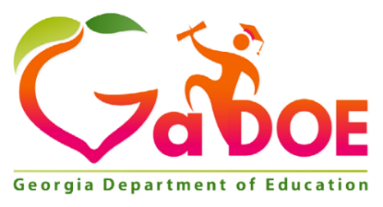
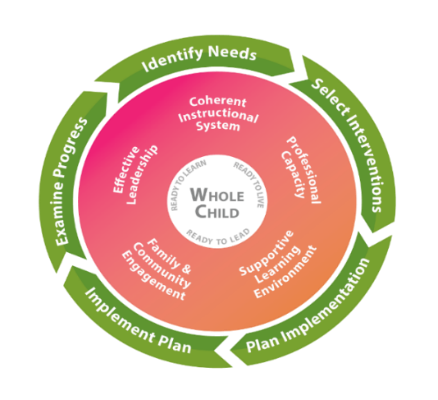
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| **School Year:** | **2025 - 2026** |
| **School Name:** | **Brumby Elementary** |
| **Principal Name:** | **Sandra Alford** |
| **Date Submitted:** |  |
| **Revision Date(s):** |  |

**School Improvement Plan**



**Title I, Part A**

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| --- | --- | --- |
| *District Name* | | Cobb County School District |
| *School Name* | | Brumby Elementary School |
| *Team Lead* | |  |
| *Position* | |  |
| *Email* | |  |
| *Phone* | |  |
| **Federal Funding Options to Be Employed in This Plan**  **(SWP Schools. Select all that apply.)** | | |
| X | Traditional funding (all Federal funds budgeted separately) | |
|  | Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY** | |
|  | “Fund 400” - Consolidation of Federal funds only | |
| **Factor(s) Used by District to Identify Students in Poverty**  **(Select all that apply.)** | | |
| X | Free/Reduced meal applications | |
|  | Community Eligibility Program (CEP) - Direct Certification **ONLY** | |
|  | Other (if selected, please describe below) | |
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| 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: Vertical teams of staff members met in SIP goal teams on April 15, 2025, to review school-wide data and create statements of strengths and weaknesses based on the data reviewed. The school’s Guiding Coalition (GC) then met on April 21, 2025, to review and create additional strengths and weaknesses statements as well as begin to conduct a root cause analysis for the identified weaknesses and potential action steps to address these weaknesses. Grade level teams then met on April 22, 2025, to further discuss and refine the identified strengths and weaknesses as well identify root causes, and determine how the CCC process is implemented, the impact of the process, as well as any adjustments that need to be made at the school or team level to help the CCC process be more impactful next year. A Family Engagement Input Meeting was conducted on April 24, 2025, to seek input from parents. A Brumby U meeting was held on April 28, 2025 to gain input from the perspective of new teachers to Brumby on strengths, weaknesses, and root causes of those weaknesses as well as suggestions for action steps we can take to address the weaknesses. On Tuesday, April 29, 2025, all certified staff members ranked our school level performance on all 22 of Georgia’s Systems of Continuous Improvement Systems, Structures, and School Improvement Process. Vertical teams then identified strengths and weaknesses within those 22 for each of our current 4 goals and suggested action steps to address the weaknesses. |

**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.

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

**SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE**

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

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| **Meeting Dates:** | April 15, 2025 | April 21, 2025 | April 22, 2025 | April 24, 2025 | April 28, 2025 | April 29, 2025 |

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| **Position/Role** | **Printed Name** | **Signature** |
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**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).

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| **Previous Year’s  Goal #1** | The percentage of students and teachers reporting a sense of belonging, independence, mastery, and generosity in the learning environment will increase by 20% points from August 2024 TISQ survey administration to the May 2025 TISQ survey administration. |
| **Was the goal met?  YES  NO  Partially** | |
| What data supports the outcome of the goal? | |  |  |  |  | | --- | --- | --- | --- | | **Strengths** | | **Opportunities for Growth** | | | **Question 5:**  Daily morning meetings. | 95.1% | **Question 3:**  My school practices strength-based approaches to classroom management. | 41.9% | | **Question 10:**  My school has meaningful rules (kindness, safety, and respect for all). | 93.5% | **Question 2:**  My School considers student strength in all interactions. | 46.7% | | **Question 9:**  My school prioritizes routine. | 82.2% | **Question 8:**  Most staff practice emotional regulation when interacting with students. | 50% |  |  |  |  |  | | --- | --- | --- | --- | | **Strengths** | | **Opportunities for Growth** | | | **Question 5:**  Daily morning meetings. | 73.4% | **Question 11:**  My school does not take away recess/specials based on behavior. | 43.3% | | **Question 10:**  My school has meaningful rules (kindness, safety, and respect for all) | 70.5% | **Question 17:**  My school tells students and staff what they find out about how everyone feels at school | 45.2% | | **Question 14:**  Does my school work together with families to make school great for student? | 65.5% | **Question 15:**  My school asks for feedback from students. | 49.6% | |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | **Strengths:**   * The administrative team established and implemented a process for documenting office referrals related to classroom behavior, as evidenced by consistent referral documentation. * A systemic discipline referral protocol was developed and implemented, with informal referrals helping to guide tiered behavioral support decisions. * K–5 teachers consistently delivered weekly trauma-informed and resilience-focused lessons during designated circle time, as observed during classroom walkthroughs.   **Opportunities for Growth:**   * There is a continued need to refine and deepen the school-wide understanding of the distinction between behaviors warranting classroom-managed interventions versus those requiring administrative referrals. * Additional professional learning is needed to strengthen school-wide implementation of strength-based, trauma-informed classroom management practices. * Increase consistency in the use of positive behavior reinforcement systems across all grade levels and classrooms to support proactive behavior management. |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? |  |

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| **Previous Year’s  Goal #2** | 50% of kindergarten students will score in the on-track or at/above range on the AMIRA assessment by May 2025.  1st grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 18% (31 students) in May 2024 to 35% (62 students) in May 2025.  2nd grade students scoring in the on-track or at/above range on the AMIRA assessment will increase from 62% (108 students) in May 2024 to 75% (131 students) in May 2025.  3rd-5th grade students scoring proficient and distinguished on the ELA EOG will increase from 25% in May 2024 to 30% in May 2025.   * 35% (61 students) of third-grade students will score proficient or distinguished on the ELA EOG in May 2025. * 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 27% (39 students) in May 2024 to 35% (51 students) in May 2025. * 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (28 students) in May 2024 to 35% (61 students) in May 2025. * 3rd-5th grade students reading on grade level on the ELA EOG will increase from 53% in May 2024 to 60% in May 2025. |
| **Was the goal met?  YES  NO  Partially** | |
| What data supports the outcome of the goal? | **K Did Not Meet the Goal:** Amira data indicates 40% of students in Kindergarten scored in the yellow and green range of the AMIRA assessment in May 2025  **1st Grade Did Meet the Goal:** AMIRA data indicates that 60% of students in 1st grade scored in the yellow and green range of the AMIRA assessment in May 2025.  **2nd Grade Did Not Meet the Goal:** AMIRA data indicates that 69% of students in 2nd grade scored in the yellow and green range of the AMIRA assessment in May 2025.  **3rd Grade Did Not Meet the Goal:** EOG Milestones scores indicate 23% of our 3rd grade students scored proficient or distinguished on the ELA EOG in May 2025  **4th Grade Did Not Meet the Goal:** EOG Milestones scores indicate 16% of our 4th grade students scored proficient or distinguished on the ELA EOG in May 2025.  **5th Grade Did Not Meet the Goal:** EOG Milestones scores indicate 23% of our 5th grade students scored proficient or distinguished on the ELA EOG in May 2025.  **3rd-5th Grade Did Not Meet the Goal:** EOG Milestones Lexile Levels indicate 51% of 3rd-5th grade students are reading on grade level. (3rd- 54%, 4th- 37%, and 5th- 60%). |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | **Grows:** While the district provided literacy lesson plans, there was little alignment between provided lesson plans and available resources to implement the plans. Teachers need more ideas on activities that can be implemented during literacy centers.  **Glows:** Teachers utilized the district-provided literacy lessons for instruction in all areas of the daily 120-minute uninterrupted literacy block. Student data was discussed in CCCs and many grade levels used this time to also discuss how to address students strengths and weaknesses in small groups. |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | First grade was the only grade level to meet the goal. First grade teachers will continue to closely monitor students’ progress in phonics development and reading abilities to ensure continued success and intervention as needed when students are not successful on common assessments. |

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| **Previous Year’s  Goal #3** | Kindergarten grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.  1st grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.  2nd grade students scoring at the prepared level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment.  3rd-5th grade students scoring proficient or distinguished on the Math EOG will increase from 18% (90 students) in May 2023 to 35% (175 students) in May 2025. |
| **Was the goal met?  YES  NO  Partially** | |
| What data supports the outcome of the goal? | **K Unable to meet goal because single assessment** K: 7% of kindergarten students scored at the prepared level on the Winter administration of the Math BEACON. The BEACON will not be administered to kindergarten students again this school year, so no comparative data was collected.  **1st Grade Met Goal of 20% points growth from Fall to Spring administration.** In the Fall, 2% of first graders scored in the prepared level and by Spring, 28% of 1st grade students scored in the prepared level.  **2nd Grade Did Not Meet Goal of 20% points growth from Fall to Spring administration**. In the Fall, 2% of second graders scored in the prepared level and by Spring, 14% of 2nd grade students scored in the prepared level.  **3rd – 5th Grade Did Not Meet Goal of 35% or 175 students proficient or distinguished.** In May 2025, 23% of students scored proficient or distinguished on Math EOG. |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | **Grows:** Refinement of the Data process and explicit support for teachers in how to collect, analyze, and use data to form small group and plan specific lessons to address the needs of students is needed. Teachers also need explicit modeling of how to use manipulatives for a variety of mathematical strategies to ensure students form a solid understanding of math concepts through concrete representation first, then followed by semi-concrete or representations (drawings or diagrams), before moving to algorithms that are fully abstract concepts.  **Glows:** During CCCs teams explored CTLS district-provided resources for math lessons and many conducted whole group lesson based on those lessons. Some teachers used math data to determine the needs of students and used small group instruction to meet those needs. |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | First grade was the only grade level that exceeded their portion of the goal. First grade teachers will continue to closely monitor student progress through frequent common assessments. The team will also continue to identify strong instructional practices that led to increased scores for students and brainstorm additional activities or instruction that can be delivered to students to support growth for both underperforming students and students that have already met standards. |

