p> <p><b>Listening</b> <b>2024</b> 33.1% <b>2025</b> 33.1% <b>+ 0</b></p> <ul style="list-style-type: none"> <li>Average listening scores on the ACCESS assessment are the highest of the four domains based on their score scale.</li> </ul> <p><b>Speaking</b> <b>2024</b> 82.7% <b>2025</b> 83.7% <b>+ 1</b></p>	<p><b>Grade Levels (all students):</b> <b>6<sup>th</sup> - 8<sup>th</sup> Grade Students</b></p> <p><b>EL:</b></p> <ul style="list-style-type: none"> <li>The average score of students who scored 4.0 on the ACCESS Reading test decreased by 1.9% from 2024 to 2025.</li> <li>The average score of students who scored below 4.0 on the ACCESS Writing test decreased by 5.6 from 2024 to 2025.</li> </ul> <p><b>Writing</b> <b>2024</b> 87.7% <b>2025</b> 82.1% <b>-5.6</b></p> <p><b>Reading</b> <b>2024</b> 79.4% <b>2025</b> 77.5% <b>-1.9</b></p>
<p><b>Check the system that contributes to the root cause:</b></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><b>Root Cause Explanation:</b></p> <ul style="list-style-type: none"> <li>Academic teachers need support implementing instructional strategies to help EL students in Mastering the content standards while also improving their reading and writing skills.</li> <li>Students lack content vocabulary.</li> <li>Limited ESOL professional development for strategies on IEL students</li> <li>Language barriers</li> </ul>	

<b>ELA Common Assessments</b> (Grade Level Reading & Writing)		
	<p><b>Grade Levels (all students):</b></p> <p><b>6<sup>TH</sup> Grade</b>          Unit 1 51% Narrative          Unit 2 -55%          Unit 3- 57%          Unit 4- 54%</p> <p><b>7<sup>th</sup> Grade</b>          Unit 1- 64% Narrative          Unit 2- 68%          Informative          Unit 3- 56%          Argumentative</p> <p><b>8<sup>th</sup> Grade</b>          Unit 2-42%          Unit 3 -63%          Common Assessment 54%          Verb Moods 67%</p> <p><b>EL:</b></p> <p><b>6<sup>th</sup> Grade</b>          Students demonstrated strength in explaining how an author develops the narrative point of view.</p> <p><b>7<sup>th</sup> Grade and 8<sup>th</sup> Grade</b>          Students showed strength in determining two or more central ideas in a text.</p> <p><b>SWD: No strengths</b></p>	<p><b>Grade Levels (all students):</b></p> <p><b>Grade Level (all 6<sup>th</sup>-8<sup>th</sup>)</b>          The data reveals that students in all grade levels struggled with reading comprehension, making connections, and understanding the central ideas.</p> <p>The data also reveals that students are showing weaknesses in their writing skills.</p> <p>Based on the data results, EL/SWD subgroups are showing weaknesses in vocabulary, reading comprehension, and writing skills.</p> <p><b>EL:</b> Students are showing weaknesses in vocabulary, reading comprehension, and writing skills.</p> <p><b>SWD:</b> Students are showing weaknesses in vocabulary, reading comprehension, and writing skills.</p>

	Students showed strength in determining a theme or central idea of a text and analyze it.	
<b>Check the system that contributes to the root cause:</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>• Language Arts teachers need support with content literacy and incorporating informational texts regularly in their lessons.</li> <li>• Students need additional help with writing stamina. Additional strategies are needed to support students and teachers further.</li> <li>• Professional development is needed to utilize various instructional strategies when teaching the writing process to students across different academic levels.</li> </ul>	
<b>School Instructional Walks</b> (Grade Level)	Teachers utilized the district instructional framework in all classes.	The data revealed that 80% of the teachers implemented strategies from the PL upon the Title 1 ELA coaches' walk.
<b>Check the system that contributes to the root cause:</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>• 100% of the teachers did not implement the strategies from the PL with fidelity.</li> <li>• The rigorous common assessment of teacher-made assignments.</li> </ul>	
<b>Other Summary Data</b> <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____		
<b>Check the system that contributes to the root cause:</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership	<b>Root Cause Explanation:</b>	

<input type="checkbox"/> <b>Supportive Learning Environment</b>	
---	--



## ELA - IMPROVEMENT PLAN

<b>GOAL #1: ELA</b>	<p>By the end of the end of the 2025-2026 school year 6<sup>th</sup> -8<sup>th</sup> grade students will increase their scores from levels 2-4 from 57.7% (484 students) to (502 students) 60.9 % as measured by the English Language Arts Georgia Milestones Assessment.</p> <ul style="list-style-type: none"> <li>❖ 6<sup>th</sup> grade students will increase levels from 2-4 64.9% (165 students) to 70% (177 students) by the end of the 2025-2026 school year.</li> <li>❖ 7<sup>th</sup> grade students will increase levels 2-4 from 53.9% (164 students) to 56.9% (173 students) by the end of the 2025-2026 school year. (6 graders to 7 graders)</li> <li>❖ 8<sup>th</sup> grade students will increase levels 2-4 from 55.1% (149 students) to 58.1% (157 students) by the end of the 2025-2026 school year. (7 graders to 8 graders)</li> </ul>		
<b>Root Cause(s) to be Addressed:</b>	<ul style="list-style-type: none"> <li>Limited implementation of effective instructional strategies that meet the needs of varied learners and support the analysis of complex texts. (Informational texts/ reading skills)</li> <li>Students struggle with analyzing texts, comparing texts, and making conclusions.</li> </ul>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3. a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>

<p><b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b></p>	<p><b>Implementation Performance Target:</b> By the end of the school year, 100% of teachers will implement evidence-based strategies to support reading comprehension.</p> <p><b>Implementation Plan:</b></p> <ul style="list-style-type: none"> <li>Preplanning: Teachers will receive training in implementation. August-September:</li> </ul> <p><b>Unit 1 (First Nine Weeks)</b></p> <ul style="list-style-type: none"> <li>During CCC meetings, 6-8 teachers will unpack Unit 1 standards.</li> <li>6th to 8th-grade teachers will identify and implement evidence-based strategies that align with Unit 1 standards.</li> <li>Walkthroughs will be conducted to evaluate the effectiveness of Unit 1 strategies.</li> <li>The Local/Title Coaches/Professional Learning Coordinator will meet with individual teachers to provide feedback and inform them of the next steps.</li> <li>October-December:</li> </ul> <p><b>Unit 2 (2<sup>nd</sup> Nine Weeks)</b></p> <ul style="list-style-type: none"> <li>During CCC meetings, 6th to 8th-grade teachers will unpack Unit 2 standards.</li> <li>6<sup>th</sup> to 8th-grade teachers will identify and implement evidence-based strategies that align with Unit 2 standards.</li> <li>Walkthroughs will be conducted to evaluate the effectiveness of Unit 2 strategies. The Local/Title Coaches/Professional Learning Coordinator will meet with individual teachers to provide feedback and inform them of the next steps.</li> <li>January-March:</li> </ul> <p><b>Unit 3 (3<sup>rd</sup> Nine Weeks)</b></p> <ul style="list-style-type: none"> <li>During CCC meetings, 6-8 teachers will unpack</li> </ul>	<p><b>Evaluation Performance Target:</b> 538 out of 820 (65%) students will score proficient or higher on the common formative assessment for each unit.</p> <p><b>Evaluation Tool(s):</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>Walkthrough Data Results</li> </ul> <p><b>Evaluation Plan:</b> 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>Weekly</u></p> <p><b>Data Analysis Plan:</b></p> <ul style="list-style-type: none"> <li>Common assessment data meetings</li> <li>Common assessment audit report</li> <li>CCC meeting notes</li> <li>Lesson Plans</li> <li>Walkthrough data results</li> </ul> <p><b>Person(s) Collecting Evidence:</b></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>	<p>CTLS District Unit Resources</p> <p>CTLS Modules</p> <p>My Perspective Resources</p> <p>Resources in One Team for Teachers</p>
<p><b>Target Student Group</b></p> <p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> EL</p> <p><input type="checkbox"/> SWD</p>			
<p><b>Action Step</b></p> <p><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>			

<p>1. All teachers in the 6th - 8th grades will implement a weekly evidence-based strategy to support reading comprehension throughout each unit.</p>	<p>Unit 3 standards</p> <ul style="list-style-type: none"> <li>• 6-8 Teachers will identify and implement evidence-based strategies that align with Unit 3 standards.</li> <li>• Walkthroughs will be conducted to evaluate the effectiveness of Unit 3 strategies.</li> <li>• Local/Title Coaches/Professional Learning Coordinator will meet with individual teachers to provide feedback to inform them of the next steps.</li> <li>• March-April:</li> </ul> <p><b>Unit 4 (4<sup>th</sup> Nine Weeks)</b></p> <ul style="list-style-type: none"> <li>• During CCC meetings, 6-8 teachers will unpack Unit 4 standards</li> <li>• 6-8 Teachers will identify and implement evidence-based strategies that align with Unit 4 standards.</li> <li>• Walkthroughs will be conducted to evaluate the effectiveness of Unit 4 strategies.</li> <li>• The Local/Title Coaches/Professional Learning Coordinator will meet with individual teachers to provide feedback and inform them of the next steps.</li> <li>• May:</li> </ul> <p>Teachers, local coaches, Title I coaches, and District Coaches will evaluate the effectiveness of reading comprehension strategies.</p> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>• Grade-level writing rubrics</li> <li>• Common writing prompts</li> <li>• Collaborative scoring protocols</li> <li>• Collaborative scoring schedule</li> </ul>		
---	--	--	--

