School Improvement Plan

Title I, Part A

School Year:	2025 - 2026
School Name:	Elementary
Principal Name:	Meghan Smith
Date Submitted:	June 2025
Revision Date(s):	7/28/2025

District Name	Cobb County School District
School Name	Compton Elementary
Team Lead	Beth Lair
Position	Principal
Email	Beth.Lair@cobbk12.org
Phone	770-333-2700

	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)

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)]

Compton Elementary developed our schoolwide plan by seeking input from various individuals who will implement the School Improvement Plan. Data was shared in Compton Guiding Coalition (building leadership team), Principal Advisory Council, and Cobb Collaborative Communities (CCCs/PLCs). The plan was developed, reviewed, and revised as needed throughout the school year after obtaining feedback from teachers, administrators, parents, and community members. The Compton Guiding Coalition consists of school administrators and representatives of each grade level and/or department. The Guiding Coalition meets monthly to address issues related to school improvement. The Principal Advisory Council consists of two parents, PTA President, Classified Employee of the Year, Teacher of the Year, two community partners, Parent Facilitator, the K-1 Instructional Support Specialist, Assistant Principal, and the Principal. Compton also received feedback from all stakeholders at our Spring Input Meeting. The groups met to

reflect and review our data, school achievements and school challenges while reviewing the previous School Improvement Plan. Input was provided and next steps were determined. All members were provided time to give input and to come to consensus on goals and actions for the 2025-2026 school year.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required**.

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders

Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates : April 4th, April 5th, April 25th, and May 2nd

Position/Role	Printed Name	Signature
Principal	Beth Lair	
Assistant	Allie Edwards	
Instructional Support Specialist	Tim O'Neill	
Instructional Support Specialist	Tonya Gomez	
Instructional Support Specialist	Shea Buehler	
Kindergarten Lead Teacher	Katie Gonzales	
First Grade Lead Teacher	Amanda Whitaker	
Second Grade Lead Teacher	Leah Rousey	
Third Grade Lead Teacher	Lauren Wills	
Fourth Grade Lead Teacher	Amanda Ingenito	
Fifth Grade Lead Teacher	Lauren Wiseman	
Special Education Lead Teacher	Ruth Schubert	
Multi-Age Lead Teacher	Beth Evans	
Early Intervention Lead Teacher	Patrice Freeman	
Instructional Para	Vickie Dennis	
ESL Lead Teacher	Lauri Leonard	
Specialist Lead Teacher	Patrick Stephens	
School Counselor	Sarah Pincus	
School Counselor	Latonia McDaniels	
Media Specialist	Kris Cable	
Teacher of the Year	Tara Harris	
Classified Employee	Leslie Broome	
Parent Facilitator	SanJuanita Fuentes	
CCLP Coach	Kerri Lewis	
Social Worker	Alaiya Shotwell	
PTA Vice President/Compton Parent	Ladebra Milton	

Compton Parent	Bria Haile	
Compton Parent	Arielle Torok	
Compton Community Partner: Lost Mountain Kiwanis	Cindy Teate	
Compton Community Partner: Macland Presbyterian Church	David Jones	
Interventionist	Kelly Meyer	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	K-2 Literacy Goal The percentage of students scoring "At or Above" Grade Level for grades K-2 will increase from 49% (151 students out of 308 students) to 55% (169 students out of 308 students) as measured by the 2024-2025 Spring Amira screening results. 3-5 Literacy Goal The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (71 students out of 269 students) to 32% (86% students out of 269 students) as measured by the 2024-2025 EOG ELA Assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	The percentage of students scoring "At or Above" Grade Level for grades K-2 increased from 49% (151 students out of 308 students) to 86% (263 students out of 306 students) as measured by the 2024-2025 Spring Amira screening results. The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range decreased from 26% (71 students out of 269 students) to 23.9% (67 students out of 280 students) as measured by the 2024-2025 EOG ELA Assessment.
Reflecting on Outcomes	
If the goal was partially **not met**, what actionable strategies could be implemented to address the area of need?	Students need to continue development in the areas of morphology, vocabulary and comprehension. Professional learning on comprehensive lesson planning to incorporate all components of comprehension as well as comprehension strategies incorporating student discourse with higher levels of DOK need to occur. Time and professional learning need to occur for new teachers and 3-5 teachers to continue to expand their knowledge around teaching morphology. All teachers need collaboration time to seamlessly incorporate new literacy acquisitions into their instruction. Lesson plans need to expand to incorporate more connections with vocabulary/comprehension into connected text and connected writing. Our Master Calendar is being developed this year to strategically include a boost block connected to the Structured Literacy Blocks. During the Literacy Block and boost block segments support staff will be able to lower the student/teacher ratio and target growth for specific students with an emphasis on identified literacy goals based on literacy assessments. Monthly collaborative meetings involving homeroom teachers and all support staff serving these students will occur to review data and adjust instruction.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the	

goal and continue to be implemented to sustain progress?	

Previous Year's Goal #2	**K-2 Math Goal** The percentage of 1st and 2nd grade students scoring "Prepared" (per their quantile) will increase from 1% (2 students out of 217 students) to 25% (54 students out of 217 students) as measured by the 2024-2025 Spring Beacon Assessment. **3-5 Math Goal** The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (69 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG Math Assessment.

Was the goal met? ☐ YES ☒ NO ☐ Partially	

What data supports the outcome of the goal?	The percentage of 1st and 2nd grade students scoring "Prepared" increased from 1% (2 students out of 217 students) to 13% (29 out of 224 students) as measured by the 2024-2025 Spring Beacon Assessment. The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range increased from 26% (69 students out of 269 students) to 30% (83 students out of 274 students) as measured by the 2024-2025 EOG Math Assessment.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Students need to be provided with opportunities to collaborate on mathematical scenarios (and problems) that encourage them to develop higher order thinking skills and to ensure that instruction in the classroom correlates with the Depth of Knowledge needed to be successful on assessments. Professional learning and collaboration need to occur to continue to deepen understanding of standards and student expectations so that students are thinking through various strategies for solving mathematical scenarios and problems while also discussing which strategy may have been most efficient. The master calendar will be developed so that math is occurring at a common time across a grade level. CCCs will occur monthly so that teachers and support staff can identify students ready for extension as well as students who need additional intervention. Both extension and intervention can occur with grade level standards as well as foundational fact fluency. This will support students in lightening their cognitive load to better access strategies needed for higher order thinking and problem solving.