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| **Previous Year’s  Goal #4** | The percentage of 3rd – 5th grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 24% on the Spring 2024 Assessment to 40% on the Spring 2025 Assessment.    The percentage of 3rd – 5th grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 26% on the Spring 2024 Assessment to 41% on the Spring 2025 Assessment. |
| **Was the goal met?  YES  NO  Partially** | |
| What data supports the outcome of the goal? | **3rd-5th Grade ELA Did Not Meet Goal:** 35% of 3rd-5th grade SWD students scored as Developing learners or higher on May 2025 ELA EOG Assessments (3rd 31%, 4th 32%, 5th 45%).  **3rd-5th Grade Math Met Goal:** 41% of 3rd-5th grade SWD students scored as Developing learners or higher on May 2025 Math EOG Assessments (3rd 45%, 4th 48%, 5th 32%). |
| **Reflecting on Outcomes** | |
| If the goal was **not met**, what actionable strategies could be implemented to address the area of need? | **Glows:** Reading and Math instruction for students with disabilities was monitored throughout the school year through the checking of lesson plans weekly and instructional walks conducted monthly. Shared teaching pairs were given coverage to ensure they were able to plan collaboratively on Friday mornings from 7:15am-8:00am. Teachers report a strong benefit from the additional planning time. The primary reason for rating the planning as ineffective was when teachers were absent and could not plan that week.    The most impactful support this year came from the ongoing support from Kristi Dixon, the district coach assigned to Brumby to support the 22 special education teachers. She was available to provide ongoing, direct support to address instructional or relational factors that negatively impacted teaching pairs. Her support was significant in the improvement in instruction our students with disabilities received this year.  **Grows:** Continued monitoring of lesson plans as well as quarterly instructional walks should be planned for 2025-2026 school year. Professional Learning opportunities based on results of instructional walks should continue with additional input given by shared teaching pairs. |
| If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | Although we did not meet either ELA or Math goal, both areas showed significant gains from last year’s performance. The monitoring and support provided to SWD teaching pairs contributed to the success of the goal. Teaching teams who developed a strong collegial relationship planned and carried out instruction that supported student growth. Continued coaching and individualized support for Special Education teachers as well as their co-teachers will be necessary to sustain the progress made this year. |

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

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| OTHER CONTENT AREA DATA/OTHER DATA | | |
| Source | Strengths | Weaknesses |
| SY24 Discipline Data | Referrals decreased by 22% from SY24 to SY25:  23-24 – 825 Referrals  24-25 – 643 Referrals  Mandatory morning meetings using Quaver lessons.  Calm down rooms | Referrals increased from SY22-SY24:  21-22 – 534 Referrals  22-23 – 607 Referrals  23-24 – 825 Referrals |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  Although our teachers cite that maintaining order and safety is a strength for our school (71% agree or strongly agree), our student discipline data demonstrates that routines, procedures, and expectations for behavior are not consistently implementing in all classrooms. | |
| SY25 GaDOE School Climate Data | Parent survey score – 79.18 | Student survey score – 66.89  Staff survey score – 67.18 |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  In a survey completed by 100 staff, 36% disagree or strongly disagree that leadership creates and maintains a school climate and culture conducive to learning. The student discipline data reflects the impact on the overall sense of a positive school culture. | |

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| **Climate- IMPROVEMENT PLAN** | | | |
| **GOAL #1:** | **The average score of the staff and student GaDOE Climate Surveys will increase from 67.04 in SY25 to 72.0 in SY26.**   * SY25 Staff – 67.18 * SY25 Student – 66.89 | | |
| **Root Cause(s) to be Addressed:** | **Maintaining Order and Safety** | | |
| **Funding Source(s)**  *SWP Checklist 5.e* | Title I Funds  Local School Funds  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Components** | **Implementation Plan**  *SWP Checklist 3.a 34 CFR § 200.26* | **Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26* | **Resources** |
| **Who?**  **One Action (Verb)**  **What?**  **Frequency** | **Implementation Performance Target:** 100% of staff members will implement PBIS, including having common daily rules and expectations for behavior by December 2025.  **Implementation Plan:**  **Preplanning**:   * Administrators will share write-up procedures and expectations with the staff. * PBIS team will develop a sub-committee to develop school-wide lesson plans. * **August-September:** Teachers document behavior and review grade-level data monthly at Team Nuts and Bolts meeting. * **August** - PBIS subcommittee will facilitate PL session to familiarize staff with PBIS lessons and instructional expectations. * **September** – PBIS team will lead refresher training for the effective use of the behavior flowchart and distinguishing office managed vs. classroom managed behaviors.   **October-December:**   * **October** - High-flyers are identified, and administration-teacher-parent conferences are held to create a plan for remediation of behavior. * **October –** PBIS team will lead proactive vs. reactive behavior management PL. * **November** - PBIS team will develop a re-entry plan for students who have been removed from class for any amount of time (restorative cycles, etc.). * **December –** Full implementation of PBIS rewards and all components of PBIS.   **January-February:**   * **January** - PBIS committee will share mid-year discipline data with the staff. * **January** - Review tiered behavior system and refine as needed. * **March-April:** * **March** - High-flyers are reviewed to identify changes or address any continued concerns. * **April** - PBIS team will begin gaining feedback data/info from stakeholder and student community to consider for the upcoming school year. * **May**: * Organize behavior data to adjust the system and make any changes as needed.   **Artifacts to be Collected:**  Monthly Team PBIS data review and committee meeting agendas and notes.  **Person(s) Monitoring Implementation:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  PBIS Committee  **Frequency of Monitoring:**  **Monthly** | **Evaluation Performance Target:**  The number of office referrals will decrease from 643 in SY25 to 579 in SY26.  **Evaluation Tool(s):**  Referral data  **Evaluation Plan:**  Students will be assessed:  Every 2 weeks  Monthly  Every other month  3 times per year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Data Analysis Plan:**   * PBIS team will present referral data to guiding coalition after PBIS committee meetings. * Team leads will bring data back to nuts-and-bolts meetings with their grade-level teams.   **Person(s) Collecting Evidence:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  CCC Leads  PBIS Committee | **Monthly Team Behavior Data Review Form**  **Behavior documentation forms/data**  **PBIS minor referrals** |
| **Target Student Group** |
| Gen Ed  EL  SWD |
| **Action Step**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* |
| 1. The Brumby staff will implement PBIS with fidelity including common daily rules and expectations for behavior. |
| **arget Student Group** |
| Gen Ed  EL  SWD |
| **Action Step**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* |
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| **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 |
| 3rd Grade | 21.5 | 18.4 | 26.5 | 23 |
| 4th Grade | 17.7 | 17.2 | 15.8 | 16 |
| 5th Grade | 19.0 | 19.7 | 33.3 | 23 |

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| **Beacon ELA Data – Spring Administration** | **Foundations** | | | **Language** | | | **Texts** | | | **Interpreting Texts** | | | **Constructing Texts** | | |
| **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** |
| **1st Grade** | 24% | 41% | 35% | 31% | 38% | 31% | 27% | 50% | 22% | 30% | 41% | 29% | 24% | 46% | 30% |
| **2nd Grade** | 39% | 32% | 29% | 35% | 34% | 31% | 33% | 41% | 25% | 35% | 37% | 28% | 33% | 45% | 22% |

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| **Beacon ELA Data – Spring Administration** | **Reading** | | | | | | | | | **Reading Text Types** | | | | | | **Writing** | | | | | | | | |
| **Key Ideas & Details** | | | **Craft & Structure/ Integration of Knowledge & Skills** | | | **Vocabulary Acquisition & Use** | | | **Literary** | | | **Informational** | | | **Text Types and Purposes** | | | **Conventions** | | | **Research** | | |
| **SN** | **NT** | **P** | **SN** | **NT** | **P** | **SN** | **NT** | **P** | **SN** | **NT** | **P** | **SN** | **NT** | **P** | **SN** | **NT** | **P** | **SN** | **NT** | **P** | **SN** | **NT** | **P** |
| **3rd Grade** | 19% | 70% | 11% | 19% | 70% | 11% | 17% | 69% | 14% | 17% | 72% | 12% | 20% | 66% | 14% | 21% | 70% | 9% | 37% | 53% | 10% | 22% | 69% | 9% |
| **4th Grade** | 33% | 58% | 8% | 28% | 61% | 11% | 29% | 61% | 9% | 26% | 67% | 7% | 28% | 64% | 9% | 32% | 61% | 7% | 44% | 46% | 10% | 34% | 61% | 5% |
| **5th Grade** | 31% | 55% | 13% | 33% | 52% | 15% | 25% | 58% | 15% | 33% | 53% | 14% | 25% | 63% | 13% | 28% | 58% | 14% | 38% | 48% | 13% | 35% | 51% | 13% |