	<b>Person(s) Monitoring Implementation:</b> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists  <b>Frequency of Monitoring:</b> Throughout each nine weeks (bi-weekly)		
<b>Root Cause(s) to be Addressed:</b>	Students often struggle with analyzing, comparing, and drawing conclusions from texts.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of 6-8 ELA teachers will implement writing assessments with a rubric by the 1 <sup>st</sup> nine weeks.  <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning:</li> </ul> The local AC, ELA department chair, and ELA admin. will meet with Title 1 ELA coaches to set up training on creating common writing prompts for writing assessments and grading state rubrics.	<b>Evaluation Performance Target:</b> 538/820 (65%) students will score proficient or higher on the common formative assessment for each unit.  <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>Walkthrough Data Results</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly	CTLS Resources from the District  State Rubrics  Curriculum Resources  Writing Samples
<b>Target Student Group</b> <input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	<ul style="list-style-type: none"> <li>August-September:</li> </ul> <b>1<sup>st</sup> Nine Weeks</b> <ul style="list-style-type: none"> <li>The district will provide foundational training for</li> </ul>		
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

<p>2. All ELA teachers will assess student writing using common prompts based on state-provided resources for each grade-level course, every nine weeks.</p>	<p>teachers on creating writing assessment for the 1<sup>st</sup> nine weeks for Unit 1.</p> <ul style="list-style-type: none"> <li>• The Title 1 Coaches will provide moderate support.</li> <li>• Teachers will create writing assessments for the 1<sup>st</sup> nine weeks during CCC meetings.</li> <li>• Teachers will grade writing assessments using the state rubric/confer with students.</li> <li>• Teachers will develop intervention and extension opportunities based on the data results from the state rubric score.</li> <li>• Teachers will identify common writing trends, select strategies to build student writing capacity, and administer another writing prompt &amp; collaboratively score.</li> <li>• The District and Title 1 coaches will participate in walkthroughs as needed.</li> </ul> <p>October-December:</p> <p><b>2<sup>nd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• The district will provide foundational training for teachers on creating writing assessments for the 2<sup>nd</sup> nine weeks for Unit 2.</li> <li>• The Title 1 Coaches will provide moderate support.</li> <li>• Teachers will create writing assessments for the 3<sup>rd</sup> nine weeks during CCC meetings.</li> <li>• Teachers will grade writing assessments using the state rubric/confer with students.</li> <li>• Teachers will develop intervention and extension opportunities based on data results from the state rubric score.</li> <li>• Identify common writing trends, select strategies to build student writing capacity, and administer another writing prompt &amp; collaboratively score.</li> <li>• The District and Title 1 coaches will participate in walkthroughs as needed.</li> </ul>	<p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p><b>Data Analysis Plan:</b></p> <ul style="list-style-type: none"> <li>• Writing Assessments</li> <li>• Writing Assessment Data Results</li> </ul> <p><b>Person(s) Collecting Evidence:</b></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>	
--	---	---	--

	<p>January-March:</p> <p><b>3<sup>rd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• The district will provide foundational training for teachers on creating writing assessments for the 2<sup>nd</sup> nine weeks for Unit 2.</li> <li>• The Title 1 Coaches will provide moderate support.</li> <li>• Teachers will create writing assessments for the 3<sup>rd</sup> nine weeks during CCC meetings.</li> <li>• Teachers will grade writing assessments using the state rubric/confer with students.</li> <li>• Teachers will develop intervention and extension opportunities based on data results from the state rubric score.</li> <li>• Identify common writing trends, select strategies to build student writing capacity, and administer another writing prompt &amp; collaboratively score.</li> <li>• The District and Title 1 coaches will participate in walkthroughs as needed.</li> </ul> <p>April-May:</p> <p><b>4<sup>th</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• The district will provide foundational training for teachers on creating writing assessments for the 4<sup>th</sup> nine weeks for Unit 4.</li> <li>• The Title 1 Coaches will provide moderate support.</li> <li>• Teachers will grade writing assessments using the state rubric/confer with students.</li> <li>• Teachers will develop intervention and extension opportunities based on the data results from the state rubric score.</li> </ul> <ul style="list-style-type: none"> <li>• May:</li> </ul> <p>Teachers will analyze school-year data on writing performance outcomes to identify the next steps.</p>		
--	--	--	--

	<p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>• PL Sign-In Sheets</li> <li>• Lesson Plans</li> <li>• CCC Meeting Forms</li> <li>• Data Meeting Forms</li> <li>• Rubric Score Results</li> <li>• Writing Assessments</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></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><b>Frequency of Monitoring:</b></p> <p>Every Nine Weeks</p>		
--	--	--	--

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





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

## MATH DATA

<b>MATH Milestones Longitudinal Data</b>	<b>SY22</b> % of students scoring proficient & distinguished	<b>SY23</b> % of students scoring proficient & distinguished	<b>SY24</b> % of students scoring proficient & distinguished	<b>SY25</b> % of students scoring proficient & distinguished
6 <sup>th</sup> Grade			15.9%	22.1%
7 <sup>th</sup> Grade	14.3%	23.8%	22.3%	20.4%
8 <sup>th</sup> Grade	19%	21.1%	38.4%	41.6%

<b>Beacon Math Data – Spring Administration</b>	<b>Numerical Reasoning</b>			<b>Patterning &amp; Algebraic Reasoning</b>			<b>Measurement &amp; Data Reasoning</b>			<b>Geometric &amp; Spatial Reasoning</b>		
	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>	<b>Support Needed</b>	<b>Near Target</b>	<b>Prepared</b>
<b>6<sup>th</sup> Grade</b>	65	30	5	54	36	10	51	38	11	58	37	5
<b>7<sup>th</sup> Grade</b>	58	35	7	53	36	11	55	36	9	56	35	9
<b>8<sup>th</sup> Grade</b>	50	36	14	43	41	16	53	33	14	61	33	6

<b>Source</b>	<b>Strengths</b>	<b>Weaknesses</b>
<b>SY24 MATH Milestones</b> (Data by grade & subgroup)	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>From SY 2022 to 2025, the 6<sup>th</sup> Grade trend of proficient and distinguished students increased from 15.9% to 22.1%. (+6.2%)</li> <li>The 8<sup>th</sup> graders showed a 1-year trend increase of 4.2% in proficient and distinguished levels.</li> </ul>	<b>Grade Levels (all students):</b> <ul style="list-style-type: none"> <li>From SY 23 to SY 25, 7th-grade proficiency and distinction decreased each year. In 2023-2024, the rates decreased by 0.5% and 1.3% in proficient and distinguished ways, respectively.</li> <li>From SY 23 to SY 25, 6th and 7th-grade students proficient and distinguished showed that only 20% to</li> </ul>

	<ul style="list-style-type: none"> <li>The data also suggests that 7<sup>th</sup> graders last year are this year 8<sup>th</sup> graders based on the data dig. The 1-year trend increased by 20%.</li> </ul> <p><b>EL:</b> 7th grade EL students showed improvement in levels 2-4 on the EOG assessment with a 1-year trend increase of 5%.</p> <p><b>SWD:</b> 8<sup>th</sup> grade SWD students showed improved in levels 2-4 on the EOG assessment with a 1-year trend increase of over 5%.</p>	<p>23% of the students scored at those levels.</p> <p><b>EL:</b> 6<sup>th</sup> grade EL students showed little growth in levels 2-4 on the EOG assessment. They showed weakness in number sense and algebraic expression.</p> <p><b>SWD:</b> 7<sup>th</sup> grade EL students showed little growth in levels 2-4 on the EOG assessment. They showed weakness in number sense.</p>
<b>Beacon Assessment – MATH</b> (Grade Level & Subgroups)	<p><b>Strengths 6-8 (all students)</b></p> <p>Based on the BEACON results in math, our 8th-grade students improved from Fall 2024 to Spring 2025 in the Patterning and Algebraic domains.</p> <p><b>8<sup>th</sup> Grade</b>  <b>Fall 2024</b>            Support Needed 76%            Near Target 21%            Prepared 3%  <b>Spring 2025</b>            Support Needed 43%            Near Target 41%            Prepared 16%</p> <ul style="list-style-type: none"> <li>The data results revealed that students in 8<sup>th</sup> grade showed improvement from fall 2024 to spring 2025 in the domains of patterning and algebraic.</li> <li>Several students moved from needing support to being near the target and prepared.</li> </ul> <p><b>EL and SWD</b> The data results revealed that EL and SWD students showed improvement from winter 2024 to spring 2025 in geometric and spatial reasonings.</p>	<p><b>Weaknesses</b></p> <p><b>Numerical Reasoning</b>  <b>Fall 2024</b>  <b>6<sup>th</sup></b>            Support Needed 79%            Near Target 21%            Prepared  <b>Spring 2025</b>            Support Needed 65%            Near Target 30%            Prepared 5%  <b>7<sup>th</sup></b>  <b>Fall 2024</b>            Support Needed 72%            Near Target 26%            Prepared 2%</p> <p><b>Spring 2025</b>            Support Needed 58%            Near Target 35%            Prepared 7%</p> <ul style="list-style-type: none"> <li>Even though the students showed growth from fall 2024 to spring 2025, over 50% (Students) of the students still need support in the numerical reasoning domain in 6<sup>th</sup> and 7<sup>th</sup> grades.</li> </ul>