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?	N/A

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

ELA DATA			
ELA Milestones Longitudinal Data	**SY22** % of students scoring proficient & distinguished	**SY23** % of students scoring proficient & distinguished	**SY24** % of students scoring proficient & distinguished
3rd Grade	20%	30%	26%
4th Grade	29%	25%	24%
5th Grade	20%	21%	28%

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%	34%	26%	49%	25%	27%	46%	28%	26%	51%	23%	29%	41%	30%
2nd Grade	34%	28%	38%	36%	39%	25%	29%	50%	21%	30%	44%	27%	44%	33%	23%

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	20%	68%	13%	20%	69%	12%	11%	78%	11%	20%	70%	11%	17%	73%	11%	13%	76%	11%	31%	60%	9%	16%	78%	6%
4th Grade	26%	63%	11%	19%	69%	12%	20%	71%	9%	20%	73%	7%	21%	67%	12%	20%	71%	9%	38%	52%	11%	18%	62%	20%
5th Grade	17%	66%	16%	18%	61%	21%	12%	74%	14%	16%	66%	17%	18%	64%	17%	24%	54%	22%	40%	50%	10%	22%	68%	10%

Source	Strengths	Weaknesses
SY24 ELA Milestones (Grade Levels & Subgroups)	**Grade Levels (all students):** From SY 22 (students in 3rd grade in 2022) to SY 24 (students in 5th grade in 2024), the proficient and distinguished percentage has increased from 20% to 28% on the ELA EOG.	**Grade Levels (all students):** From SY 23 (students in 3rd grade in 2023) to SY 24 (students in 4th grade in 2024), the proficient and distinguished percentage has decreased from 30% to 24% on the 4th grade ELA EOG.

EL Data	Level One	Level Two	Level Three
3rd Grade	16%	7%	6%
4th Grade	14%	8%	
5th Grade	13%	4%	1%

SWD Data	Level One	Level Two	Level Three
3rd Grade	11%	4%	1%
4th Grade	10%	3%	2%
5th Grade	4%	7%	1%

Source	Strengths	Weaknesses
Beacon Assessment – ELA (Grade Levels & Subgroups)	**Grade Levels (all students):** Overall, 1st – 5th grade students demonstrated growth on their ELA Scale Score from Fall to Spring. Mean Scale scores are in the chart below.	**Grade Levels (all students):** **K-2 (all students):** Based on the 1st and 2nd grade Beacon results in ELA our students have demonstrated weaknesses in Constructing Text with 29% (1st Grade) and 41% (2nd Grade) (78 out of 225 students) in Support Needed. **3-5 (all students):** Based on the 3rd grade Beacon results in English Language Arts (ELA), our students have demonstrated weaknesses in Writing Conventions, with 31% (32 out of 102 students) scoring in the Support Needed area. Based on the 4th grade Beacon results in English Language Arts (ELA), our students have demonstrated weaknesses in Writing Conventions, with 38% (36 out of 95 students) scoring in the Support Needed area.

ELA Beacon Scale Scores	Fall	Winter	Spring
1st	431	460	485
1st EL	404	438	451
1st SWD	423	443	475
2nd	456	491	505
2nd EL	450	480	494
2nd SWD	429	453	458

3rd	369	384	395
3rd EL	362	372	384
3rd SWD	372	384	398
4th	400	412	425
4th EL	368	381	386
4th SWD	389	386	408
5th	431	447	462
5th EL	376	400	423
5th SWD	394	403	415

K-2 (all students):

Based on the 1st and 2nd grade Beacon results in ELA, our students have demonstrated strengths in Foundations, with 75% (1st Grade) and 66% (2nd Grade) (158 out of 224 students) scoring Near Target or Prepared.

3-5 (all students):

Based on the 3rd grade Beacon results in English Language Arts (ELA), our students have demonstrated strengths in Research, with 84% (87 out of 102 students) scoring in the Near Target and Prepared areas.

Based on the 3rd grade Beacon results in English Language Arts (ELA), our students have demonstrated strengths in Vocabulary, with 89% (91 out of 102 students) scoring in the Near Target and Prepared areas.

Based on the 5th grade Beacon results in English Language Arts (ELA), our students have demonstrated strengths in Vocabulary, with 88% (81 out of 92 students) scoring in the Near Target and Prepared areas.

Based on the 5th grade Beacon results in English Language Arts (ELA), our students have demonstrated weaknesses in Writing Conventions, with 40% (37 out of 92 students) scoring in the Support Needed area.

	Based on the 5th grade Beacon results in English Language Arts (ELA), our students have demonstrated strengths in Literary, with 83% (76 out of 92 students) scoring in the Near Target and Prepared areas.	

| Check the system that contributes to the root cause:

☒ Coherent Instruction
☒ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment | **Root Cause Explanation:**

- Collaboration and alignment of instruction needs to increase between our classroom teachers and ESOL/SWD/EIP teachers.

- Students need exposure to a wider variety of text.

- Students should apply the vocabulary and morphology skills they've mastered to increasingly complex connected text and writing, to deepen comprehension and strengthen writing abilities. |
|---|---|

| **ACCESS Scores**
(Grade Level Reading & Writing) | **Grade Levels (all students):**

Component Score Comparison Data Reading Proficiency Scores in the 5.0-6.0 range increased from 11.2% (2023) to 17.8% (2024) to 23.9% (2025).