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| Source | Strengths | Weaknesses |
| SY25 ELA Milestones  (Grade Levels & Subgroups) | **For Grade Levels, ELs and SWD**  Initial Milestone data does not indicate any strengths in overall performance. Strand data may show some strengths. | **For Grade Levels, ELs and SWD**  **All:** Based on the Spring ELA Milestone scores, 46% of s3rd – 5th grade students performed in Beginning or Level 1 indicating they are performing below grade level in ELA.  **3:** Based on the Spring ELA Milestone scores, 51% of third grade students performed in Beginning or Level 1 indicating they are performing below grade level in ELA.  **4:** Based on the Spring ELA Milestone scores, 52% of fourth grade students performed in Beginning or Level 1 indicating they are performing below grade level in ELA.  **5:** Based on the Spring ELA Milestone scores, 77% of students performed in Beginning (Level 1) and Developing (Level 2) indicating they are performing below grade level in ELA.  **SWD:** Based on the Spring ELA Milestone scores, 66% of 3rd – 5th grade SWD students performed in Beginning or Level 1 indicating they are performing below grade level in ELA. |
| Beacon Assessment – ELA  (Grade Levels & Subgroups) | **1:** Our students have demonstrated a strength in foundations (phonics skills) where 56 students of 160 (35%) are at the prepared level.  **2:** Based on the Spring ELA Beacon scores, 31% of students met or exceeded grade-level expectations in the domain of Language, showing growth in grammar, vocabulary, and language conventions.  **3:** Based on the Spring ELA Beacon scores, the highest average scale score growth from the Fall to Spring assessment occurred in Conventions of English, with a growth of 38 points. This indicates that despite the poor performance in Spring, students did grow in this area.  **4:** Based on the results from Spring Beacon data in ELA for 4th grade, our students have demonstrated significant strengths in Literacy Text with 7% performing at the prepared level and 67% performing in the near target level. Students excel in the standard RL2.3.10 which includes main idea, characterization, setting, theme, etc.  **5:** Based on the results from the BEACON assessment in ELA for 5th grade, our students have demonstrated significant strengths in the Informational Text domain, with 76% performing at Near Target or Prepared.  **EL:** Based on the results from the BEACON assessment in 2nd grade, 19% of our EL students scored in the prepared range.  **SWD:** Based on the results from the BEACON assessment in 1st grade, 43% of our SWD students scored in the prepared range. | **1:** Our students face challenges in interpreting texts where only 37 students of 160 (23%) are at the prepared level.  **2:** Based on the Spring ELA Beacon scores, 22% of students met or exceeded the standard in writing, indicating that a portion of students are beginning to demonstrate proficiency in organizing ideas and expressing their thoughts clearly in written form.  **3:** Based on the Spring Third Grade ELA Beacon scores, 37% of students scored in the support needed category on Conventions of English. **4:** Our students face challenges in Conventions of English where 10% are prepared and 46% are needing support. Specifically, students struggle with the standards ELAGSE4L2, which includes/requires conventions of English including capitalization, punctuation, and spelling when writing.  **5:** Based on the results from the Beacon assessment in ELA for 5th grade, our students have demonstrated significant challenges with Conventions, with 39% performing at the Support Needed level.  **EL:** Based on the results from the BEACON assessment in 5th grade, 46% of our EL students scored in the prepared range, and 42% were in the Near Target range.  **SWD:** Based on the results from the BEACON assessment in 2nd grade, 75% of our SWD students scored in the support needed range. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  1st: CI & EL- The assessment is not aligned to grade level instruction. Students do not receive instruction on technology skills needed for test (click and drag, drop down menu, matching lines to correct answer, multiple correct answers, etc). The leadership system does not ensure that teachers can put learning at the center of their daily activities (increasing responsibilities, interruptions, little time to focus on lesson planning). Changes in schedule and interruptions are not communicated in time for teachers to factor it into their planning and adjust instruction.  2nd: CI- writing stamina, handwriting skills, lack of curriculum  5th: CI- The study of 5th grade level conventions needs to be a year-long endeavor. These standards were addressed heavily in Q3, but a more balanced approach would be beneficial moving forward. | |
| ACCESS Scores  (Grade Level Reading & Writing) | **1st:** 21% of students scored proficiency levels 4 (Expanding) and 5 (Bridging) in the Reading domain.  9% of students scored proficiency level 4 (Expanding) in the Writing domain.  **2nd :** 9% of students scored proficiency level 6 (Reaching) in the Reading domain.  25% of students scored proficiency level 4 (Expanding) and level 5 (Bridging) in the Reading domain.  5% of students scored proficiency level 4 (Expanding) in the Writing domain.  35% of students scored proficiency level 3 (Developing).  **3rd/4th** In the reading domain ,2- Emerging 29%, 3- Developing 11%, 4- Expanding 4%, 5- Bridging 4%, and 6- Reaching 16%  **3rd/4th** In the writing domain, 1- Entering 18%, 2- Emerging 22%, 3- Developing 42%, 4- Expanding 18%  **4th:** 26% of students scored in Expanding and Bridges in Reading. More than ¼ of all students. 18 % of students have reached proficiency. For writing there are 34% of all students in 4th grade scored in the Expanding and Bridging proficiency.  **5th:** 22% of students scored in Expanding and Bridges in Reading. Another 3% of all tested students have reached the highest level measured. That is a total of ¼ of all 5th grade students tested.  For writing there are 19% of all students in 5th grade scored in the Expanding and Bridging proficiency. | **1st:** For the Reading domain, 74% of students scored a level 1 (Entering).  For the writing domain, 82% of students scored a level 1 (Entering).  **2nd :** For the reading domain, 16% of students scored a level 1 (Entering).  For the writing domain, 28% of students scored a level 1 (Entering).  **3rd/4th -** In the writing domain, no student was in the bridging and reaching proficiency level.  **4th:** 15% of students scored in Entering and Emerging in Reading. For writing there are 26% or a total of 10 students in 4th grade who scored in the Entering and Emerging proficiency.  **5th:** 56% of students scored in Entering and Emerging in Reading  For writing there are 30% or a total of 11 students in 5th grade who scored in the Entering and Emerging proficiency. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  **1st: Planning and Delivering Quality Instruction** – Multilingual learners (MLs) are often asked to complete writing tasks in the same manner as their peers without appropriate differentiation and scaffolds. Reading instruction (both in small group and whole group-read alouds) should embed language acquisition strategies to bolster students’ reading foundational and comprehension skills.  **Professional Capacity** – ESOL teachers and classroom teachers have limited to no time to plan together to discuss appropriate differentiation strategies or collaborate on selecting resources.  What should be implemented to address this area of concern?  Common planning time, analysis of student work samples, and assessment results – discussions on how to adjust instruction accordingly. Teachers may need exemplars of what student work and expectations should look like at the different proficiency levels for writing and would benefit from modeling of instructional strategy implementation.  **2nd:** \* ELs are progressing and increasing each year through their proficiency levels and are developing in their language acquisition.  **Coherent Instruction-** ELs are eligible to receive both classroom/assessment accommodations appropriate to their proficiency levels to demonstrate knowledge at their ability. At times many common grade level assignments and assessments that monitor student progress are given without modifications in place.  **What should be implemented to address this area of concern?** Classroom teacher/ESL support/Coach collaboration might allow opportunities for more of these discussions.Accommodations need to be used for equity and level the playing field for students that are still developing in their language acquisition. Providing writing Rubrics and descriptors to teachers of EL students can clarify expectations and what areas to push them to the next level. Possibly reducing test questions and/or answer choices, providing sentence frames, and structured talks allows students to orally rehearse their responses before writing them.  **3rd/4th Root Cause Explanation**: Students not having adequate time and mastering grammar skills and conventions. Writing Workshop  **3rd/4th** The students should have adequate time to practice and enhance their writing skills. | |
| ELA Common Assessments  (Grade Level Reading & Writing) | **K:** Based on the results from our school-developed common summative assessments in ELA for our kindergarten grade level, our students have demonstrated strengths in reading with 100 students out of 121 (83%) meeting or exceeding the standard **ELAGSEKRF3.** Students aredemonstrating that they know and apply grade level phonics and word analysis skills in decoding words.  **1:** Our students have demonstrated a strength in knowing final -e and common vowel team conventions for representing long vowel sounds ELAGSE1RF3c were 120 out of 160 students (75%) are meeting this standard.  **2:** Based on the Q3 ELA Common Assessment, 73% of students met or exceeded the standard ELAGSE2RL9, comparing and contrasting, demonstrating strong analytical skills and a solid understanding of how to identify similarities and differences across texts.  **3:** Based on the Q4 ELA Post Common Assessment, 82% of students met or exceeded the standard ELAGSE3RI3, describing the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **4:** Based on the results from our school-developed common summative assessments in ELA, our students have demonstrated significant strengths in Text Detail with 60% performing at prepared. Students excel in the standard 4RL1: Refers to details in a text when drawing references.  **5:** Based on the results from our common assessments, our students have demonstrated significant strengths and growth in Vocabulary Acquisition, with an average of 62% showing standard mastery on ELAGSE5L4b. | **K:** Our students face challenges in phonological awareness. 62 students out of 132 (47%) are meeting or exceeding the standard **ELAGSEKRF2b** which is count, pronounce, blend, and segment syllables in spoken words.  **K:** Our students face challenges in reading high frequency words. 43 out of 121 students(30%) are meeting or exceeding standard **ELAGSEKRF4** which is reading explicitly taught high frequency words within text.  **1:** Our students face challenges in reading and writing words with inflectional endings, ELAGSE1RF3f where only 82 students out of 160 (51%) are meeting the standard.  **2:** Based on the Q3 ELA Common Assessment, only 38% of students met or exceeded the standard in identifying point of view, indicating a need for targeted instruction and support to help students better understand how perspective influences a text.  **3** Based on the Q4 ELA Post Common Assessment, 41% of students met or exceeded the standard ELAGSE3RL2, recounting stories focusing on key details in the text.  **4:** Our students face challenges in Poems, Drama, and Prose, where 38% are prepared and meeting the expected standard. Specifically, students struggle with the standard 4.RL.5 : The difference between poems, drama, and prose.  **5:** Based on the results from our school-developed common summative assessments in ELA, our students have found the Language standards ELAGSE5L1 and L3 challenging with on average 43% of students showing standard mastery. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  1st: CI& EL & SLE- Refining the instructional system- the school’s system does not always improve the planning for quality instruction, and monitoring students’ progress. A lot of factors interrupt the instructional time. Changes in schedules and interruptions are not communicated in time for teachers to factor it into their planning and adjust instruction. Schoolwide, there is not a strong tier process set in place to provide comprehensive services to students to meet their needs.  2nd: CI- more of an abstract concept  5th: CI- The execution of the curriculum must be intentionally integrated into daily lessons for the entirety of the school year. | |
| iReady  (Grade Level) | 5th Grade: 29 students  The literature domain was a great strength on the iReady Winter diagnostic test where 24% of students are on grade level.  4th Grade: 25 students  The literature domain was a great strength on the iReady Winter diagnostic test where 28% of students are on grade level.  3rd Grade: 31 students  The literature domain was a great strength on the iReady Winter diagnostic test where 23% of students are on grade level.  K: Based on the results from our I-Ready Diagnostic school wide assessment for kindergarten, our strength is in the phonological awareness domain as our students 74 out of 114 (65%) are at or above grade level.  K: Based on the results from the I-Ready Diagnostic school wide assessment for kindergarten, our strength is in the phonics domain as 64 out of 114 (56%) are at or above grade level. | 5th Grade: 29 students The Non-Fiction domain is a relative deficit on iReady Winter diagnostic test where 55% of students remain 2 or more grade levels below.  4th Grade: 25 students  The Non-Fiction domain is a relative deficit on iReady Winter diagnostic test where over 28% of students remain 2 or more grade levels below.  3rd Grade: 31 students  The Non-Fiction domain is a relative deficit on iReady Winter diagnostic test where over 55% of students remain 2 or more grade levels below.  K: Our students faced challenges reading high-frequency words and 54 students out of 114 (47%) scored as a weakness. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  Phonics and morphonology instruction was not completed with fidelity across all grade levels leading to inconsistent application of word knowledge including vocabulary which is why non-fiction is the domain of relative deficits. | |
| Amira Data | K: Based on the results from our districtAmira Assessment, for our kindergarten students, 36 out of 142 students (25%) are showing strengths in the ARM score and scoring in the 75th percentile and above grade level. | K: We had Kindergarten students score weak in the ARM score on Amira with 20 students out of 142 (18%) scoring in the red percentage range or “catch up” portion of the scores. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning   Environment | **Root Cause Explanation:** Appropriate use of small group and differentiated instruction was not observed in all classrooms indicating the lack of intentionally planned instruction that addresses student weaknesses. | |