		<p><b>Patterning and Algebraic Reasoning</b></p> <p>6<sup>th</sup> Grade</p> <p><b>Fall 2024</b></p> <p>Support Needed 79%</p> <p>Near Target 21%</p> <p><b>Spring 2025</b></p> <p>Support Needed 53%</p> <p>Near Target 36%</p> <p>Prepared 11%</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>Fall 2024</b></p> <p>Support Needed 72%</p> <p>Near Target 25%</p> <p>Prepared 3%</p> <p><b>Spring 2025</b></p> <p>Support Needed 53%</p> <p>Near Target 36%</p> <p>Prepared 11%</p> <ul style="list-style-type: none"> <li>Based on the data results from fall 2024 to spring 2025, over 50% of the students in grades 6<sup>th</sup>-8<sup>th</sup> need support in the domain of patterning and algebraic reasoning.</li> </ul> <p><b>Geometric and Spatial Reasoning</b></p> <p><b>8<sup>th</sup> Grade</b></p> <p><b>Fall 2024</b></p> <p>Support Needed 71%</p> <p>Near Target 24%</p> <p>Prepared 5%</p> <p><b>Spring 2025</b></p> <p>Support Needed 61%</p> <p>Near Target 33%</p> <p>Prepared 6%</p> <ul style="list-style-type: none"> <li>Over 50% of the students in 8<sup>th</sup> grade data revealed that fall 2024 to spring 2025 needed support in geometric and spatial reasoning.</li> </ul>
<p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction</p>	<p><b>Root Cause Explanation:</b></p> <ul style="list-style-type: none"> <li>Students are missing key prerequisite skills.</li> <li>Limited representations of mathematical concepts and procedures.</li> <li>Students struggle to interpret math vocabulary due to their low reading ability.</li> </ul>	

<input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<ul style="list-style-type: none"> <li>• Instructional strategies are not consistent with teaching math standards among teachers at each grade level.</li> <li>• Professional Development is needed on how to use and incorporate manipulatives into instruction.</li> </ul>	
<b>MATH Common Assessments</b>	<p><b>Grade Levels (all students):</b></p> <p><b>Strengths</b></p> <p><b>7<sup>th</sup> Grade</b>  <b>Unit 1-</b> 71%  Expressions/Inequalities  <b>Unit 2-</b> 67% Reasoning with  Expressions, Equations, and  Inequalities  <b>Unit 3-73%</b> Exploring Ratios and  Proportional Relative  <b>Unit 4 – 71%</b>Geometry  <b>Unit 5 -71%</b>Probability</p> <ul style="list-style-type: none"> <li>• Based on the 7th-grade data, the teacher administered a common assessment posttest; students demonstrated strengths in connecting abstract concepts to concrete ones, performing 71% to 73% in Units 1, 3, 4, and 5.</li> </ul> <p><b>8<sup>th</sup> Grade</b>  <b>Unit 1</b> -77%  Expressions/Equations/Inequalities  <b>Unit 2</b> -64% Modeling Linear  Relationships/Functions  <b>Unit 3</b> Data/Statistical Reasoning  <b>Unit 4-</b> 80% Systems of Linear  Equations  <b>Unit 5</b> -75% Irrational Numbers,  Integer Exponents, Scientific  Notation  <b>Unit 6-</b>70% Exploring Geometric  Relationships</p> <ul style="list-style-type: none"> <li>• Based on the teacher-made posttest common assessments, the</li> </ul>	<p><b>Grade Levels (all students):</b></p> <p><b>Weaknesses</b></p> <p><b>6<sup>th</sup> Grade</b>  <b>Unit 1</b> 62% Statistics  <b>Unit 2</b> -65% Number System  Fluency  <b>Unit 3-</b> 66%  Rate, Ratio, and Proportion  <b>Unit 4-</b>69% Understanding of  Expression  <b>Unit 5-</b>62%  One Step Equation/Inequalities</p> <ul style="list-style-type: none"> <li>• The 6th-grade students did not score above the average of 70% on any of the teacher's post-test assessments this year.</li> <li>• Students struggled with interpreting math vocabulary and converting real-world situations into equations and inequalities.</li> <li>• Break up word problems by translating expressions and equations to determine solutions. Identifying key information to determine solutions.</li> </ul> <p><b>7<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• Unit 2: 67% of the students passed the assessment.</li> <li>• Students struggled to build their algebraic reasoning skills to rewrite expressions and work with multistep equations.</li> </ul>

	<p>students demonstrated an average of 70%-80% on units 1, 4, 5, and 6.</p> <ul style="list-style-type: none"> <li>Students demonstrated strengths in unit 4 with an 80% average on the posttest common assessment. The students were able to master 80% of the building skills from previous units, which helped them solve and graph equations.</li> </ul> <p><b>EL:</b> Students showed strength exploring ratios in 7<sup>th</sup> grade.</p> <p><b>SWD:</b> Students showed strength in geometric relationships.</p>	<ul style="list-style-type: none"> <li>Based on the results from our school, we developed common summative assessments in Mathematics.</li> <li>Seventh-grade students face a challenge in building numerical reasoning skills through positive and negative number operations and then extend that learning to explain real-world phenomena.</li> </ul> <p><b>8<sup>th</sup> Grade Level (all students):</b></p> <ul style="list-style-type: none"> <li>Based on the data results from the teacher-made posttest, the students struggled with Unit 2, with an average score of 64%. Students need to be able to model the linear relationships of functions (More modeling with manipulatives</li> </ul> <p><b>EL:</b> Students struggled to understand what the word problem is asking them to do because they are emerging bilinguals/English learners.</p> <p><b>SWD:</b> Students struggled with understanding the problem because they had difficulty with reading and reading comprehension.</p>
--	---	---

<b>Check the system that contributes to the root cause:</b>  <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>Students struggled with mastering new skills and procedures, especially if they hadn't developed a strong foundation in previous grades.</li> <li>More modeling for students with concrete manipulatives for conceptual understanding and engagement. (Professional Development)</li> <li>Students struggled with understanding the mathematical question of what the problem is asking them to do (Word Problem)</li> </ul>	
<b>School Instructional Walks (Grade Level)</b>	<ul style="list-style-type: none"> <li>Teachers implemented a district-balanced mathematical instructional framework.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walks data results indicated that 6<sup>th</sup> grade teachers promoted procedural skills more vs conceptual understanding. (Understanding the math)</li> <li>Instructional walks data results indicated that 7<sup>th</sup> grade teachers focused more on conceptual mathematics with 4 out of 6 teachers implementing manipulatives in the lessons.</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>Limited professional learning on procedural skills vs conceptual understanding.</li> <li>100% of the teachers did not use manipulatives to model mathematics.</li> </ul>	



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

## MATH - IMPROVEMENT PLAN

<b>GOAL #2: MATH</b>	<p>By the end of the 2025-2026 school year, 6th-8th grade students will increase their levels 2-4 scores from 67% (572 Students) to 70% (600 Students), as measured by the Mathematics Georgia Milestones End-of-Grade Assessment.</p> <ul style="list-style-type: none"> <li>❖ 6<sup>th</sup> grade students will increase levels 2-4 on the Georgia Milestones End of Grade Assessment by the end of the 2025-2026 school year. (Waiting on 5th-grade EOG data results)</li> <li>❖ 7<sup>th</sup> grade students will increase levels 2-4 from 57.9% (178 students) to 60% (185 students) on the Georgia Milestones End of Grade Assessment by the end of the 2025-2026 school year. (6th graders to 7<sup>th</sup> graders)</li> <li>❖ 8<sup>th</sup> grade students will increase levels 2-4 from 65.4% (168 students) to 68% (187 students) on the Georgia Milestones End of Grade Assessment by the end of the 2025-2026 school year. (7<sup>TH</sup> graders to 8<sup>th</sup> graders)</li> </ul>		
<b>Root Cause(s) to be Addressed:</b>	<p>Students need to understand what the problem is asking them to do (Conceptual Understanding). Students need to be able to model mathematics problems.</p>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<p><b>Implementation Performance Target:</b> By December 2025, 100% of 6th-to 8th-grade teachers will have implemented CRA strategies in their classrooms.</p>	<p><b>Evaluation Performance Target:</b> 538 out of 820 (65%) students will score proficient or higher on the common formative assessment rubric.</p>	<p><b>CTLS Resources</b></p> <p>Vocabulary Strategies</p>
<b>Target Student Group</b>	<p><b>Implementation Plan:</b></p> <ul style="list-style-type: none"> <li>• Preplanning:</li> </ul>	<p><b>Evaluation Tool(s):</b></p> <ul style="list-style-type: none"> <li>• Common assessments</li> <li>• Walkthrough forms</li> </ul>	<p>Lesson plans for each and resources</p>
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	<p>The local academic coach will provide training to math teachers on applying CRA in the classroom.</p>	<p><b>Evaluation Plan:</b> Students will be assessed:</p>	<p>CRA strategies</p>
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<ul style="list-style-type: none"> <li>• August-October:</li> </ul>		