Average listening scores on the ACCESS assessment are the highest of the four domains in 2023 and 2024.
In 2025, all 4 language domains –Listening, Speaking, Reading and Writing – showed an average increase of 0.5 points. | **Grade Levels (all students):**

Component Score Comparison Data

Reading Proficiency Scores in the 1.0-1.9 range increased from 22.4 (2023) to 26.7% (2024) to 29% (2025).

In Writing proficiency, our overall proficiency scores remained similar from 2023 to 2024. There are slight improvements for 2024-2025.

In 2025, our writing continues to be the lowest domain overall. Although 4th and 5th have demonstrated gains more growth is needed overall.

Speaking proficiency had evidence of the greatest decrease in proficiency with the largest grouping of students in the 3.5-3.9 range during 2023 and in 2024 the largest student group was in the 2.5-2.9 range. |
|---|---|---|

ACCESS Domain Score Comparison: 2024 vs. 2025

Overall, in 2024-2025, Writing has improved from 2.12 - 2.62 with most noticeable improvements in 5th grade.

Check the system that contributes to the root cause:	Root Cause Explanation:
☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	• Teachers need more PL on oral language development (vocabulary, comprehension, modeled writing and integrated writing • Students need increased time during instruction for oral language development.

| ELA Common Assessments
(Grade Level Reading & Writing) | Grade Levels (all students):

Common end of QTR 3 ELF Assessment in K-2 indicate the following proficiency measures:

Kindergarten – 84%

First Grade – 70%

Second Grade - 83% | **Grade Levels (all students):**

Average scores on 3rd grade common vocabulary assessments at the end of QTR 3 was 54%.

Average scores on 4th grade common vocabulary assessments at the end of QTR 3 was 53%. |

	Common Morphology assessments in grades 3-5 indicate the following proficiency measures: Third Grade– 94% Fourth Grade – 70% Fifth Grade – 69% 76% of 1st graders were proficient on the Q3 common Vocabulary assessment. 81% of 5th graders were proficient on common Vocabulary assessments.	**EL:** ELF data indicates limited proficiency in phonemic awareness and phonics skills with our EL student average score in grades K-2.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • District Morphology Lessons in 3rd- 5th grade are new to the curriculum and teachers are continuing to develop their instruction in that area. • Vocabulary has not been consistently applied in connected text and connected writing. • ESOL/EIP lessons do not consistently match the morphology standards being taught in the classroom.	
School Instructional Walks **(Grade Level)**	• 100% of teachers are explicitly teaching vocabulary within the Literacy Block • 100% of teachers are explicitly teaching morphology. • CCCs have discussed how to address student needs in both vocabulary and morphology. • Progress has been monitored as teams have worked on aligning assessments and instruction.	• The vocabulary instructional routine needs to expand to consistently being linked in connected text and connected writing during the Literacy Block. • Morphology teacher efficacy needs to continue to increase for all teachers who taught morphology for the first time this year. • Moving forward, vocabulary assessment and instruction need to be aligned by teams with the new ELA acquisitions.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	**Root Cause Explanation:** • New teachers require continued support and professional learning to build confidence and instructional depth in morphology. • Limited availability of shared, high-quality texts is impacting the ability to consistently embed Tier 2 vocabulary in connected text during whole group instruction.	

Other Summary Data ☒ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	• 100% of teachers expressed that they have seen gains in morphology. • 83% of teachers reported that their explicit vocabulary routine has been successful.	• Several grade levels want us to review the Master Schedule and revise our implementation plans for small group instruction concerning students served in ESOL/EIP. • Several grade levels mentioned expanding vocabulary instruction with our identified Tier 2 words into connected text and connected writing (through new Wonders resources.) • Many teachers new to morphology instruction have not yet received targeted professional learning or coaching to support lesson delivery and student application. • Inconsistent access to high-interest, grade-level appropriate texts for all students limits opportunities to model and apply vocabulary in meaningful, connected contexts. • Instructional planning time has primarily focused on core lessons, leaving limited time to collaboratively plan how to embed vocabulary and morphology into writing and complex text experiences.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	**Root Cause Explanation:** • Additional texts needed for connected text instruction that the whole class has access to during whole group lessons.	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<u>1-2 Literacy Goal</u> The percent of 1st and 2nd grade students scoring "Prepared" will increase by 5% from May 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: • First Grade student scores will increase from 23% prepared (26 out of 116 students) to 28% prepared (22 students out of 78 students). • Second Grade scores will increase from 25% prepared (27 students out of 108 students) to 30% prepared (34 students out of 116 students <u>3-5 Literacy Goal</u> The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2025 to May 2026 as measured by the EOG ELA Assessment: • Third Grade students will increase from 21.5 % (20 students out of 93 students) to 26.5% (24 students out of 93 students) as measured by the 2025-2026 EOG ELA Assessments. • Fourth Grade students will increase from 24.3% (23 students out of 95 students) to 29.3% (28 students out of 95 students). as measured by the 2025-2026 EOG ELA Assessment. • Fifth Grade students will increase from 26% (24 students out of 92 students) to 31% (28 students out of 92 students). as measured by the 2025-2026 EOG ELA Assessment.
Root Cause(s) to be Addressed:	• Collaboration and alignment of instruction needs to increase between our classroom teachers and ESOL/SWD/EIP teachers. • Students need exposure to a wider variety of text. • Students should apply the vocabulary and morphology skills they've mastered to increasingly complex connected text and writing, to deepen comprehension and strengthen writing abilities. • Teachers need more PL on oral language development (vocabulary, comprehension, modeled writing and integrated writing • Students need increased time during instruction for oral language development. • District Morphology Lessons in 3rd- 5th grade are new to the curriculum and teachers are continuing to develop their instruction in that area. • Vocabulary has not been consistently applied in connected text and connected writing. • ESOL/EIP lessons do not consistently match the morphology standards being taught in the classroom. New teachers require continued support and professional learning to build confidence and instructional depth in morphology. • Limited availability of shared, high-quality texts is impacting the ability to consistently embed Tier 2 vocabulary in connected text during whole group instruction. • Additional texts needed for connected text instruction that the whole class has access to during whole group lessons.