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| **ELA- IMPROVEMENT PLAN** | | | |
| **GOAL #2: ELA** | **Kindergarten – 50% of kindergarten students will achieve an Amira ARM score of at least 1.0 by Spring 2026.**  **1st – 2nd grade students scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment will increase from 30% in May 2025 to 35% in May 2026.**   |  |  |  |  | | --- | --- | --- | --- | | **Grade Level** | **Median Cut Score** | **% of students above cut score SY25** | **GOAL for SY26: % of students above cut score** | | 1 | 487 | 33% | 35% | | 2 | 511 | 28% | | 3 | 413 | 18% | 25% | | 4 | 447 | 13% | | 5 | 472 | 15% |   **3rd-5th grade students scoring proficient and distinguished on the ELA EOG will increase from 20% in May 2025 to 30% in May 2026.**   * 30% (52 students) of 3rd grade students will score at the proficient or distinguished on the ELA EOG in May 2026. * 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 22% (38 students) in May 2025 to 30% (50 students) in May 2026. * 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (21 students) in May 2025 to 30% (38 students) in May 2026. | | |
| **Root Cause(s) to be Addressed:** | Planning for Quality Instruction | | |
| **Funding Source(s)**  *SWP Checklist 5.e* | Title I Funds  Local School Funds  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Components** | **Implementation Plan**  *SWP Checklist 3.a 34 CFR § 200.26* | **Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26* | **Resources** |
| **Who?**  **One Action (Verb)**  **What?**  **Frequency** | **Implementation Performance Target:** 100% of teachers will implement district-provided curricula during the components of the 120-minute uninterrupted literacy block daily by December 2025 as measured by lesson plans and classroom observations.  100% of teachers will utilize district-provided curricula to plan for differentiated small group instruction by May 2026.  **Implementation Plan:**   * **Summer 2025:** Grade-level collaboration day to plan for Q1, including organizing ~~and analyzing Wonders~~ materials for Q1 with local school academic coach. * **Preplanning**: Introduction to Wonders Curriculum and new standards- district PL with ELA Coach support. * Clear direction from administration and coaches about expectations for the 120-ELA block, with focus on small group instruction * Present schedule for classroom observations and lesson plan checks for the year. THIS STILL NEEDS TO HAPPEN * Develop walk form in collaboration with Title I and present to staff. Will collect walk form data by quarter. WALK FORM HAS NOT BEEN SHARED * **August-September:** Literacy Coach will support teachers in understanding the content and context for implementing Wonders with fidelity. * New CCC lesson plan template will be developed by ELA lead teacher and administration. * Introduce and implement new CCC lesson plan template to align weekly whole group lessons to Wonders & UFLI. ***Create a schedule for how each ELA CCC meeting will be used.*** COULD THESE TWO BE COMBINED?   + Utilize first 15 minutes of weekly CCC planning days to review and plan for Wonders and UFLI lessons for the upcoming week.   + Utilize the second half of weekly CCC planning days for guided data digs from academic coaches based on recent data (Amira, Beacon, Common Assessments) when needed.   + If no data needs to be presented, then teachers may use second half of CCC planning days to plan for small group instruction or for RTI discussions.   + Specify times for RTI and be intentional about how we are doing intervention for students. * August ½ day collaboration – to include staff classroom observations of literacy instruction. * Administration will create classroom walkthrough schedule and share it with the Title I team. * Sept- Full Day Collaborative Planning for Q2 * **October-December:** Present (coaches, grade level teachers who have been successful, ESOL/SpED teachers, etc) instructional strategies to increase students’ vocabulary (explicit and incidental instruction). * Oct - Begin classroom walks-Add in a time for debrief and to discuss what was seen/concerns/glows, etc * Dec- Full Day Planning for Q3 – to include staff classroom walk-through data and observations of literacy instruction. * **January-February**: Professional Learning on activities that enable students to practice and apply learned ELA content in small group/station setting. * Local and/or Title I coach will focus mid-year PL on how evaluating the effect of small group instruction and adjusting as needed * ~~Small group lesson plan template will be introduced and teachers will be expected to develop and submit differentiated small group lesson plans weekly.~~ * Update walk schedule and walk form to reflect the additional small group expectations. * **March-April:** March- Full Day Planning for Q4 * Continue PL and refinement of how to plan engaging independent work or group work for students to do while not in a small group with the teacher. * **May**: Reflection of year and planning for next year.   **Artifacts to be Collected:**  Weekly lesson plans  Quarterly classroom observations  **Person(s) Monitoring Implementation:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  **Frequency of Monitoring:**  Weekly monitoring of lesson plans by Administration.  Quarterly observation in each classroom with feedback by Coaches and Administration. | **Evaluation Performance Target:**  3rd – 5th grade students will grow an average of at least 35 scaled score points when comparing the Fall to the Spring BEACON scores in both the Reading and Writing strands.  1st grade students will grow an average of at least 65 scaled score points when comparing each administration of the BEACON in Interpreting Texts and Constructing.  2nd grade students will grow an average of at least 45 scaled score points when comparing each administration of the BEACON in Interpreting Texts and Constructing.  **Evaluation Tool(s):**   * Beacon Assessment   **Evaluation Plan:**  Students will be assessed:  Every 2 weeks  Monthly  Every other month  3 times per year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Data Analysis Plan**  Teachers will enter their classroom data onto their spreadsheet and administration will lead a discussion of Beacon data with teams determining next steps based on the results.  **Person(s) Collecting Evidence:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  CCC Leads | **Wonders**  **UFLI**  **CCSD Advanced Phonics Lessons**  **iReady**  **CTLS- lesson resources**  **Grade Level Scope and Sequence**  **Grade Level Data**  **Walkthrough Template**  **Title I Coaches** |
| **Target Student Group** |
| All Students  EL  SWD |
| **Action Step**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* |
| 1. K-5 teachers will utilize district-provided curricula, Wonders and UFLI, for instruction in all areas (Phonics, Vocabulary, Reading Comprehension, Writing Connected to Text, and Small Group) of the daily 120-minute uninterrupted literacy block. |
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| **MATH DATA** | | | | |
| **MATH Milestones Longitudinal Data** | **SY22**  % of students scoring  proficient & distinguished | **SY23**  % of students scoring  proficient & distinguished | **SY24**  % of students scoring  proficient & distinguished | **SY25**  % of students scoring  proficient & distinguished |
| 3rd Grade | 16.8 | 14.6 | 27.2 | 23 |
| 4th Grade | 17.8 | 24.5 | 21.6 | 24 |
| 5th Grade | 8.2 | 12.1 | 25.6 | 19 |