<p>1. All 6<sup>th</sup> -8<sup>th</sup> grade teachers will implement the CRA-math strategy, which is an instructional framework designed to enhance students' understanding of mathematical concepts through three stages:</p> <p><b>Concrete:</b> Students use hands-on materials to explore math concepts.</p> <p><b>Representational:</b> Students create visual representations, such as drawings or models, to illustrate their understanding of the material.</p> <p><b>Abstract:</b> Students work with symbols and numbers to solve problems and express mathematical ideas.</p>	<p><b>1<sup>st</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate on the first nine weeks' units to create lessons incorporating CRA strategies.</li> <li>Teachers will identify CRA strategies for the first nine weeks of units to model in the classroom.</li> <li>Teachers will meet weekly to discuss the success of CRA strategies during CCC meetings.</li> <li>Walkthroughs will be conducted to monitor CRA implementation with feedback.</li> </ul> <p>November -December:</p> <p><b>2<sup>nd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate on the 2<sup>nd</sup> nine weeks' units to create lessons with CRA strategies</li> <li>Teachers will identify CRA strategies for the 2<sup>nd</sup> nine-week unit to model in their classrooms.</li> <li>Teachers will meet weekly to discuss the success of CRA strategies during CCC meetings.</li> <li>Walkthroughs will be conducted to monitor the implementation of CRA and gather feedback.</li> </ul> <p>January-March:</p> <p><b>3<sup>rd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate on the 3<sup>rd</sup> nine-week units to create lessons with CRA strategies.</li> <li>Teachers will identify CRA strategies for the 3<sup>rd</sup> nine-week units to model in classrooms.</li> <li>Teachers will meet weekly to discuss the success of CRA strategies during CCC meetings.</li> <li>Walkthroughs will be conducted to monitor the implementation of CRA and gather feedback.</li> </ul> <p>March-April:</p> <p><b>4<sup>th</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate on the 4<sup>th</sup> nine-week units to create lessons incorporating CRA strategies.</li> <li>Teachers will identify CRA strategies for the 4<sup>th</sup> nine-week units to model in their classrooms.</li> </ul>	<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>Weekly</u></p> <p><b>Data Analysis Plan:</b></p> <ul style="list-style-type: none"> <li>Common assessment data meetings</li> <li>Common assessment audit report</li> <li>CCC meeting notes</li> <li>Lesson Plans</li> </ul> <p>Walkthrough data results</p> <p><b>Person(s) Collecting Evidence:</b></p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
--	---	--	--

	<ul style="list-style-type: none"> <li>Teachers will meet weekly to discuss the success of CRA strategies during CCC meetings.</li> <li>Walkthroughs will be conducted to monitor CRA implementation and feedback</li> </ul> <ul style="list-style-type: none"> <li>May:</li> </ul> <p>Teachers will review and discuss the effectiveness of the strategies based on the data results.</p> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>CCC notes</li> <li>PL Sign-in Sheets</li> <li>Student's Notebooks</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></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><b>Frequency of Monitoring:</b></p> <p>Weekly</p>		
--	---	--	--

<b>Root Cause(s) to be Addressed:</b>	<ul style="list-style-type: none"> <li>Limited professional learning on procedural skills vs conceptual understanding.</li> <li>100% of the teachers did not use manipulatives to model mathematics.</li> </ul>				
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____				
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>		
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> 100% of 6-8 grade mathematics teachers will effectively implement mathematics strategies based on professional development sessions.	<b>Evaluation Performance Target:</b> By December 2025, 100% of mathematics teachers would have implemented at least three strategies learned in professional development sessions.	CTLS Resources from the District  Vocabulary Strategies  Lesson Plans for each unit  CRA strategies		
<b>Target Student Group</b>	<b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning:</li> </ul> The district coach, local coach, and lead teacher will provide professional learning (PL) throughout the year to model CRA strategies. (Using manipulatives) July-May 2026  <b>Professional Learning Sessions</b> <ul style="list-style-type: none"> <li>The academic coach will request District Coaches to set up meetings to discuss PL sessions for each nine weeks. The coaches will begin sessions in July during pre-planning. August 2025-May 2026</li> <li>Teachers will begin implementing strategies learned from the PL sessions.</li> <li><b>Dec. 2025</b> – 100% of teachers would have implemented at least three strategies learned from a PL session.</li> </ul> <ul style="list-style-type: none"> <li>August-October:</li> </ul> <b>1<sup>st</sup> Nine Weeks</b> <ul style="list-style-type: none"> <li>Lead teacher, local academic coach, or district math coach will model 1<sup>st</sup> nine weeks CRA strategies.</li> <li>A video will be created by a local academic coach with CRA strategies for the 1st nine</li> </ul>	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common Assessments</li> <li>Walkthrough Forms</li> <li>Data Forms</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> ____ Weekly _____			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD				<b>Data Analysis Plan:</b> Weekly Walkthrough Data Results CCC notes review	<b>Person(s) Collecting Evidence:</b> <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
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>					
2. All teachers in grades 6 <sup>th</sup> -8 <sup>th</sup> will participate in professional Learning sessions throughout the year on implementing and modeling CRA strategies.					

	<p>weeks of modeling.</p> <ul style="list-style-type: none"> <li>Local and district coaches will conduct walkthroughs and provide feedback to ensure effectiveness.</li> <li>October-December:</li> </ul> <p><b>2<sup>nd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>The lead teacher, local academic coach, or district math coach will model the 2nd nine weeks of lessons and CRA strategies.</li> <li>A video will be created by a local academic coach with CRA strategies for the 2<sup>nd</sup> nine weeks of lessons modeling.</li> <li>Local and district coaches will conduct walkthroughs and debriefings to ensure effectiveness.</li> <li>January-March:</li> </ul> <p><b>3<sup>rd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>The lead teacher, local academic coach, or district math coach will model 3rd nine-week CRA strategies.</li> <li>A local academic coach will create a video with CRA strategies for the 3rd nine weeks, modeling the approach.</li> <li>Local and district coaches will conduct walkthroughs/feedback for effectiveness</li> <li>April-May:</li> </ul> <p><b>4<sup>th</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Lead teacher, local academic coach, or district math coach will model the 4th nine weeks of CRA strategies.</li> <li>The local school academic coach will create a video using CRA strategies for the 4th nine weeks, featuring modeling.</li> <li>Local and district coaches will conduct walkthroughs and provide feedback to ensure</li> </ul>		
--	---	--	--

	<p>effectiveness.</p> <p><b>May:</b> Teachers will review and discuss the effectiveness of the strategies based on the data results.</p> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>• PL Sign-in Sheets</li> <li>• PL Handouts</li> <li>• PL PowerPoints</li> <li>• Videos of CRA strategies for each of the nine weeks</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></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><b>Frequency of Monitoring:</b></p> <p>Monthly</p>		
--	--	--	--

<b>Root Cause(s) to be Addressed:</b>			
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b>  <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>• Preplanning:</li> <li>• August-September:</li> <li>• October-December:</li> <li>• January-February:</li> <li>• March-April:</li> </ul>	<b>Evaluation Performance Target:</b>  <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input type="checkbox"/> _____</li> </ul>	
<b>Target Student Group</b>			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			



<p>3. (Insert action step here)</p>	<ul style="list-style-type: none"> <li>May:</li> </ul> <p><b>Artifacts to be Collected:</b></p> <p><b>Person(s) Monitoring Implementation:</b></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><b>Frequency of Monitoring:</b></p>	<p><b>Data Analysis Plan:</b></p> <p><b>Person(s) Collecting Evidence:</b></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><input type="checkbox"/> CCC Leads</p>	
-------------------------------------	---	--	--