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
 	
Target Student Group
 	
☒ All Students
☐ EL
☐ SWD
 	
ELA Action Step 1
SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)
 	
• Teachers will facilitate weekly opportunities for students to apply Tier 2 vocabulary in connected text and writing to support higher-level thinking and language development.
	Implementation Performance Target:
	  • 100% of teachers will effectively facilitate higher level thinking and application of explicitly taught Tier 2 vocabulary in complex situations through connected text and connected writing.
	
	Implementation Plan:
	Preplanning:
	• Grade level CCCs develop assessment plans that incorporate DOK and higher-level thinking questions
	• All teachers will review 120 literacy block schedule and expectations
	• Coaches will review classroom schedules
	
	August-September:
	• Walkthrough Forms developed based on action step criteria.
	• Baseline walks occur during Whole Group Minilessons and Writing to determine baseline data.
	• Targets PL series created based on data from initial walk on incorporating DOK and higher order thinking into instruction.
	• CCCs will develop assessment that progresses through agreed upon DOK levels and contains real-world application through written responses.
	• PL on schoolwide assessment tools that incorporate student engagement and engagement will occur with teachers creating a toolbox. (ex: 60 Second Strategy Participation Cards).
	
	October-December:
		Evaluation Performance Target:
		  • 70% of students will score proficient (as defined by a score of 80% or higher) or higher on the vocabulary Common Formative Assessment.
		
		Evaluation Tool(s):
		  • Common Formative Assessment
		  • Beacon
		  • Grade Level Vocabulary CFA Results
		
		Evaluation Plan:
		Students will be assessed:
		☐ Every 2 weeks
		☐ Monthly
		☐ Every other month
		☒ 3 times per year
		☐ _____
		
		Data Analysis Plan:
		
		Create an assessment schedule with dates.
		
		Create grade level CCC schedule and template for analyzing the data and planning for intervention/enrichment.
		
		Results will be analyzed during CCCs and used to plan small group instruction and/or adjust whole group instruction.
		
		Person(s) Collecting Evidence:	

- Continued PL on incorporating Wonders resources to facilitate higher-level thinking and application of explicitly taught Tier 2 vocabulary in complex situations through connected text and connected writing. - Walks performed to evaluate the facilitation of higher-level thinking and application of explicitly taught Tier 2 vocabulary in complex situations through connected text and connected writing. - Midyear data analysis performed. - Grade level CCCs develop assessment plans that incorporate DOK and higher-level thinking questions. **January-February:** - Building Leadership Team reviews progress of action step and develops next steps. - Walks performed to evaluate the facilitation of higher-level thinking and application of explicitly taught Tier 2 vocabulary in complex situations through connected text and connected writing. **March-April:** - Walks performed to evaluate the facilitation of higher-level thinking and application of explicitly taught Tier 2 vocabulary in complex situations through connected text and connected writing. - Assessment Results will be gathered and analyzed. **Artifacts to be Collected:** - CCC Minutes (plan for common Tier 2 vocabulary words/routine, common grade level Comprehension Lesson Framework Documents, evidence of vocabulary assessments, etc.) - Walkthrough Forms **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☒ Academic Coach	☐ Principal ☐ Assistant Principals ☒ Academic Coach ☒ CCC Leads

	Frequency of Monitoring: Monthly		
Root Cause(s) to be Addressed:	• Collaboration and alignment of instruction needs to increase between our classroom teachers and ESOL/SWD/EIP teachers. • ESOL/EIP lessons do not consistently match the morphology standards being taught in the classroom. New teachers require continued support and professional learning to build confidence and instructional depth in morphology. • Resources to develop comprehensive comprehension lesson planning • Teachers need additional professional learning on the components of effective comprehension planning and collaboration time to develop the components		
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 develop common comprehension plans and implement those plans in their classroom instruction.	**Evaluation Performance Target:** 70% of students will score proficient (as defined by a score of 80% or higher) or higher on Common Comprehension Formative Assessment.	
Target Student Group	**Implementation Plan:** **Preplanning:** • Grade level CCCs develop comprehension lesson plans that incorporate the seven components. • All teachers will review 120 literacy block schedule and expectations • Review classroom schedules	**Evaluation Tool(s):** • Common Formative Assessment • Beacon • Grade Level Comprehension CFA Results	
☒ Gen Ed ☐ EL ☐ SWD			
ELA Action Step 2 *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**August-September:**	**Evaluation Plan:**	

• Teachers will collaborate on common comprehension lesson plans to be utilized during the literacy minilesson block that contain the following components: 1) Vocabulary 2) Text Structure 3) Activate & Build Knowledge 4) Think-Alouds/Questions 5) Linking to Text 6) Assessment (Process/Product) 7) Support Strategies	• Walkthrough Forms developed based on action step criteria. • Baseline walks occur during comprehension instruction to determine baseline data. • Targeted PL series created based on data from initial comprehension walks. **October-December:** • PL on identified components of comprehension plans. • CCCs will develop Q2 comprehension plans that incorporate Wonders reading resources. • Walkthroughs to monitor implementation of the seven components **January-February:** • Building Leadership Team reviews progress of action step and develops next steps. • Walkthroughs to monitor implementation of the seven components continue. • Additional PL and/or modeling of components as needed • CCCs will develop Q3 comprehension plans that incorporate Wonders reading resources. **March-April:** • CCCs will develop Q4 comprehension plans that incorporate Wonders reading resources. **May:** • Yearlong assessments will be gathered and analyzed. **Artifacts to be Collected:** • CCC Minutes (common grade level Comprehension Lesson Framework Documents, evidence of comprehension assessments, etc.) • Walkthrough Forms	Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☒ Every other month ☐ 3 times per year ☐ _____ **Data Analysis Plan:** Create an assessment schedule with dates. Create grade level CCC schedule and template for analyzing the data and planning for intervention/enrichment. Results will be analyzed during CCCs and used to plan comprehension instruction. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☒ Academic Coach ☒ CCC Leads	

	Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coach **Frequency of Monitoring:** Monthly	

MATH DATA

MATH Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished
3rd Grade	25%	30%	24%
4th Grade	37%	33%	42%
5th Grade	24%	17%	12%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	40%	54%	6%	51%	36%	13%	50%	38%	12%	40%	41%	19%
1st Grade	36%	51%	13%	18%	42%	40%	16%	35%	48%	22%	57%	21%
2nd Grade	43%	44%	14%	46%	38%	16%	45%	41%	14%	26%	45%	29%
3rd Grade	11%	88%	1%	12%	83%	5%	17%	82%	1%	20%	75%	5%
4th Grade	36%	61%	3%	46%	53%	1%	51%	49%	0%	47%	52%	1%
5th Grade	52%	45%	3%	57%	41%	2%	53%	39%	9%	56%	42%	2%

Source	Strengths	Weaknesses
SY24 MATH Milestones **(Data by grade & subgroup)**	**Grade Levels (all students):** From SY 23 to SY 24, the 4th Grade proficient and distinguished percentage has increased from 33% to 42% on the Math EOG. 	**Grade Levels (all students):** From SY 23 to SY 24, the 5th Grade proficient and distinguished percentage has decreased from 17% to 12% on the ELA EOG.

EL Data	Level One	Level Two	Level Three
3rd Grade	9%	16%	4%
4th Grade	8%	10%	3%
5th Grade	0%	9%	2%

SWD Data	Level One	Level Two	Level Three	Level Four
3rd Grade	5%	10%	1%	
4th Grade	5%	6%	2%	1%

5th Grade	10%	3%		

| **Beacon Assessment – Math**
(Grade Level & Subgroups) | **Grade Levels (all students):**

Overall, 1st – 5th grade students made progress on their Math Scale Score from Fall to Spring. Mean Scale scores are in the chart below. | **Grade Levels (all students)**

Based on the 2nd Grade Beacon results in Math, our students have demonstrated weaknesses in Patterning and Algebraic Reasoning, with 46% (50 out of 108) scoring Needs Support. 2nd Grade also scored 43% (46 out of 108) Needs Support in Numerical Reasoning. |

Grade Levels (all students):

Overall, 1st – 5th grade students made progress on their Math Scale Score from Fall to Spring. Mean Scale scores are in the chart below.

Math Beacon Scale Scores	Fall	Winter	Spring
1st	405	456	488
1st EL	397	449	474
1st SWD	394	424	473
2nd	441	481	495
2nd EL	437	469	486
2nd SWD	407	451	457
3rd	330	355	368
3rd EL	321	349	357
3rd SWD	324	357	368
4th	365	385	390
4th EL	339	365	366
4th SWD	356	376	376
5th	395	417	431
5th EL	374	400	426
5th SWD	360	385	395

K-2 (all students):

Grade Levels (all students)

Based on the 2nd Grade Beacon results in Math, our students have demonstrated weaknesses in Patterning and Algebraic Reasoning, with 46% (50 out of 108) scoring Needs Support. 2nd Grade also scored 43% (46 out of 108) Needs Support in Numerical Reasoning.

3-5 (all students):

Based on the 5th grade Beacon results in Math, our students have demonstrated weaknesses in Patterning and Algebraic Reasoning, with 57%% (53 out of 93 students) scoring Needs Support. 5th Grade also scored 52% (48 out of 93 students) Needs Support in Numerical Reasoning.

	Based on the 1st Grade Beacon results in Math, our students have demonstrated strengths in Patterning and Algebraic Reasoning, with 82% (95 out of 116) scoring Near Target or Prepared and Measurement and Data Reasoning with 83% (96 out of 116) scoring Near Target and Prepared. **3-5 (all students):** Based on the 3rd grade Beacon results in Math, our students have demonstrated strengths in Numerical Reasoning, with 89% (91 out of 102 students) scoring in the Near Target (88%) and Prepared (1%) areas.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Teachers need to consistently leverage numerical relationships and reasoning to support students in recognizing patterns and developing algebraic thinking throughout math instruction and experiences. While this is occurring in some instances, it tends to happen in less complex ways. As operational sophistication increases, such as in 2nd grade with addition and subtraction, and in 5th grade with multiplication and division, this approach needs to be more intentionally and deeply embedded.	
MATH Common Assessments	• 96% of kindergarten students demonstrated growth on fact fluency assessments • 77% of 1st graders demonstrated growth on fact fluency formative assessments • 96% of 2nd graders made progress on fact fluency formative assessments. • 99% of 3rd graders made progress on fact fluency formative assessments. • 98% of 4th and 5th graders made progress on fact fluency formative assessments	• While most students have improved with fact fluency, many are still performing at below grade level proficiency.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	**Root Cause Explanation:** • The frequency of fact fluency assessments being administered needs to be specified to move towards schoolwide consistency. • Follow-up CCCs should be consistently evident to ensure teachers are accessing data in a timely manner and using the data to make instructional decisions, provide the appropriate level of rigor, and develop aligned common assessments.	