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| **Beacon Math Data – Spring Administration** | **Numerical Reasoning** | | | **Patterning & Algebraic Reasoning** | | | **Measurement & Data Reasoning** | | | **Geometric & Spatial Reasoning** | | |
| **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** | **Support Needed** | **Near Target** | **Prepared** |
| **Kinder (Winter Admin.)** | 37% | 53% | 10% | 43% | 40% | 17% | 43% | 45% | 12% | 40% | 39% | 21% |
| **1st Grade** | 19% | 59% | 22% | 15% | 35% | 50% | 15% | 34% | 51% | 27% | 50% | 23% |
| **2nd Grade** | 35% | 51% | 14% | 36% | 45% | 18% | 43% | 33% | 24% | 30% | 40% | 30% |
| **3rd Grade** | 14% | 79% | 6% | 19% | 77% | 4% | 26% | 73% | 1% | 28% | 70% | 2% |
| **4th Grade** | 48% | 46% | 6% | 53% | 44% | 3% | 51% | 48% | 1% | 68% | 30% | 2% |
| **5th Grade** | 59% | 40% | 2% | 60% | 38% | 2% | 59% | 37% | 4% | 54% | 40% | 6% |

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| Source | Strengths | Weaknesses |
| SY25 MATH Milestones  (Data by grade & subgroup) | **For Grade Levels, ELs and SWD**  All: Based on the results from the Math EOG, 60% of our students performed in level 2 or higher.  **3:** Based on the results from the Math EOG, 67% of our students performed in level 2 or higher. 61% of students scored Approaching or Met for Geometric and Spatial Reasoning: Attributes of Polygons.  **4:** Based on the results from the Math EOG, 64% of our students performed in level 2 or higher. In all 3 Geometric domains, at least 51% of students scored Approaching or Met in those three domains.  **5: N**o strengths have been identified at this time.  **SWD:** Based on the results from the Math EOG, 41% of our students performed in level 2 or higher. | **For Grade Levels, ELs and SWD**  All: Based on the results from the Math EOG, only 23% of our students performed in the proficient or distinguished levels.  **3:** Based on the results from the Math EOG, only 23% of our students performed in the proficient or distinguished levels. In 9 out of 10 domains on the Math EOG, at least 55% of students scored in the Below Target range.  **4:** Based on the results from the Math EOG, only 24% of our students performed in the proficient or distinguished levels. In 7 out 10 domains on the EOG, between 50% - 70 of students scored Below Target.  **5:** Based on the results from the Math EOG, 50% of our students performed in the beginning level. 64% - 78% of students scored Below Target in all 7 domains.  **SWD:** Based on the results from the Math EOG, 59% of our 3rd-5th grade SWD students performed in the beginning level. |
| Beacon Assessment – Math  (Grade Level & Subgroups) | **K:** Based on the results of the Beacon Math scores in kindergarten, the greatest strength is geometric and spatial reasoning scoring 21% as prepared which is 30 students out of 142 students**.**  **1:** Our students are demonstrating strengths in measurement and data reasoning where 82 students of 160 (51%) are meeting the standard.  **2:** Based on the results from the Spring Math Beacon, 30% of our 2nd grade students performed at the prepared level for Geometric and Spatial Reasoning.  **3:** Based on the results from the Spring Beacon assessment, our 3rd grade students demonstrated significant strengths in Numerical Reasoning with 85% prepared or near target in this area.  **3:** Students are strong in identifying shapes and the properties of shapes as well as area, perimeter, and angles. **4:** Based on the results from the Spring Beacon assessment, our students have demonstrated significant strengths in Numerical Reasoning with 6% performing at prepared and 46% performing at near target in this area. Students excel in the standard 4.NR.1 which involves recognizing patters with quantities presented in real-life situations.  **5:** Based on results from the Spring Beacon assessment, our students have demonstrated strengths in Geometric and Spatial Reasoning, with 46% performing at Near Target or Prepared.  **EL:** Based on the results from the BEACON assessment in 3rd grade, 94% of our EL students scored in the Near Target range leaving only 6% of our EL students scoring in the Support Needed range.  **SWD:** Based on the results from the BEACON assessment in 1st grade, 43% of our SWD students scored in the prepared range. | **K:** Our students are showing a weakness in numerical reasoning as the prepared category is at 10% which is 14 out of 142 students.  **1:** Our students are facing challenges in geometric and spatial reasoning where only 37 students of 160 (23%) are meeting the standard.  **2:** Based on the results from the Spring Math Beacon, only 14% of our students performed in the prepared band for Numerical Reasoning.  **3:** Our students face challenges in Geometry and Spatial Reasoning where only 72% are near target or prepared.  **3:** Students are weak in using measurement and data presented in graphs. **4:** Our students face challenges in Geometric and Spatial Reasoning where 2% are prepared and meeting the expected standard and 30% are needing support in expected standard. Specifically, students struggle with the standard GSR.7, which involves the concepts of angles and angle measurement to estimate and measure angles.  **5:** Based on the results from the Spring Beacon assessment, our students have demonstrated significant challenges in the domain of Patterning and Algebraic Reasoning, with 60% of students performing at Support Needed level.  **EL:** Based on the results from the BEACON assessment in 5th grade, 74% of our EL students scored in the Support Needed range.  **SWD:** Based on the results from the BEACON assessment in both 4th and 5th grade, 69% of our SWD students scored in the Support Needed range. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  1st: Instruction needs to focus more on vocabulary when it comes to shapes/geometric reasoning. Students do not receive instruction on technology skills needed for test (click and drag, drop down menu, matching lines to correct answer, multiple correct answers, etc). The leadership system does not ensure that teachers can put learning at the center of their daily activities (increasing responsibilities, interruptions, little time to focus on lesson planning). Changes in schedule and interruptions are not communicated in time for teachers to factor it into their planning and adjust instruction.  2nd: CI- specific instruction should occur to address student deficits in fact fluency, number sense, and the ability to manipulate numbers  5th: CI- The 5th grade team did not establish an agreed upon scope and sequence before the second quarter began. The entire school-year needs to be drafted and planned as a whole picture prior to execution. | |
| MATH Common Assessments  (Grade Level Math) | **K:** Based on the results from our school- developed common summative assessments in Math, in the kindergarten grade level, students have demonstrated significant strengths in numerical reasoning 103 out of 121 students (85%) are scoring at or above on the standard **K.NR.1.1** which involves counting up to 20 objects in a variety of structured arrangements and up to 10 in a scattered arrangement.  **K:** Based on the results from our school-developed common summative assessments in math, in the kindergarten grade level, students have demonstrated strengths in numerical reasoning composing and decomposing numbers up to 10, with 103 students out of 132 (78%) performing at or above grade level in this area. Students are exceling in the standard **K.NR.5.1** which involves building and breaking down numbers up to 10.  **1:** Students have demonstrated strengths in fluently adding and subtracting within 10 using a variety of strategies, MA.1.NR.2.4, where 123 students out of 160 (76%) are meeting the standard.  **2:** Based on the results from the Q3 math common assessment in math, 61% of our 2nd grade students performed at or above grave level in 10 more 10 less, 100 more 100 less. Students excel in standard NR 2.2.  **3:** Based on the results from the Q4 math common assessment post in math, 92% of our 3rd grade students performed at or above grade level in GSR6.3- Identify lines of symmetry. **4:** Based on the results from our common summative assessments, our students have demonstrated significant strengths in Number Reasoning with 79% performing at prepared. Students excel in the standard NR.4.4- represents whole numbers and fractions as the sum of unit fractions.  **5:** Based on the results of our school-developed common assessments, our students have demonstrated significant strengths and growth in standard 5.NR.3.4 (multiplication of a whole number and fraction), with an average of 75% showing standard mastery.  **EL:** Based on the results from the Q4 Math Common Assessments, EL students performed the highest (97.56%) on MA.3.GSR.6.3- identify lines of symmetry in polygons, even outperforming their non-EL peers.  **SWD:** Based on the results from the Q4 Math Common Assessments, SWD students in first grade outperformed their non-SWD peers scoring in the distinguished performance range on all 3 standards (NR.2.7; NR.5.1; and NR.5.3).  Based on the results from the Q4 Math Common Assessments, SWD students outperformed their non-SWD peers in 16 of the 26 reported standards. | **K:** Our students faced challenges in counting forward to 100 by tens and ones and backward from 20 by ones. 85 students out of 142 or 60% of students are meeting or exceeding the standard **K.NR.2.1**.  Our students also faced challenges in using a variety of addition and subtraction strategies to solve problems up to 10. 62% or 88 students out of 142 are meeting or exceeding the standard **K.NR.5.3**. Students specifically struggled with subtraction.  **1:** Students face challenges in applying properties of operations as strategies to solve addition and subtraction problem situations (word problems) within 20 MA.1.NR.2.7, where only 88 students out of 160 (55%) are meeting the standard.  **2:** Based on the results from the Q3 math assessment, 25% of our students performed below grade level in standard GSR7.2. Our students face challenges identifying lines of symmetry.  **3:** Based on the results from the Q4 math common assessment post in math, 20% of our 3rd grade students performed at or above grade level on standard GSR.8.2- investigating and describing how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.  **4:** Our students face challenges in Numerical Reasoning where 37% are prepared and meeting the expected standard. Specifically, students struggle with the standard MA.4.NR.4.6- add and subtract fractions and mixed numbers with like denominators.  **5:** Based on the results of our school-developed common assessments, our students have found the math standard 5.NR.3.5 (effect of multiplying a number by a fraction less than one, equal to one, or greater than one) challenging with on average 45% showing standard mastery.  **EL:** Based on the results from the Q4 Math Common Assessments, the largest difference between EL and non-EL students occurred in MA.5.PAR.6.1- generate two numerical patterns using two given rules.  **SWD:** Based on the results from the Q4 Math Common Assessments, SWD students (32.61%) performed lower than non-SWD students (56%) on MA.3.GSR.8.1- Solve problems involving perimeters of polygons. |
| Check the system that contributes to the root cause:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  1st: Refining the instructional system- does not always improve the planning for quality instruction, and monitoring students’ progress. Changes in schedules and interruptions are not communicated in time for teachers to factor it into their planning and adjust instruction. Schoolwide, there is not a strong tier process set in place to provide comprehensive services to students to meet their needs.  2nd: CI- students need instructional support in basic fact fluency with addition and subtraction in order to extend that learning to multiple place values.  5th: CI and EL- In addition to foundational gaps, there is a need to support and increase conceptual understanding to build better number sense. Ideas have been shared across teams, grade levels, and leadership regarding how to address this; however the implementation of these goals and ideas can continue to be improved. | |