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

## SCIENCE DATA

Source	Strengths	Weaknesses
<b>SY25 (Post Test)</b> (Data by grade & subgroup)	<p><b>6<sup>th</sup> Grade Unit Post Test Assessments</b>            Unit 1- 72% Solar System            Unit 2- 70% Earth, Moon, Sun            Unit 4- 74% Climate and Weather</p> <ul style="list-style-type: none"> <li>Based on the data, students were able to develop a model for units 1 and 2 to ask and answer questions to understand the Solar System, Earth, Moon, and Sun.</li> <li>Use different models to represent systems such as the solar system and the sun/moon/earth system</li> </ul> <p><b>7<sup>th</sup> Grade Unit Post Test Assessments</b>            Unit 2-83% Human Body Systems            Unit 3-80% Genetics            Unit 6-86% Classification</p> <ul style="list-style-type: none"> <li>Based on the data, students showed strengths in life science units. Students demonstrate proficiency in human body systems, genetics, and classification by scoring over 80% or above.</li> </ul> <p><b>8<sup>th</sup> Grade Post-Unit Assessments</b>            Unit 1- 71% Matter            Unit 2-72% Energy            Unit 3-75% Electricity and Magnetism            Unit 5-78% Forces            Physical and Chemical Changes-78%</p> <p>Based on the data, students demonstrated strengths in physical science units, including matter, energy, electricity and magnetism, forces, and physical and chemical changes, scoring an average of 70% or above.</p>	<p><b>6<sup>th</sup> Grade Unit Post Test Assessments</b>            Unit 3- 57% Climate and Weathers            Unit 5- 69% Dynamic Earth            Unit 6- 65% Rocks and Minerals</p> <ul style="list-style-type: none"> <li>Based on the data, students showed weaknesses in these three units. Students average below 70% in these units compared to the other units.</li> </ul> <p><b>7<sup>th</sup> Grade Unit Post Test Assessments</b>            Unit 1-71% Cell Structure and Functions            Unit 4-75% Evolution            Unit 5-79% Interdependence</p> <ul style="list-style-type: none"> <li>Based on the data, students showed weaknesses in the above units. Students average below 80% compared to the other units.</li> </ul> <p><b>8<sup>th</sup> Grade Post-Unit Assessments</b>            Unit 4-61% Waves            Heat Transfer-69%            Unit 6-68% Mechanical vs Electromagnetic Fields</p> <ul style="list-style-type: none"> <li>Based on the data, students showed weaknesses in waves, heat transfer, and mechanical vs electromagnetic scoring below the 60% average.</li> </ul>

<b>Check the system that contributes to the root cause:</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>• Limited mastery of critical thinking skills</li> <li>• Limited ability to interpret and analyze data</li> <li>• Limited PL on exploring and engaging students in science activities</li> <li>• Difficulty connecting structure and function, and a tendency towards rote memorization instead of understanding</li> <li>• Prior knowledge gaps</li> <li>• Limited hands-on activities</li> </ul>	
<b>(Name of assessment)</b> (Grade Level Reading & Writing)		
<b>Check the system that contributes to the root cause:</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	
<b>(Name of assessment)</b> (Grade Level Reading & Writing)		

<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	
<b>School Instructional Walks</b> <b>6<sup>th</sup>-8<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>Data revealed that 85% of the observed classrooms demonstrated consistent implementation of learning targets aligned to the standard.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walk data indicated that 4 out of 8 classrooms did not provide students with hands-on activities to enhance the learning target.</li> <li>Instructional walk data indicated that 50% of the teachers observed provide 3D Science Learning.</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b> <ul style="list-style-type: none"> <li>Lack of professional learning for teachers integrating AI tools to support 3D science learning, PhET simulation, and the use of crosscutting concepts</li> <li>Students struggle with reading science comprehension and the ability to interpret and analyze data.</li> </ul>	
<b>Other Summary Data</b> <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____		
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity	<b>Root Cause Explanation:</b>	

<input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	
---	--

## SCIENCE IMPROVEMENT PLAN

<b>GOAL #3: Science</b>	By the end of the 2025-2026 school year, 8th-grade students will increase their levels 2 - 4 scores from 66.6% to 70% as measured by the Science Georgia Milestones Assessment. 6th- and 7th-grade students will increase by 5%, 6 <sup>th</sup> grade from 67% to 70%, and 7 <sup>th</sup> grade from 79% to 82%, based on summative assessment scores.		
<b>Root Cause(s) to be Addressed:</b>	<ul style="list-style-type: none"> <li>• Difficulty connecting structure and function, and a tendency towards rote memorization instead of understanding</li> <li>• Limited PL on exploring and engaging students in science activities</li> </ul>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> By the end of May 2026, 100% of teachers will have implemented 3D science evidence-based strategies in their lessons.	<b>Evaluation Performance Target:</b> 60% of the students will score proficient or higher on the common formative assessments' rubric.	
<b>Target Student Group</b>	<b>Implementation Plan:</b> <b>Preplanning:</b> Teachers will unpack the Unit 1 standards and complete the common assessment audit based on LEI training. <ul style="list-style-type: none"> <li>• August-September:</li> </ul> <b>1<sup>st</sup> Nine Weeks</b> <ul style="list-style-type: none"> <li>• Teachers will collaborate to create lessons in CCC meetings, incorporating strategies and discussing data for the first nine weeks.</li> </ul>	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>• Common Formative Assessments</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> </ul>	
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

<p>1. All 6th- to 8th-grade teachers will implement 3D Science instruction daily using a discovery-based approach and identified evidence-based strategies.</p>	<ul style="list-style-type: none"> <li>Implement strategies in lessons for the 1<sup>st</sup> nine weeks units.</li> <li>Teachers will analyze strategies during data meetings for the 1<sup>st</sup> nine weeks of units.</li> <li>Walkthroughs will be conducted to monitor implementation</li> </ul> <ul style="list-style-type: none"> <li>October-December:</li> </ul> <p><b>2<sup>nd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate to create lessons in CCC meetings during the 2<sup>nd</sup> nine weeks to include strategies</li> <li>Implement strategies in lessons for the 2<sup>nd</sup> nine weeks.</li> <li>Teachers will analyze strategies during data meetings for the 2<sup>nd</sup> nine weeks.</li> <li>Walkthroughs will be conducted to monitor implementation</li> </ul> <ul style="list-style-type: none"> <li>January-March:</li> </ul> <p><b>3<sup>rd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate to create lessons in CCC meetings during 3<sup>rd</sup> nine weeks to include strategies</li> <li>Implement strategies in lessons for the 3<sup>rd</sup> nine weeks</li> <li>Teachers will analyze strategies during data meetings in the 3<sup>rd</sup> nine weeks</li> <li>Walkthroughs will be conducted to monitor implementation</li> </ul> <ul style="list-style-type: none"> <li>April-May:</li> </ul> <p><b>4<sup>th</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate to create lessons in CCC meetings to include 4<sup>th</sup> nine-week strategies</li> <li>Implement CER strategies in lessons for 5<sup>th</sup> nine weeks</li> <li>Teachers will analyze strategies during data meetings for the 4<sup>th</sup> nine weeks</li> </ul>	<p><input checked="" type="checkbox"/> <u>Weekly</u></p> <p><b>Data Analysis Plan:</b></p> <ul style="list-style-type: none"> <li>CCC meetings analyzing data for the effectiveness of 3D Learning.</li> <li>Data meeting to group students based on data (Data meetings).</li> </ul> <p><b>Person(s) Collecting Evidence:</b></p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
---	---	---	--



	<ul style="list-style-type: none"> <li>• Walkthroughs will be conducted to monitor implementation</li> </ul> <p><b>May:</b> Evaluate data for the effectiveness of implementing 3-D Learning.</p> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>• PL sign-in sheets</li> <li>• CCC meeting documents</li> <li>• Lesson Plans</li> <li>• Data meetings</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></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><b>Frequency of Monitoring:</b> Weekly</p>		
--	---	--	--

<b>Root Cause(s) to be Addressed:</b>	Lack of professional learning for teachers integrating AI tools to support 3D science learning, PhET simulation, and the use of crosscutting concepts.		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> By the end of May 2026, 100% of teachers will effectively implement science strategies based on professional learning sessions.  <b>Implementation Plan:</b> July 2025 -May 2026- Ongoing PL  <ul style="list-style-type: none"> <li>• Preplanning- <b>July 2025</b></li> </ul> The academic coach will create a professional learning (PL) calendar for the year to schedule sessions with district coaches.  <ul style="list-style-type: none"> <li>• August- October</li> </ul>	<b>Evaluation Performance Target:</b> By December 2025, 100% of science teachers would have implemented at least 2-3 strategies learned in professional learning sessions.  <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>• Walkthrough data results</li> <li>• Common assessments data results</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Every other month	
<b>Target Student Group</b>			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

<p>2. All science teachers will participate in monthly ongoing science professional learning sessions on science teaching strategies to implement based on results from walkthroughs and assessments.</p>	<p><b>1<sup>st</sup> Nine weeks</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers on a monthly basis for the first nine weeks of lessons.</li> <li>Teachers will meet weekly to create lessons to implement strategies learned at PL for the 1st nine weeks of classes.</li> <li>The district and local coaches will conduct walkthroughs and provide feedback to gather data points on the effectiveness of the PL for the first nine weeks.</li> <li>October-December</li> <li>Professional development will be provided to teachers monthly for the second nine weeks.</li> <li>Teachers will meet weekly to create lessons that implement strategies learned at PL for the second nine weeks of classes.</li> <li>October-December</li> </ul> <p><b>2<sup>nd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers monthly for the second nine weeks.</li> <li>Teachers will meet weekly to create lessons that implement strategies learned at PL for the second nine weeks of classes.</li> <li>The district and local coaches will perform walkthroughs and provide feedback to</li> </ul>	<p><input type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p><b>Data Analysis Plan:</b></p> <ul style="list-style-type: none"> <li>Create lesson plans with PL strategies from the PL monthly</li> <li>CCC meeting notes</li> <li>Monthly walkthroughs with district coaches</li> <li>Common assessment data results</li> </ul> <p><b>Person(s) Collecting Evidence:</b></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 type="checkbox"/> CCC Leads</p>	
---	--	---	--