School Instructional Walks **(Grade Level)**	• Title and district-provided manipulatives are consistently used during math instruction. • 100% of teachers are consistently implementing targeted fact fluency instruction.	• Teacher knowledge of Math Fact Lab functionality, strategies, and next steps for instruction needs to increase as we implement it schoolwide for Fact Fluency.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	**Root Cause Explanation:** • Professional Learning on cultivating learning environments that support various ways to solve problems and increase depth and rigor need to occur. • Not all learning environments are analyzing solutions for efficiency while supporting cognitive flexibility

Other Summary Data ☒ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	• 100% of grade level teams (1st – 5th) implementing Math Fact Lab to support Numeracy Strategies and Fact Fluency mentioned noticeable growth	• Limited mastery of previous grade levels' standards • Subtraction mentioned by K-3rd teachers • Making sense of complex word problems in 1st grade, 2nd grade, and 4th grade

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	**Root Cause Explanation:** • Numeracy Strategies and Fact Fluency strategies have been taught in an explicit Fact Fluency block but are not always carried over throughout the rest of math instruction • Instructional planning and mathematical experiences provide students with limited rigor as teachers work to support foundational skills

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	**1-2 Math Goal** The percent of 1st and 2nd grade students scoring "Prepared" will increase by 5% from May 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: • First Grade student scores will increase from 18% prepared (21 out of 116 students) to 23% prepared (18 students out of 78 students). • Second Grade scores will increase from 12% prepared (13 students out of 108 students) to 17% prepared (20 students out of 116 students). **3-5 Math Goal** The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2025 to May 2026 as measured by the EOG Math Assessment: • Third Grade students will increase from 29% (29 students out of 97 students) to 34% (33 students out of 97 students) as measured by the 2025-2026 EOG Math Assessments. • Fourth Grade students will increase from 41% (35 students out of 84 students) to 46% (38 students out of 97 students). as measured by the 2025-2026 EOG Math Assessment. • Fifth Grade students will increase from 20% (19 students out of 93 students) to 25% (23 students out of 93 students) as measured by the 2025-2026 EOG Math Assessment.
Root Cause(s) to be Addressed:	Patterning and algebraic reasoning help students recognize relationships between numbers, which strengthens their numerical reasoning skills. Teachers need to leverage numerical relationships and reasoning while supporting students to recognize patterns and reason algebraically more consistently in math instruction and through mathematical experiences. This appears to be happening in less complex ways but needs to occur as operational sophistication increases (2nd grade for addition/subtraction, 5th grade for multiplication/division). Automaticity should be obtained through authentic learning and prioritized over memorization.
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
 	
Target Student Group
	Implementation Performance Target: By October 2025, 100% of K–5 teachers will explicitly instruct students on high-impact numeracy strategies—focused on accuracy, efficiency, and flexibility—as demonstrated through student performance on fact fluency assessments.	**Evaluation Performance Target:**
		• By April 2026, at least 60% of students in each grade level (K-5) will surpass the levels below:
		  o Kindergarten – Addition/Subtraction Level C
		  o 1st Grade – Addition/Subtraction Level F
		  o 2nd Grade – Addition/Subtraction Level O	

☒ Gen Ed
☐ EL
☐ SWD
 	
Math Action Step 1
SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)
 	
K–5 teachers will use numeracy strategies that promote accuracy, efficiency, and flexibility throughout math instruction, as measured by fact fluency assessments.
	Implementation Plan:
	Preplanning:
	
	- Teachers will participate in professional learning focused on numeracy strategy progressions and grade-level proficiency expectations.
	- Training will include modeling of high-impact strategies (e.g., doubles/near doubles, making ten, breaking apart) and guidance on how to embed them in daily instruction.
	
	August-September:
	By end of August:
	- Teachers in grades 1–5 will administer a fact fluency placement test to establish a baseline.
	Throughout September:
	- Teachers will begin incorporating modeled numeracy strategies into daily instruction during number talks, guided practice, and independent work.
	- Students in grades 1–5 will participate in **Math Fact Lab** sessions at least three times per week to practice fluency with targeted strategies.
	By mid-September:
	- Grade-level CCCs will analyze placement data to group students, plan re-teaching, and identify gaps in strategy understanding.
	By end of September:
	- Teachers will create and display anchor charts that visually model high-impact numeracy strategies and steps for solving fluency problems efficiently.
	October-December:
	- Teachers will continue **explicit instruction** of numeracy strategies supporting grade level standards during math blocks, using think-alouds and student modeling.
	- Grade levels will hold CCCs once per quarter to review formative data (Math Fact Lab + student work) and adjust instruction.
		o 3rd Grade – Multiplication/Division Level L
		o 4th Grade – Multiplication/Division Level N
		o 5th Grade – Multiplication/Division Level N
		
		Evaluation Tool(s):
		- Formative Assessments
		- Walkthrough Form
		- Math Fact Lab Data
		
		Evaluation Plan:
		Students will be assessed:
		☐ Every 2 weeks
		☐ Monthly
		☒ Every other month
		☐ 3 times per year
		☐ _____
		
		Data Analysis Plan:
		Create and Communicate an Assessment Schedule:
		- Develop a K–5 fact fluency assessment calendar that includes baseline, midyear, and end-of-year benchmarks.
		Establish a CCC Schedule and Data Protocols:
		- Implement a standing monthly CCC schedule for each grade level.
		- Use a standardized data analysis template during CCCs to review
		Use Data to Guide Instructional Decisions:
		- CCCs will analyze data to:
		  o Identify students needing targeted intervention or enrichment
		  o Determine which numeracy strategies are being underused or misunderstood
		  o Adjust small groups based on strategy gaps and re-teach strategies during whole group instruction as needed
		How Analyzing the Data Impacts the Implementation of the Action:
		Analyzing fact fluency and student strategy data ensures that instruction is responsive and targeted. This real-time insight allows teachers to:	

- Ongoing professional learning will deepen understanding of strategy instruction and how to embed strategy discussions into student discourse and small group work.

January-April:
By end of January:
- Kindergarten teachers will administer their initial placement test.
- Kindergarten teachers will implement Math Fact Lab three times per week.
- All teachers will continue to reinforce and spiral numeracy strategies in daily instruction, ensuring students apply them independently.
- CCCs will analyze midyear data to track progress toward proficiency and determine needs for intervention or enrichment.

April:
- Grade-level teams (K–5) will review student progress using end-of-year fluency data to determine proficiency percentages and inform planning for the next school year.