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| **MATH - IMPROVEMENT PLAN** | | | |
| **GOAL #3: MATH** | **1st – 2nd grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 29% in May 2025 to 35% in May 2026.**   |  |  |  |  | | --- | --- | --- | --- | | **Grade** | **Median Cut Score** | **% of students above cut score SY25** | **GOAL for SY26: % of students scoring above cut score** | | 1 | 491 | 28% | 35% | | 2 | 517 | 30% | | 3 | 397 | 18% | 25% | | 4 | 456 | 9% | | 5 | 511 | 7% |   **3rd-5th grade students scoring proficient and distinguished on the Math EOG will increase from 22% in May 2025 to 30% in May 2026.**   * **30% (52 students) of 3rd grade students will score at the proficient or distinguished on the Math EOG in May 2026.** * **4th grade students scoring proficient or distinguished on the Math EOG will increase from 23% (40 students) in May 2025 to 30% (53 students) in May 2026.** * **5th grade students scoring proficient or distinguished on the Math EOG will increase from 24% (33 students) in May 2025 to 30% (41 students) in May 2026.** | | |
| **Root Cause(s) to be Addressed:** | Coherent Instruction - Refining the Instructional System | | |
| **Funding Source(s)**  *SWP Checklist 5.e* | Title I Funds  Local School Funds  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Components** | **Implementation Plan**  *SWP Checklist 3.a 34 CFR § 200.26* | **Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26* | **Resources** |
| **Who?**  **One Action (Verb)**  **What?**  **Frequency** | **Implementation Performance Target:** 100% of K-5 math teachers will be active participants in CCCs to develop collaborative plans, share instructional strategies, share activities, gather manipulatives, and use data to make decisions that deliver quality instruction and monitor progress.  **Implementation Plan:**   * **Preplanning**: Present clear directions from administration and coaches about expectations for the math instruction including CTLS and Inspire use, with focus on small group instruction. * Present schedule for classroom observations and lesson plan checks for the year. * Develop walk form in collaboration with Title I and present to staff. Will collect walk form data by quarter.   We need to include Number Talks in the plan as well as the Building Fact Fluency program.  Include more details on when and where the action steps happen.   * **August-September:** Math coach will support teachers in understanding the content and context for implementing CTLS and Inspire lessons with fidelity. * Teachers will use new CCC lesson plan to create whole group, differentiated small group/centers, and closing instructional strategies. The new lesson plan will be created and by Admin and Math Coach. They will introduce these plans to staff within the first three weeks of the school year during weekly CCC meetings. CCC meeting schedules:   + Utilize first 15 minutes of weekly CCC planning days to review and plan for CTLS and Inspire lessons for the upcoming week.   + Utilize the second half of weekly CCC planning days for guided data digs from academic coaches based on recent data (Beacon and Common Assessments) when needed.   + If no data needs to be presented, then teachers may use second half of CCC planning days to plan for small group instruction or for RTI discussions. * August ½ day collaboration Q1 * Sept- Full Day Collaborative Planning for Q2 to include observation in math classroom. * Quarterly PL from Title 1 coaches will occur during CCC meetings. These PL sessions will ensure we are aligning student learning to grade level standards. * **October-December:** Present instructional strategies to increase students’ mathematical understanding of the use of manipulatives. * Dec- Full Day Planning for Q3 * **January-February**: Professional Learning on activities that enable students to practice and apply learned Math content in small group/station setting. * Local and/or Title I coach will focus mid-year PL on evaluating the effect of small group instruction and adjust the lesson plan template or instructional process as needed * Small group lesson plan template will ~~be introduced~~ be refined and teachers will be expected to develop and submit differentiated small group lesson plans weekly. We need to consider moving this sooner in the year because by Jan-Feb we may miss the opportunity for improving the small group process. * **March-April:** March- Full Day Planning for Q4- to include observation in a math classroom. * Continue PL and refinement of how to plan engaging independent work or group work for students to do while not in a small group with the teacher. * **May**: Reflection of year and planning for next year.   **Artifacts to be Collected:**  CCC minutes and collaboratively created documents.  Lesson plans  Team and individual data  Classroom Observations  **Person(s) Monitoring Implementation:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  **Frequency of Monitoring:**  Weekly CCC meetings monitored by APs and/or coaches; Data monitored quarterly by APs for grade level  Quarterly Classroom observations; | **Evaluation Performance Target:**  2nd – 5th grade students will grow an average of at least 30 scaled score points when comparing the Fall to the Spring BEACON scores then averaging growth from all 4 math strands.  1st grade students will grow an average of at least 90 scaled score points when comparing the Fall to the Spring BEACON scores then averaging growth from all 4 math strands.  **Evaluation Tool(s):**   * BEACON   **Evaluation Plan:**  Every 2 weeks  Monthly  Every other month  3 times per year 1st-5th  1 time per year for kindergarten  **Data Analysis Plan:**  Teachers will enter their classroom data onto their spreadsheet and administration will lead a discussion of Beacon data with teams determining next steps based on the results.  **Person(s) Collecting Evidence:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  CCC Leads | **CTLS (county) Lesson**  **Inspire (state) lessons**  **Lesson Plan Template**  **Observation Form**  **Grade Level Scope and Sequence**  **Grade Level Data**  **Walkthrough Template**  **Title I Coaches** |
| **Target Student Group** |
| Gen Ed  EL  SWD |
| **Action Step**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* |
| **Planning for Direct/Explicit Instruction**   1. **Rigorous Math Instruction**   K-5 teachers will utilize district- and state-provided math lessons *weekly* to implement instruction for the 75-minute math block. |