	<p>gather data points for the effectiveness of the PL for the 2nd nine weeks.</p> <ul style="list-style-type: none"> <li>January-March</li> </ul> <p><b>3<sup>rd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers every month for the 3rd nine weeks.</li> <li>Teachers will meet weekly to create lessons to implement strategies learned at PL for the 3<sup>rd</sup> nine weeks of classes.</li> <li>The district and local coaches will perform walkthroughs and provide feedback to gather data points for the effectiveness of the PL for the 3rd nine weeks.</li> </ul> <p><b>April-May</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers monthly for 4<sup>th</sup> nine weeks</li> <li>Teachers will meet weekly to create lessons to implement strategies they learned at PL for the 4th nine weeks of lessons.</li> <li>The district and local coaches will perform walkthroughs and provide feedback to gather data points for the effectiveness of the PL for the 4th nine weeks.</li> </ul> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>PL sign-in sheets</li> <li>CCC meeting documents</li> <li>Lesson Plans</li> <li>Data meetings</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></p> <p><input checked="" type="checkbox"/> Principal</p>		
--	--	--	--

	<div><input checked="" type="checkbox"/> Assistant Principals</div> <div><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</div> <div>Frequency of Monitoring: Monthly</div>		
--	--	--	--

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

## SOCIAL STUDIES DATA

Source	Strengths	Weaknesses
<b>SY25 Common Assessment Post Test</b>	<p><b>6<sup>th</sup> Grade</b> Unit 3 History of Europe 71%</p> <p><b>7<sup>th</sup> Grade</b> Unit 1 Geography of SW Asia 81% Unit 2 History of SW of Asia 78% Unit 3 Gov. of SW Asia 83% Unit 4 Econ. of SW Asia 84%</p> <p><b>8<sup>th</sup> Grade</b> Geography 71% Government 73% Modern Ga 83%</p> <p>Students demonstrated growth in their understanding of geography, history, government, and economics in Southwest Asia. 7th-grade students scored over 80% on those standards.</p>	<p><b>6<sup>th</sup> Grade</b> Unit 2 Geography of Europe 69% Unit 4 Government of Europe 61% Unit 8 64% Latin America Geography Unit 9 60% Geography of Latin America Unit 10 51% Government of Latin America</p> <p><b>8<sup>th</sup> Grade</b> Georgia's Beginning 65% Statehood 65% Adult Juvenile/Justice System 70%</p> <p>6th-grade students performed below 70% in mastering the description of Europe and Latin America's geography and government.</p> <p>8th-grade students performed below 70% on understanding the beginning of Georgia's juvenile justice system.</p>
<p><b>Check the system that contributes to the root cause:</b></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><b>Root Cause Explanation:</b></p> <ul style="list-style-type: none"> <li>• Students do not have sufficient opportunities to engage with informational text.</li> <li>• Students do not have sufficient opportunities to engage in content literacy skills in the learning experience.</li> <li>• Teachers lack knowledge of instructional strategies to scaffold complex content, historical events, and critical thinking skills for various student groups.</li> </ul>	

<b>(Name of assessment)</b> (Grade Level Reading & Writing)		
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	
<b>(Name of assessment)</b> (Grade Level Reading & Writing)		
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	
<b>School Instructional Walks</b> (Grade Level)	<ul style="list-style-type: none"> <li>Teachers used district-provided instructional resources.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walk data indicated fewer engagement activities for the students. In 6<sup>th</sup>- and 7<sup>th</sup>-grade classrooms, there are more engagement activities than in 8<sup>th</sup> grade.</li> </ul>



		<ul style="list-style-type: none"> <li>All grade levels show limited differentiation during two of the walks, with 45% of the classrooms indicating differentiation.</li> </ul>
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	
<b>Other Summary Data</b> <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____		
<b>Check the system that contributes to the root cause:</b>  <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<b>Root Cause Explanation:</b>	

## SOCIAL STUDIES IMPROVEMENT PLAN

<b>GOAL #4: Social Studies</b>	By the end of the 2025-2026 school year, 8th-grade students will increase their levels 2 - 4 scores from 70.5% to 73.5 % as measured by the Social Studies Georgia Milestones Assessment. 6th- and 7th-grade students will increase by 5%, 6 <sup>th</sup> grade from 62% to 65%, and 7 <sup>th</sup> grade from 81% to 84%, based on summative assessment scores.		
<b>Root Cause(s) to be Addressed:</b>	<ul style="list-style-type: none"> <li>Students do not have sufficient opportunities to engage with informational text.</li> <li>Students do not have sufficient opportunities to engage in content literacy skills in the learning experience.</li> <li>The data show that 6th and 7th-grade teachers need professional learning in teacher clarity.</li> </ul>		
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> By August 2025, 100% of teachers will have implemented the action plan.  <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: All Social Studies teachers will collaborate with ELA teachers on their teams to develop effective reading strategies for informational texts.</li> <li>August-September: <b>1<sup>st</sup> Nine Weeks</b></li> </ul>	<b>Evaluation Performance Target:</b> By December 2025 100% of social studies teachers will implement at least 2-3 strategies learned in professional development sessions  <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common Assessments Data Results</li> <li>Walkthrough Data Results</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <input checked="" type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly	<ul style="list-style-type: none"> <li>Informational Text Strategies</li> <li>Vocabulary Strategies</li> <li>Discovery Education</li> <li>Cobb County units' resources</li> </ul>
<b>Target Student Group</b>  <input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

<p>1. All teachers in grades 6-8 will implement a weekly evidence-based strategy to incorporate content literacy strategies using informational texts.</p> <p><b>Literacy Strategies Using Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension Strategies</li> <li>• Vocabulary Acquisition and Development Strategies</li> <li>• Using Web-Based Tools</li> <li>• Incorporating Non-Traditional Texts</li> <li>• Building Contextual Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• During CCC meetings 6-8 teachers will unpack 1<sup>st</sup> nine weeks of standards. District Coach will support 6<sup>th</sup> and 7<sup>th</sup> grade.</li> <li>• 6-8 Teachers will identify and implement evidence-based strategies that align to 1<sup>st</sup> nine weeks standards.</li> <li>• Walkthroughs will be conducted to evaluate the effectiveness of the 1st nine weeks of strategies.</li> <li>• Dr. Jones/Wendy Torres/Dr. Moore will meet with individual teachers to provide feedback and inform next steps after the walk-throughs have taken place, utilizing the coaching cycle for teachers who need additional support.</li> </ul> <p>• October-December:</p> <p><b>2<sup>nd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• During CCC meetings, 6-8 teachers will unpack the 2<sup>nd</sup> nine weeks standards</li> <li>• 6-8 Teachers will identify and implement evidence-based strategies that align with the 2<sup>nd</sup> nine weeks standards.</li> <li>• Walkthroughs will be conducted to evaluate the effectiveness of the 2nd nine weeks' standards strategies.</li> <li>• Dr. Jones/Wendy Torres/Dr. Moore will meet with individual teachers to provide feedback to inform next steps</li> </ul> <p>• January-March</p> <p><b>3<sup>rd</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• During CCC meetings, 6-8 teachers will unpack the 3<sup>rd</sup> nine weeks standards</li> <li>• 6-8 teachers will identify and implement evidence-based strategies that align with 3<sup>rd</sup> nine weeks standards.</li> <li>• Walkthroughs will be conducted to evaluate the effectiveness of 3<sup>rd</sup> nine weeks standards strategies.</li> </ul>	<p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p><b>Data Analysis Plan:</b> CCC meetings analyzing data for the effectiveness of strategy implementation.</p> <p><b>Person(s) Collecting Evidence:</b></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>	<ul style="list-style-type: none"> <li>• PBS Learning</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li>• District and school leaders will meet with individual teachers to provide feedback to inform next steps</li> <li>• April-May</li> </ul> <p><b>4<sup>th</sup> Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• During CCC meetings, 6-8 teachers will unpack the 4<sup>th</sup> nine-week standards.</li> <li>• 6-8 Teachers will identify and implement evidence-based strategies that align with the 4<sup>th</sup> nine weeks standards.</li> <li>• Walkthroughs will be conducted to evaluate the effectiveness of the 4th nine weeks strategies. District and school leaders will meet with individual teachers to provide feedback to inform them of next steps.</li> </ul> <p>May: Teachers will analyze school-year data on effectiveness of strategies.</p> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>• CCC meetings documents</li> <li>• Unpacking the standards worksheets</li> <li>• Lesson Plans</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></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><b>Frequency of Monitoring:</b></p> <p>Weekly</p>		
<b>Root Cause(s) to be Addressed:</b>	<ul style="list-style-type: none"> <li>• Limited PL on inquiry-based approach for engagement in Social Studies (SS) classrooms.</li> <li>• Lack of ongoing professional learning on differentiation for Social Studies teachers and students.</li> <li>• Limited PL on inquiry-based approach for engagement in Social Studies classrooms.</li> </ul>		
<b>Funding Source(s)</b> <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
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b> By November 2025, 100% of 6-8 social studies teachers will have implemented evidence-based strategies.	<b>Evaluation Performance Target:</b> By December 2025, 100% of social studies teachers will implement at least 2-3 strategies learned in professional learning sessions.	
<b>Target Student Group</b>	<b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning:</li> </ul> The academic coach will create a professional learning (PL) calendar for the year to schedule sessions with district leaders.	<b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Common Assessments</li> <li>Walkthrough Forms Data Results</li> </ul> <b>Evaluation Plan:</b> Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input checked="" type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input type="checkbox"/> _____</li> </ul>	
<b>Action Step</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>August- October</b> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers on effective engagement strategies (8<sup>th</sup> Grade), Teacher Clarity (6<sup>th</sup> and 7<sup>th</sup> Grade), monthly for 1<sup>st</sup> nine weeks</li> <li>Teachers will meet weekly to create lessons that implement strategies learned at PL for the first nine weeks of classes.</li> <li>The district and local coaches will perform walkthroughs and provide feedback to gather data points for the effectiveness of the PL for the 1st nine weeks of lessons.</li> </ul> <b>November-December</b> <ul style="list-style-type: none"> <li>Continued Professional development on Effective Engagement strategies and Teacher Clarity will be provided to teachers monthly for the 2nd nine weeks standards.</li> <li>Teachers will meet weekly to create lessons that implement strategies learned at PL for the second nine weeks of lessons.</li> </ul>	<b>Data Analysis Plan:</b> <ul style="list-style-type: none"> <li>Create lesson plans with PL strategies from PL monthly.</li> <li>CCC meetings notes</li> <li>Monthly walkthroughs with district coaches</li> </ul> <b>Person(s) Collecting Evidence:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</li> <li><input checked="" type="checkbox"/> CCC Leads</li> </ul>	
2. All social studies teachers will participate in monthly professional development focused on identified evidence-based strategies based on walkthroughs and assessment data.			