Artifacts to be Collected:
- CCC Minutes documenting instructional planning and data analysis
- Classroom walkthrough data focused on strategy instruction
- Math Fact Lab usage reports and progress tracking

Person(s) Monitoring Implementation:
☒ Principal
☒ Assistant Principal
☒ Academic Coach

Frequency of Monitoring: Monthly classroom walkthroughs and CCC data reviews

- Refine how they model numeracy strategies based on what students are or aren't applying
- Prioritize time spent on underdeveloped strategies (e.g., "making ten" or "breaking apart")
- Make timely instructional shifts to ensure students are moving toward accuracy, efficiency, and flexibility
- Monitor implementation fidelity across classrooms, ensuring strategy instruction is occurring consistently and effectively

Person(s) Collecting Evidence:
☒ Principal
☒ Assistant Principal
☒ Academic Coach
☒ CCC Leads

Root Cause(s) to be Addressed:	• Professional Learning on cultivating learning environments that support various ways to solve problems and increase depth and rigor need to occur. • Not all learning environments are analyzing solutions for efficiency while supporting cognitive flexibility		
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** **Target Student Group** ☒ Gen Ed ☐ EL ☐ SWD **Math Action Step 2** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* K-5 teachers will use classroom practices that promote multiple representations, flexible strategies, and higher-order thinking to strengthen mathematical problem-solving skills for all K–5 students, with a focus on fostering cognitive flexibility and evaluating solution efficiency.	**Implementation Performance Target:** By **October 2025**, 100% of teachers will develop a collaborative classroom community that supports multiple representations and flexible strategies, as demonstrated by classroom observations and student work aligned to the following look-fors: • **Clear Collaboration Skills**: Teachers provide direct instruction and feedback on collaboration skills, ensuring students understand how to connect, interact, and contribute meaningfully. • **Active Participation**: Students and teachers take full membership in the community, contributing to its growth and sustainability. Students actively participate in discussions, combining ideas and perspectives to build larger understandings. • **Diverse Representations**: Students use various methods to represent mathematical concepts, such as bar models, charts, manipulatives, visuals, and/or equations. • **Flexible Problem Solving**: Students demonstrate adaptability by trying different strategies to solve problems and reflecting on their effectiveness. • **Application of Knowledge**: Learners apply concepts to new contexts, situations, or real-world problems, demonstrating their ability to transfer knowledge.	**Evaluation Performance Target:** By March 2026, at least 60% of students in each grade level will score 70% or higher on the End-of-Quarter Summative Assessment. **Evaluation Tool(s):** • End-of-Quarter Summative Assessments ○ October, December, March • Common Formative Assessments • Beacon • Walkthrough form data **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ **Data Analysis Plan:** Create an assessment schedule with dates. Create grade level CCC schedule and template for analyzing the data and planning for intervention/enrichment. Results will be analyzed during CCCs and used to plan small group instruction and/or make adjustments to whole group instruction. **Person(s) Collecting Evidence:**	

| | **Implementation Plan:**
Preplanning:
• Teachers will receive a toolkit and training on creating collaborative learning environments that foster student voice, peer interactions, and mathematical reasoning.
• Teachers will co-develop classroom norms, anchor routines, and visual supports that promote multiple representations and strategy sharing.

August-September:
• **Professional learning sessions** will focus on:
 ○ Designing rigorous tasks that encourage flexible thinking and collaboration
 ○ Embedding higher-order questioning and scaffolds for discourse
• Teachers will begin implementing collaborative structures (e.g., math turn and talk, partner problem-solving, accountable talk stems).
• **Walkthroughs** begin the **second week of August** and will occur **biweekly**, using a look-for form aligned to the five performance indicators.

October-February:
• Additional **professional learning** will support integration of key content areas:
 ○ Measurement and Data Reasoning
 ○ Geometric and Spatial Reasoning
 ○ Bar Modeling for Word Problems
• Teachers will incorporate visual and manipulative-based strategies into problem-solving instruction.
• CCCs will meet **once per quarter** to review student work for evidence of multiple representations and flexible problem-solving.
February–April: | ☒ Principal
☒ Assistant Principal
☒ Academic Coach
☒ CCC Leads | |

- CCCs will receive **targeted planning support** to align end-of-quarter assessments with flexible strategy use and collaborative learning tasks. - Academic coach will provide in-class modeling and feedback to reinforce community-building and representation strategies. - Continued walkthroughs will document growth in student discourse and representation. **Artifacts to be Collected:** - CCC Minutes with notes on strategy planning - Walkthrough forms (artifact = completed form, not the data) **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principal ☒ Academic Coach **Frequency of Monitoring:** Monthly classroom walkthroughs and CCC data reviews	

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 – September 4, 2025 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	9/4/25		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – October 14-17, 2025 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 14-17, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – March 19, 2025 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.	3/19/25		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required TWO 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	9/2/25 1/27/26		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
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:** Compton Elementary provides support for preschool children in the transition from early childhood programs to local elementary school programs and for students entering middle school. The transition of preschool students to kindergarten consists of a workshop for parents and incoming kindergarten students. During the workshop the parents and incoming kindergarten students take a tour of the school, visit a kindergarten classroom, and take a tour of a school bus. A baseline assessment of skills was conducted to determine incoming kindergarten students' readiness levels and assists in placing students in classrooms. Assessment results were shared with parents, along with resources to support strengthening skills over the summer prior to school beginning in the fall.	Kindergarten Adventure May 1, 2026 5th Transitions to Tapp: Tapp Sets This Date - TBD		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

Our rising 6th grade students and parents participate in middle school parent night and a day tour of middle school for students. Both students and parents interact with the middle school staff and learn ways to support a smooth transition. Questions are answered which support students and parents in feeling more comfortable about transitioning to middle school.		
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d* Parent facilitator school contact will request assistance from the International Welcome Center to assist in translating communication from the school to families. Interpreters will be scheduled for school events such as: parent/teacher conferences, PTA Meetings, RTI Meetings and Academic Nights.	<u>**List documents translated for parents:**</u> School Compact; School Policy; All CTLS Notifications	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Math Packets Pencils Prizes	Title 1 Funds Publix	11/6/25	• **Sign-in Sheets** • **Evaluations** • **Math Packets with Standards Based Math Problems**	Parent Facilitator
Read Across Compton	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Reading Resources and Volunteer Reader Snacks	Title 1 Funds	2/27/25	• **Sign-In Sheets** • **Evaluations**	Administration, Parent Facilitator, Impact Teams
Leadership Luncheon	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Leadership Notebooks Data sharing checklist	Title 1 Funds	3/31/25 and 4/1/25	• **Sign-In Sheets** • **Evaluations** • **Leadership (Data) Notebooks**	Administration, Parent Facilitator, Impact Teams

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.