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| SPECIAL EDUCATION- DATA | | |
| Source | Strengths | Weaknesses |
| SY25 Milestones ELA  SWD Subgroup | 3rd – 5th grade students with disabilities demonstrated a significant gain in performance from the Spring 2024 to the Spring 2025 ELA Milestones. We increased the percentage of students scoring at the developing level 2 from 24% to 35%. | **3:** Based on the Spring 2025 ELA Milestone scores, 30% of 3rd grade students with disabilities scored at the developing level 2 or higher.  **4:** Based on the Spring 2025 ELA Milestone scores, 32% of 4th grade students with disabilities scored at the developing level 2 or higher.  **5:** Based on the Spring 2025 ELA Milestone scores, 45% of 5th grade students with disabilities scored at the developing level 2 or higher. |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  100 staff completed a reflection survey and 63% of staff agree or strongly agree that planning for quality instruction was a strength this year. The shared special education and general education teachers participated in additional planning sessions each week to focus on ensuring cohesive instruction was in place for all students. However, only 48% of staff agree or strongly agree that we refine our instructional program during the year. This needs to be an area of growth next year. | |
| SY25 Milestones Math  SWD Subgroup | 3rd – 5th grade students with disabilities demonstrated a significant gain in performance from the Spring 2024 to the Spring 2025 Math Milestones. We increased the percentage of students scoring at the developing level 2 from 26% to 42%. | **3:** Based on the Spring 2025 Math Milestone scores, 45% of 3rd grade students with disabilities scored at the developing level 2 or higher. **4:** Based on the Spring 2025 Math Milestone scores, 48% of 4th grade students with disabilities scored at the developing level 2 or higher.  **5:** Based on the Spring 2025 Math Milestone scores, 32% of 5th grade students with disabilities scored at the developing level 2 or higher. |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  100 staff completed a reflection survey and 87% of staff agree or strongly agree that leadership effectively drives an improvement effort. As we continue to build leadership capacity, leadership reflects efforts of administration, coaches, district coaches, and district support staff. However, only 54% of staff agree or strongly agree that leadership ensures high quality instruction occurs in all classrooms. This will be an area of growth for next year. | |
| Common Assessments ELA  SWD Subgroup | **K:** Based on the results of our school-developed Q4 Post common assessment, our K SWD students scored highest (87.92%) on RF2d- Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.  **1:** Based on the results of our school-developed Q4 Post common assessment, our 1st grade SWD students scored highest on RF3b- decoding regularly spelled words (61.11%) and RF3e- decoding two-syllable words (62.86%).  **2:** Based on the results of our school-developed Q4 Post common assessment, our 2nd grade SWD students scored highest (75.44%) on RL3- describe how characters in a story respond to major events and challenges.  **3** Based on the results of our school-developed Q4 Post common assessment, our 3rd grade SWD students scored highest (72.73%) on RI3- describing the relationship between multiple events, concepts or procedures.  **4:** Based on the results of our school-developed Quarter 4 Post common assessment, our 4th grade SWD students scored higher than our non-SWD students on all standards.  **5:** Based on the results of our school-developed Q4 Post common assessment, our 5th grade SWD students scored highest (68.42%) on RL3- Compare and contrast two or more story features. | **K:** Based on the results of our school-developed Q4 Post common assessment, our K SWD students scored lowest (68.76%) on RF4- Read common high-frequency words by sight.  **1:** Based on the results of our school-developed Q4 Post common assessment, our 1st grade SWD students scored lowest (50%) on RL1- ask and answer questions about key details in a text.  **2:** Based on the results of our school-developed Q4 Post common assessment, our 2nd grade SWD students scored lowest (68%) on RF3- Know and apply grade level phonics.  **3:** Based on the results of our school-developed Q4 Post common assessment, our 3rd grade SWD students scored lowest (33%) on RL2- Recount stories, determine central message, lesson, or moral and explain how it is conveyed through key details in the text.  **4:** Based on the results of our school-developed Q4 Post common assessment, our 4th grade SWD students scored lowest (33.33%) on RI3- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.  **5:** Based on the results of our school-developed Q4 Post common assessment, our 5th grade SWD students scored lowest (28.07%) on L1c- Use verb tense and aspect to convey various times, sequences, states, and conditions. |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:** As evidenced by much of the common assessment data, our SWD students’ scores were in many cases within a few points of the scores of the non-SWD students. This indicates that our co-taught classrooms are planning and delivering instruction that helps students perform as well as their non-SWD peers. While the scores were very similar, all students are still overall performing poorly on both common and other assessments and not meeting proficiency standards. | |
| Common Assessments Math  SWD Subgroup | **K:** Based on the results of our school-developed Q4 Post common assessment, our KSWD students scored higher than their non-SWD peers on all eight standards.  **1:** Based on the results of our school-developed Q4 Post common assessment, our 1st grade SWD students scored higher than their non-SWD peers on all three standards.  **2:** Based on the results of our school-developed Q4 Post common assessment, our 2nd grade SWD students scored highest 77.63%) on NR.3.2- Use addition to find the total number of objects arranged in rectangular arrays; write an equation to express the total as a sum of equal addends.  **3:** Based on the results of our school-developed Q4 Post common assessment, our 3rd grade SWD students scored highest (78.26%) on GSR.6.3- Identify lines of symmetry.  **4:** Based on the results of our school-developed Q4 Post common assessment, our 4th grade SWD students scored highest (78.95%) on NR.4.1- Use concrete materials, drawing, and number lines, demonstrate and explain the relationship between equivalent fractions.  **5:** Based on the results of our school-developed Q4 Post common assessment, our 5th grade SWD students scored highest (95.83%) on PAR.6.2- Represent problems by plotting ordered pairs and explain coordinate values of points in the first quadrant of the coordinate plane. | **K:** Based on the results of our school-developed Q4 Post common assessment, our K SWD students scored lowest (91.67%) on NR.5.4- Fluently add and subtract within 5 using a variety of strategies to solve practical, mathematical problems.  **1:** Based on the results of our school-developed Q4 Post common assessment, our 1st grade SWD students scored lowest (91.67%) on NR.2.7- Solve addition and subtraction problem situations within 20.  **2:** Based on the results of our school-developed Q4 Post common assessment, our 2nd grade SWD students scored lowest (68.86%) on MDR.6.2- Find the value of a group of coins and solve problems involving money.  **3:** Based on the results of our school-developed Q4 Post common assessment, our 3rd grade SWD students scored lowest (23.92%) on MDR.5.5- Estimate, measure, and solve problems with liquid volumes, lengths and masses of objects using customary units.  **4:** Based on the results of our school-developed Q4 Post common assessment, our 4thgrade SWD students scored lowest (52.63%) on NR.4.3- Compare two fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies.  **5:** Based on the results of our school-developed Q4 Post common assessment, our 5th grade SWD students scored lowest (50%) on NR.3.6- Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction. |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:** Similar to ELA common assessment data, our SWD students’ scores were in many cases within a few points of the scores of the non-SWD students. This indicates that our co-taught classrooms are planning and delivering instruction that helps students perform as well as their non-SWD peers. While the scores were very similar, all students are still overall performing poorly on both common and other assessments and not meeting proficiency standards in math. Teachers need additional PL to support teaching students to understand and select from a variety of appropriate mathematical strategies to solve problems including the intentional sequenced use of CRA- Concrete, Representational, and Abstract strategies which would include the use of manipulatives long before students are introduced to the abstract algorithms. | |
| Other Summary Data  Teacher Survey  Parent Survey  Professional Learning Survey  ATSI Walks | Of the 13 areas evaluated during each ATSI walk, the following areas showed the greatest gains:  Students function in a supportive learning environment created by the teacher, their peers, and other pro-social resources  46% Very Evident  41% Evident  5% Somewhat Evident  3% Not Observed  5% Not Applicable  The teachers establish and implement rules, schedules, practices, and procedures within the classroom to maximize student learning.  41% Very Evident  49% Evident  8% Somewhat Evident  0% Not Observed  3% Not Applicable | Of the 13 areas evaluated during each ATSI walk, the following areas showed the greatest need for improvement:  The teacher communicates success criteria aligned to the standards being taught.  3% Very Evident  13% Evident  44% Somewhat Evident  38% Not Observed  3% Not Applicable  The teacher uses assistive and instructional technology to support student learning.  10% Very Evident  31% Evident  15% Somewhat Evident  38% Not Observed  5% Not Applicable |
| Check the system impacted:  Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment | **Root Cause Explanation:**  100 staff completed a reflection survey and 64% of staff agree or strongly agree that we create and maintain a school climate and culture conducive to learning. The shared special education and general education teachers participated in monthly team meetings to focus on instructional practices. However, only 48% of staff agree or strongly agree that we refine our instructional program during the year. This needs to be an area of growth next year. | |

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| **SPECIAL EDUCATION- IMPROVEMENT PLAN** | | | |
| **GOAL #4:** | The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 35% on the Spring 2025 Assessment to 43% on the Spring 2026 Assessment.  The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 41% on the Spring 2025 Assessment to 49% on the Spring 2026 Assessment. | | |
| **Root Cause(s) to be Addressed:** | **Ensuring Staff Collaboration** | | |
| **Funding Source(s)**  *SWP Checklist 5.e* | Title I Funds  Local School Funds  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Components** | **Implementation Plan**  *SWP Checklist 3.a 34 CFR § 200.26* | **Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26* | **Resources** |
| **Who?**  **One Action (Verb)**  **What?**  **Frequency** | **Implementation Performance Target:** 100% of shared teaching pairs will plan collaboratively each week to support students with disabilities in meeting grade-level standards.  **Implementation Plan:**   * **Summer Collaboration/Planning Days:** July 16 and July 17 from 8am-4pm. Shared classroom teachers will participate in training to support caseload data analysis, available district resources, specialized instructional strategies, and behavior strategies. * **Preplanning:** Create schedule that enables teaching pairs to collaboratively plan weekly.   Review Observation Checklist for shared classrooms.  **Ongoing Monthly PL** sessions provided by district or local personnel. Teachers will participate in sessions to support caseload data analysis, available district resources, specialized instructional strategies, and behavior strategies.   * **August-September Focus:** Lesson Planning - Weekly IRR teacher lesson plans will document specific strategies to support students with disabilities. Small group lesson plans will be the focus on lesson planning support. * **October-December Focus:** Success Criteria and Assistive Technology Aids - Local and district support will train staff on components of success criteria and supportive aids to determine how to document expectations in weekly lesson plans and ensure evidence is seen in classroom instruction. * **January-February Focus:** Use of formative assessment data to drive instructional decisions - Local and district staff will use the additional planning sessions to focus on analyze all midyear data points (Beacon, common assessments, report cards, progress monitoring data, etc) to determine if students are making adequate progress. Staff will update Classroom Caseload Data Analysis worksheets. * **March-April Focus:** Review of High-leverage practices – Local and district staff will work with shared teachers to review high-leverage practices to ensure instruction is meeting the needs of all students.   **Artifacts to be Collected:**  Weekly Lesson Plans  Lesson Plan Rubric  Observation and Walkthrough Checklists  Monthly Meeting Powerpoint Presentations  **Person(s) Monitoring Implementation:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  SSA and District Special Education Staff  **Frequency of Monitoring:**  **Weekly Lesson Plans**  **Monthly Observations** | **Evaluation Performance Target:**  3rd – 5th grade students with disabilities will grow an average of at least 35 scaled score points when comparing the Fall to the Spring BEACON scores in both the Reading and Writing strands.  1st grade students with disabilities will grow an average of at least 65 scaled score points when comparing each administration of the BEACON in Interpreting Texts and Constructing.  2nd grade students with disabilities will grow an average of at least 45 scaled score points when comparing each administration of the BEACON in Interpreting Texts and Constructing.  **Evaluation Tool(s):**   * Beacon   **Evaluation Plan:**  Students will be assessed:  Every 2 weeks  Monthly  Every other month  3 times per year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Data Analysis Plan:**  Teachers will enter their classroom data onto their spreadsheet and administration will lead a discussion of Beacon data with teams to determine next steps based on the results.  **Person(s) Collecting Evidence:**  Principal  Assistant Principals  Academic Coaches/ Instructional Support Specialists  CCC Leads | **District SWD specialists**  **Observation Checklist**  **Lesson plan template that includes small group SWD for specialized instruction** |
| **Target Student Group** |
| Gen Ed  EL  SWD |
| **Action Step**  *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* |
| 1. Shared teaching pairs will collaboratively plan with shared partners and local/district leadership staff to support students with disabilities in meeting grade-level standards. |