	<ul style="list-style-type: none"> <li>The district and local coaches will perform walkthroughs and feedback to gather data points for the effectiveness of the PL for the 2nd nine weeks of lessons.</li> </ul> <p><b>January- March</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers monthly for the 3rd nine weeks of lessons.</li> <li>Teachers will meet weekly to create lessons to implement strategies they learned at PL for the 3rd nine weeks of classes.</li> <li>The district and local coaches will perform walkthroughs and provide feedback to gather data points for the effectiveness of the PL for 3<sup>rd</sup> nine weeks lessons.</li> </ul> <p>• April-May</p> <p><b>4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to teachers monthly for the 4th nine weeks of lessons.</li> <li>Teachers will meet weekly to create lessons to implement strategies they learned at PL for the 4th nine weeks of lessons, The district and local coaches will perform walkthroughs and feedback to gather data points for the effectiveness of the PL for the 4th nine weeks lessons.</li> </ul> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>Professional Learning Sign in Sheets</li> <li>Lesson Plans</li> <li>Walkthrough Forms Results</li> </ul>		
--	--	--	--

	<p><b>Person(s) Monitoring Implementation:</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Principal</li><li><input checked="" type="checkbox"/> Assistant Principals</li><li><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</li></ul> <p><b>Frequency of Monitoring:</b></p> <p>Weekly</p>		
--	--	--	--

<b>Root Cause(s) to be Addressed:</b>			
<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
<b>Components</b>	<b>Implementation Plan</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i>	<b>Evaluation Plan</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i>	<b>Resources</b>
<b>Who?</b> <b>One Action (Verb)</b> <b>What?</b> <b>Frequency</b>	<b>Implementation Performance Target:</b>  <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning:</li> <li>August-September:</li> <li>October-December:</li> <li>January-February:</li> <li>March-April:</li> <li>May:</li> </ul> <b>Artifacts to be Collected:</b>  <b>Person(s) Monitoring Implementation:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists  <b>Frequency of Monitoring:</b>	<b>Evaluation Performance Target:</b>  <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Evaluation Plan:</b> 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"/> _____  <b>Data Analysis Plan:</b>  <b>Person(s) Collecting Evidence:</b> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
<b>Target Student Group</b>			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
<b>Action Step</b> <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 ( <u>Required Components</u> )			
Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<b>1. Required</b> <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.	9/17/2025		<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
<b>2. Required</b> <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.	10/29/2025		<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
<b>3. Required</b> <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.	4/29/2026		<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
<b>4. Required</b> <u>TWO Building Capacity Opportunities (Do not need to be listed in the Policy)</u> <b>Teachers</b> 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	9/19/2025		<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
	4/23/2026		
<b>5. Required</b> <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. <b><u>Briefly describe the transition activities here:</u></b>	4/23/26		<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

<b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<b><u>List documents translated for parents:</u></b> <ul style="list-style-type: none"> <li>• Parent-School Compact</li> <li>• Parent Policy</li> </ul>	<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 ( <u>Must be listed in the school policy</u> )	“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
Curriculum 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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Instructional learning and reading materials, as well as supplies, for students and parents.	Title I	Oct. 21, 2025	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Parent/Student Feedback</li> <li>• Form Sign-In Sheets</li> </ul>	Department Chairs
Parent University	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Instructional learning and reading materials, as well as supplies, for students and parents.	Title I	Nov. 12, 2025	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Sign-In Sheets</li> </ul>	Dr. Jones  Dr. Harrison
Data Workshop Sessions	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Data Folders	Title I	Feb. 11, 2026 xxx	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Sign-In Sheets</li> </ul>	Dr. Jones

**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”)

<b>School Improvement Plan Required Questions</b>	
<b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>	
1.	<p>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. <b>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)</b></p> <ul style="list-style-type: none"> <li>• During the 2025-2026 school year, Lindley Middle will complete the dated schoolwide plans, budget meeting agendas and signature pages, and committee and input meeting signature pages.</li> </ul>
2.	<p>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. <b>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)</b></p> <ul style="list-style-type: none"> <li>• During the school year 2025-2026, Lindley Middle School will complete the schoolwide plans the 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 for evidence to support that the schoolwide plans are available to the local education agency, parents, and the public, and the information contained in the plan will be in an understandable and uniform format, providing in a language that the parents can understand.</li> </ul>

<p>3. Cobb County’s schoolwide plans remain 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. <b>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)</b></p> <ul style="list-style-type: none"> <li>During the school year 2025-2026, Lindley Middle School will complete the schoolwide plans the Title 1 midyear and end of year monitoring of SWP goals, monitoring and approving all Title 1 expenditures, and revision dates listed on the SWP cover page for evidence to support regular monitor and revise of the plan as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.</li> </ul>	<p>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. <b>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)</b></p> <ul style="list-style-type: none"> <li>During the school year 2025-2026, Lindley Middle School will complete the schoolwide plans the 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 for evidence to support that the schoolwide plans are available to the local education agency, parents, and the public, and the information contained in the plan will be in an understandable and uniform format, providing in a language that the parents can understand.</li> </ul>
<p>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. <b><u>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.)</u></b></p> <p><b>SCHOOL RESPONSE:</b></p> <ul style="list-style-type: none"> <li>Lindley Middle school offer a variety of options for students at different academic levels, including co-taught, small-group, and sheltered ESOL and Special Education classes. A triangulation of data is used to correctly identify students’ deficits and schedule their classes and lessons according to their needs. Georgia Milestones results, the Scholastic Reading Inventory, Scholastic Math Inventory, District Interim Assessments, Common Teacher Assessments, ACCESS scores, IOWA, and CoGat are just a few of the data sources that are used to determine students’ placement. To further support all students in mastering performance standards and demonstrating proficiency in all subject contents, we have a variety of web-based software programs such as Progress Learning ( A program customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement), IXL (a web-based program that targets MATH for all grades K-12 with problems from word problems to interactive graphing), Delta Math, Gimkit ( <b>quiz-based learning tool</b> that gamifies the way learning works to make teaching more engaging)</li> <li>The school maintains contact with District support personnel who specialize in providing instructional support to teachers regarding evidence-based best practices for implementing effective instruction during daily lessons. Professional school counselors and social workers provide students and parents with external and internal resources for families experiencing hardships. Title I funds are used to provide after-school and Saturday tutoring for students.</li> </ul>	

**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*

- During the school year 2025-2026 Lindley Middle School will complete the schoolwide plan to include evidence to support the posting every Title 1 school's parent policy on the school 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 for evidence to support jointly develop with and distribute to parents and family members of participating children a written parental and family engagement involvement policy agreed on by parents. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

**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:**

- The administrative team (Principal, assistant principals, and academic coach) will meet with teachers weekly within departments to review common formative assessments utilizing the common assessment audit form and focus on specific standards to increase student proficiency.
- Data teams will also meet weekly to assess student work and review lesson plans, ensuring that the standards are being taught with fidelity, instruction is regularly adjusted to meet students' current needs, and student learning is assessed daily through both informal and formal walkthroughs.

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 school determines whether the schoolwide program has effectively increased student achievement in meeting the challenging State academic standards by analyzing various data sources (Beacon Assessment, District Interim Assessments, Common Formative Assessments). The school aggregates multiple data sources throughout the year, tracks students' performance during interim cycles, and determines whether SIP goals established at the beginning of the year have been met.

Instructional pivots are made throughout the year to increase desired outcomes and support students who are experiencing challenges in reaching proficiency levels in reading and/or mathematics.

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 schoolwide plan will be revised during the school year. Interim checkpoints are conducted after each administration of the Beacon Assessments. Administrators, staff, and parents/community members discussed students' progress during the Title I Fall and Spring Forums.

**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)*

- Lindley Middle School instructional strategies are designed to improve student achievement for all subgroups. For example: Conceptual, Abstract, Representations Strategy for Mathematics, CER, Anchor Charts, Capsule Summary, Weekly Writing Across the Curriculum., 3-Read Protocol, 5Es, Frayer Model, Annotated, Vocabulary Strategies, etc. The action steps will be monitored by weekly walkthroughs/feedback, data team meetings, CCCs meetings, and scope and sequence checks with teachers twice during the quarter to determine students' progress toward proficiency. The action steps will be evaluated by the effectiveness of the data.

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)*

- Lindley Middle School instructional strategies are designed to improve student achievement. Several programs will be implemented to increase the amount and quality of learning time, thereby providing an enriched and accelerated curriculum. Programs include Accelerated Math and ELA, Gifted, Algebra I, 7/8 Math, and Physical Science for Advanced Science students. After-school and or Saturday school intervention programs will be offered to support students. An additional period will be added to the schedule to address the diverse needs of all students at Lindley Middle School. (Literacy). The action steps will be monitored by ongoing walkthroughs/CCC meetings, data team meetings, and scope and sequence checks with teachers bi-weekly to determine students' progress toward proficiency. The effectiveness of the action steps will be determined by the evaluation by the data.

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)**

- The school maintains contact with District support personnel who specialize in serving neglected, delinquent, foster, and homeless students to address their unique needs. The professional school counselors and school social workers provide students and parents with external and internal resources for families experiencing hardships. Title I funds are utilized to provide tutoring for students after school and on Saturdays.
- The programs will be monitored by conducting scope and sequence checks with teachers and students to determine students' progress. The action steps will be evaluated by the effectiveness of the programs through data.

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)*

- Lindley Middle School actively practices Positive Behavior Interventions and Support (PBIS). PBIS is an evidence-based, three-tiered framework for improving and integrating systems and practices that impact student outcomes daily. These techniques allow us to focus on the positives of student behavior with open praise and acknowledgment of desired behaviors. The 2025-2026 school year will be year six (6) for PBIS Implementation. To reinforce expectations, provide an overview of the schoolwide intervention, and provide support to students with self-awareness and self-regulation, PBIS Coaches were hired during the 2024-2025 school year. The PBIS Coach solicited assistance from staff members to serve on the PBIS Team. The team meets biweekly to discuss student referrals and teacher implementation, as well as plan student celebrations to recognize learners who adhere to our school's behavior guidelines, Falcon Five.
- Check and Connect and Check-In/Check-Out will continue during the years 2025-2026. Students who have been identified (based on discipline referrals and counselor referrals) will be assigned a staff member who will conduct weekly check-ins to support them in reaching their academic and behavioral goals.

**SCHOOL RESPONSE:**

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:**

- Lindley Middle School will provide ongoing learning opportunities for all staff through professional development aligned to the needs of assessment data. In August, the Academic Coach will administer a needs assessment to all teachers. The academic coaches or administrators will organize or conduct professional development at school, through faculty meetings, professional development days on Wednesday, or smaller department presentations. Additionally, teachers, paraprofessionals, and other school personnel will be required to participate in district professional development throughout the year, as is offered. The staff will also have opportunities to attend local, state, and national professional development conferences and professional growth workshops.



- The administrative team and Academic Coach will meet with teachers within departments on a weekly basis to review common formative assessments and focus on specific standards to increase student proficiency.
- Data teams will also meet weekly to assess student work and review lesson plans, ensuring that the standards are being taught with fidelity, instruction is regularly adjusted to meet students' current needs, and student learning is assessed daily through both informal and formal walkthroughs.
- Cobb County School District strives to hire the best-qualified candidate for all teaching positions. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to employ Georgia-certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various colleges and universities, as well as campus job fairs. CCSD hosts an annual fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in the CCSD New Teacher Institute. This institute takes place before the start of the new school year. Early release and professional development days are provided throughout the school year for all teachers.
- At Lindley Middle School, we offer new teacher orientation before the start of each new school year and an ongoing new teacher induction program that includes pairing with mentor teachers. Teachers new to Lindley and new to teaching (less than 3 years of experience) will be required to participate in the mentoring program. We will set aside specific times for mentors to meet with their teachers for planning purposes. We will receive curriculum support from local and district-level coaches. Finally, we will provide regular professional development to address areas of weakness in all content areas and offer tips to maintain effective classroom management and high levels of student engagement.
- Recruitment- Partner with local universities and colleges each semester to identify highly qualified candidates for potential positions
- Retain –Ensure participation in the mentor program

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

**SCHOOL RESPONSE:**

- Lindley Middle School is building and strengthening its articulation process with Pebblebrook High School, which includes ensuring strong vertical alignment among teachers, Counselors, and Administrators. This ensures that students, parents, and teachers understand the academic programs, social programs, criteria, and prerequisites available to progress to each grade level. Programs created to facilitate effective transitions from middle school to high school include 8th Grade Night, implemented by Pebblebrook, where students can visit and gain a firsthand glimpse of academics, clubs, and organizations. Additionally, feeder schools for 5th-grade students attending Lindley the following year can visit with their teachers during the day, and a 6th-grade transition evening is scheduled for parents and students in the spring.
- The Cobb County School District offers six magnet programs, each with a concentrated focus on specific areas, including Performing Arts, Science, Mathematics, Business and Technology, International Studies, Research and Medical Science, and the International Baccalaureate Program. Coordinators from the various magnet

programs speak with the 8th-grade students and inform them of the requirements for entrance and acceptance into them. Ongoing district support, provided by Lindley's 8th-grade counselor, assists students with obtaining the necessary documents, recommendations, and support throughout the application process.

**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:** N/A

#### **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*

- Lindley Middle School is building and strengthening its articulation process with Pebblebrook High School, which includes ensuring strong vertical alignment among teachers, Counselors, and Administrators. This ensures that students, parents, and teachers understand the academic programs, social programs, criteria, and prerequisites available to progress to each grade level. Programs created to facilitate effective transitions from middle school to high school include 8th Grade Night, implemented by Pebblebrook, where students can visit and gain a firsthand glimpse of academics, clubs, and organizations. Additionally, feeder schools for 5th-grade students attending Lindley the following year can visit with their teachers during the day, and a 6th-grade transition evening is scheduled for parents and students in the spring.
- 
- The Cobb County School District offers six magnet programs, each with a concentrated focus on specific areas, including Performing Arts, Science, Mathematics, Business and Technology, International Studies, Research and Medical Science, and the International Baccalaureate Program. Coordinators from the various magnet programs speak with the 8th-grade students and inform them of the requirements for entrance and acceptance into them. Ongoing district support, provided by Lindley's 8th-grade counselor, assists students with obtaining the necessary documents, recommendations, and support throughout the application process.

## 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?
Title I Teachers/Class Side Reduction (4)	<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 checked="" type="checkbox"/> Family Engagement	<p>Title I teachers will work with students to provide lessons that support their achievement. These teachers will analyze student data to remediate. This position will reduce class sizes in grades 6-7 to give additional support to students who are struggling in math, ELA, and science. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction and facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, teaching, and data to fuel continual professional improvement. The teacher will also actively communicate with families.</p> <p>Teachers will use common assessments to collect data for effectiveness .and enrich students' needs.</p>
Paraprofessional	<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	<p>The Title I paraprofessional will provide instructional support to students in grades 6-8 in science and mathematics.</p>
	<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	
--	--	--	--

<b>School Improvement Goals</b> <i>Include goals on the parent compacts and policy</i>	
<b>Goal #1</b>	By the end of the 2025-2026 school year, 6 <sup>th</sup> -8 <sup>th</sup> grade students will increase their scores from levels 2-4 from 57.7% (484 students) to (502 students) 60.9 % as measured by the English Language Arts Georgia Milestones Assessment.
<b>Goal #2</b>	By the end of the 2025-2026 school year, 6th-8th-grade students will increase their levels 2-4 scores from 67% (572 Students) to 70% (600 Students), as measured by the Mathematics Georgia Milestones End-of-Grade Assessment.
<b>Goal #3</b>	By the end of the 2025-2026 school year, 8th-grade students will increase their levels 2 - 4 scores from 66.6% to 70% as measured by the Science Georgia Milestones Assessment. 6th- and 7th-grade students will increase by 5%, 6 <sup>th</sup> grade from 67% to 70%, and 7 <sup>th</sup> grade from 79% to 82%, based on summative assessment scores.
<b>Goal #4</b>	By the end of the 2025-2026 school year, 8th-grade students will increase their levels 2 - 4 scores from 70.5% to 73.5 % as measured by the Social Studies Georgia Milestones Assessment. 6th- and 7th-grade students will increase by 5%, 6 <sup>th</sup> grade from 62% to 65%, and 7 <sup>th</sup> grade from 81% to 84%, based on summative assessment scores.