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| **Family Engagement Plan to Support School Improvement *(Required Components)*** | | | |
| **Family Engagement Activities (Must be listed in the school policy)** | **Date(s) Scheduled** | **Date Completed** | **“Shall” Standard(s) Addressed** |
| ***1. Required*** Annual Title I Meeting – Deadline  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. | 8/28/25 |  | 1  4  2  5  3  6 |
| ***2. Required*** Fall Input Survey/ Evaluation (secondary method) – Deadline  ­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. | 8/28/25 |  | 1  4  2  5  3  6 |
| ***3. Required*** Spring Input Meeting and Survey (primary method) – Deadline  ­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. | 4/30/26 |  | 1  4  2  5  3  6 |
| ***4. Required*** FOUR Building Capacity Opportunities (Do not need to be listed in the Policy)  Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school | 9/16/25 |  | 1  4  2  5  3  6 |
| 11/18/25 |  |
| 2/3/26 |  |
| 4/14/26 |  |
| ***5. Required*** Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child’s education. **Briefly describe the transition activities here:**  **Rising Kindergarten Orientation-May 8, 2026**  Parents and students will visit the school for a Rising Kindergarten Orientation and tour of classrooms and relevant areas of the building. Current K students will greet guests and sing a welcome song. | 5/8/26 |  | 1  4  2  5  3  6 |
| ***6. Required***: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d* | ***List documents translated for parents:*** | | 1  4  2  5  3  6 |

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| **School Developed Family Engagement Activities *(Required for “Shall’s” 2 and 6)*** | | | | | | | |
| **School Developed Family  Engagement Activities**  **(Must be listed in the school policy)** | **“Shall” Addressed** | **Goal(s) Addressed** | **Resources** | **Funding Source(s)**  *SWP Checklist 5.e* | **Date** | **How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.** | **Team Lead** |
| Quarterly Family Workshops by Grade-Level (ELA, Math, and PBIS) | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 | Math, ELA, and Parent Support make and take materials | Title 1 | 8/28/25  10/23/25  1/15/26  3/19/26 | **Families will participate in a variety of workshops that support or SIP goals** | Parent Facilitator, Counselors, Committee Members, PBIS team |
|  | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 |  |  |  |  |  |
|  | 1  2  3  4  5  6 | Goal 1  Goal 2  Goal 3  Goal 4 |  |  |  |  |  |

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

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

(#14 in list of “shalls” and “mays”)

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| **School Improvement Plan Required Questions** |
| **Schoolwide Plan Development** – *Section 1114(2)(B) (i-iv)* |
| 1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)* |
| 2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)* |
| 3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)* |
| 4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages.** *SWP Checklist 5(d)* |
| 5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)** |
| **SCHOOL RESPONSE**: Title I will support district initiatives such as, Early Literacy Block, LETRS professional development for selected staff, and School-wide positive Behavior Support.  Brumby will utilize Twenty-Day Money and Title I funds for tutoring support of our students struggling to meet grade level standards. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers. |
| **ESSA Requirements to Include in the Schoolwide Plan** – *Section 1116(B)(1)* |
| 6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**  *SWP Checklist 4* |
| **Evaluation of the Schoolwide Plan** - *34 CFR § 200.26* |
| 7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)* |
| **SCHOOL RESPONSE**: Brumby Elementary will consistently monitor implementation of schoolwide programs through walkthroughs, common summative and formative assessments, discipline data, climate data, Beacon and Amira assessment data, and Interims. |
| 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**: Brumby Elementary will assess the effectiveness of the school wide program by analyzing student performance data from common and formative assessments, Imagine Learning, ELLevation, Amira, Beacon, and Milestones. Brumby will review the implementation progress of each action step monthly and the impact data for each action step quarterly if applicable. |
| 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**: Brumby Elementary will regularly monitor student growth and performance through quarterly desegregation of data from a variety of sources, such as discipline data, diagnostic, formative, and summative assessments, and revise the schoolwide plan if needed. |
| **Schoolwide Plan Reform Strategies** – *Section 1114(b)(7)(A)(i-iii)(I-V)* |
| 10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)* |
| 11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.**  *SWP Checklist 2(b)* |
| 12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)* |
| 13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)* |
| **SCHOOL RESPONSE**: Brumby will provide PL for staff on Trauma and Resilience Practices and Strategies. Brumby will also take deliberate steps to build a more positive school culture to prevent misbehavior and target student supports to help them address underlying causes of misbehavior—including trauma, physiological factors, curricular problems, environment, etc. Brumby will prioritize preventing misbehaviors through increased student supports and when needed to address misbehaviors through respectful and restorative practices. Brumby will implement a behavior support committee to develop school-wide expectations, interventions, and supports. |
| 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**: Brumby Elementary School utilizes CCSD training for K-2 teachers on Structured Literacy, and LETRS, and will provide professional learning on shared teaching Best Practices, CCSD support for interpreting Beacon and Amira Assessment Data, and professional learning in literacy centers based on the 5 pillars of reading.  Paraprofessional representation is included in the school Guiding Coalition meetings and decision-making processes. Paras will participate in CCSD professional development to support reading instruction in the classroom.    Instructional coaches in collaboration with various in-house teacher leaders and TTIS will provide ongoing professional development in areas that meet the demands on the changing educational environment both at Brumby, in Cobb, in Georgia, and nationally. These PL sessions will include but are not limited to, *All Things CTLS, Trauma Informed Practices and Strategies, 180 Classroom, and Positive Behavior Supports.* Additional sessions may be planned throughout the year as staff members indicate a need or as administration determines.    Instructional Coaches provide professional learning and support for new teachers and teachers in need of additional support (Brumby University). |
| 15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)* |
| **SCHOOL RESPONSE**:  **Transition to Middle School Parent Meeting**  The fifth-grade counselor will work collaboratively with East Cobb Middle school to create a presentation for parents that include important information and expectations to ensure students have a smooth transition from elementary to middle school.  **Incoming Kindergarten Orientation**  Parents and rising kindergarten students will visit the school for a tour of classrooms and pertinent areas of the building. There will be a photo booth and special welcome gifts for our students, and a presentation that includes a welcome opening by the principal, information on joining PTA, and a typical day in the life of a kindergartner. The orientation will conclude with songs from our current kindergarten students. Parents will be provided with an overview that consists of classroom expectations, kindergarten learning targets, and how they can support their students’ learning from home.    **Kinder Camp**  Kindergarten students will learn general school rules, procedures, and processes, and participate in interaction activities throughout the week. During camp, teachers will evaluate student knowledge of basic academic skills to assist with classroom placement. |
| 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* |

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| **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?** |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |
|  | Goal 1  Goal 2  Goal 3  Goal 4 | Coherent Instruction  Professional Capacity  Effective Leadership  Supportive Learning Environment  Family Engagement |  |

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| **School Improvement Goals**  ***Include goals on the parent compacts and policy*** | |
| **Goal #1** | The average score of the staff and student GaDOE Climate Surveys will increase from 67.04 in SY25 to 72.0 in SY26.   * SY25 Staff – 67.18 * SY25 Student – 66.89 |
| **Goal #2** | Kindergarten – 50% of kindergarten students will achieve an Amira ARM score of at least 1.0 by Spring 2026.  1st – 2nd grade students scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment will increase from 30% in May 2025 to 35% in May 2026.  3rd-5th grade students scoring proficient and distinguished on the ELA EOG will increase from 20% in May 2025 to 30% in May 2026.   * 30% (52 students) of 3rd grade students will score at the proficient or distinguished on the ELA EOG in May 2026. * 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 22% (38 students) in May 2025 to 30% (50 students) in May 2026. * 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (21 students) in May 2025 to 30% (38 students) in May 2026. |
| **Goal #3** | 1st – 2nd grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 29% in May 2025 to 35% in May 2026.    3rd-5th grade students scoring proficient and distinguished on the Math EOG will increase from 22% in May 2025 to 30% in May 2026.   * 30% (52 students) of 3rd grade students will score at the proficient or distinguished on the Math EOG in May 2026. * 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 23% (40 students) in May 2025 to 30% (53 students) in May 2026. * 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 24% (33 students) in May 2025 to 30% (41 students) in May 2026. |
| **Goal #4** | The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 35% on the Spring 2025 Assessment to 43% on the Spring 2026 Assessment.  The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 41% on the Spring 2025 Assessment to 49% on the Spring 2026 Assessment. |