5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input.
   (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**   Compton Elementary School developed our schoolwide School Improvement Plan with the participation of individuals who will carry out implementation of the plan. Those persons involved were the building leadership team (Compton Guiding Coalition), the Principal's Advisory Council, grade level teams, and our community and families. Surveys and Forms were utilized to obtain data to analyze, review and determine the needs of our community. The plan was developed, reviewed, and revised as needed throughout the school year by these groups of teachers, administrators, parents, and community members.

The Compton Guiding Coalition consists of school administrators, academic coach, counselors, and representatives of each grade level or department. The Guiding Coalition meets monthly to address issues related to school improvement.

The Principal Advisory Council consists of two parents, PTA President, Classified Employee of the Year, Teacher of the Year, two community partners, the school nurse, parent facilitator, assistant principal, and the principal. This group meets on a quarterly basis. Compton Elementary School also received feedback from all stakeholders at our Spring Input Meeting.

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)*   When data is received from the State, a school team analyzes data and reviews growth measures. Areas of need are determined, and action steps are developed to address the areas of need. Grade Level Teams attend weekly CCC meetings to review/set goals, develop common assessments, and collaborate on instructional plans to address all student's needs. Students with indicators of higher need receive additional small group and individual interventions to accelerate their growth. They are monitored monthly, and instruction is adjusted as indicated through data which is collected.
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)* Ongoing data analysis occurs consistently to evaluate our schoolwide program. Data is reviewed weekly at CCC meetings throughout grade levels. Stakeholder feedback is gathered through surveys and input meetings and used to assess the school's progress.

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)*

Ongoing data analysis occurs consistently to evaluate our schoolwide program. Stakeholder feedback is gathered through surveys and input meetings and used to assess the school's progress. Based on data/feedback, revisions are made to ensure continuous improvement.

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)*

At Compton Elementary, the staff utilizes a Multi-Tiered System of Support (MTSS).   It is a multi-tiered system of academic and behavioral support. MTSS builds on our commitment for teaching and learning beginning with high-quality, differentiated instruction throughout the day and emphasizing early intervention when students first experience academic or behavioral struggles. The staff considers multiple factors including testing data, academic performance, attendance data, social participation, school connectedness, externalizing behaviors, and internalizing behaviors to identify students to receive multi-tiered system of academic and behavioral support (MTSS).

We also have in place the Compton Cub Leadership Program. The Compton Cub Leadership Program (CCLP) is developing relationships to engage the school community. Through developing relationships, we are building a positive culture focused on teaching proactive strategies and expectations for all.

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)*

Our Compton Collaborative Communities are focused on professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. This type of professional development experience will aid in recruiting and retaining effective teachers. It must be focused on what teachers in the individual schools need to know and be able to do for their students. Ultimately, professional development should build

"professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:
- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Model lessons and provide feedback
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math lab and physical education)

Compton's Collaborative Community (CCCs) ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. The Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and hosts a CCSD job fair. Once hired, teachers new to CCSD and is new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. (Early release and professional development days are provided throughout the school year for all teachers.)
At Compton Elementary School, we provide 1st year and/or 1st year to Compton new teacher orientation prior to the beginning of a new school year, as well as an on-going new teacher induction program (Mentors & Mentees CCC) which includes partnering each new teacher (<3 years' experience and/or 1st year in CCSD) a mentor. Mentors and Mentees meet regularly to allow for support and intentional conversations. Finally, all teachers participate in frequent professional learning to address areas of needs across all content areas.

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)*

Our Kindergartners and families have 3 opportunities to participate in transition meetings each year. After registration, kindergarten families are invited to attend Kindergarten Adventure. This Family and Community Engagement Event familiarizes families with our building, presents tips for an easy transition into elementary school, and introduces kindergarten teachers to families. Families also visit a bus and kindergarten classrooms. They leave with a kit to practice with over the summer. Bus drivers, classroom teachers, Early Intervention Program teachers, counselors and administrators are available to answer families' questions. Our new kindergartners receive a packet with transition tips to take with them. Our next opportunity for our Kindergarteners and their families is Kindergarten Camp. Our prekindergartners are invited to attend a camp with certified teachers to work with them and acclimate them into the new elementary school environment. They learn kindergarten routines and procedures as well as begin to develop kindergarten skills.   Teachers and parents get to have their first experience together in a smaller setting as they collaborate on our students' education. The first day of school Compton Elementary hosts "Smiles and Support" as an opportunity for parents to drop off students at their classrooms then visit our Learning Commons to meet staff members who can answer any questions parents may need answered. Our Fifth graders have an informational transition meeting with middle school staff in the Spring. They receive information to aid in the transition from elementary school to middle school.

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

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*

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?
Employ a Title I Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Implementation: The Title I Parent Facilitator will work with teachers, parents, and administrators to ensure that parents are involved in the education process. The Parent Facilitator will coordinate and collaborate with supervisors to implement Federal mandated Parent and Family Engagement activities. Artifacts/Evidence: Parent and Family Engagement agendas, parent visit/volunteer log(s), Title I documents, CTLS Reports, Family Input Survey Data

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	**1-2 Literacy Goal** The percent of 1st and 2nd grade students scoring "Prepared" will increase by 5% from August 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: • First Grade student scores will increase from __% prepared (__ out of __students) to __% prepared (__ students out of ___ students). • Second Grade scores will increase from __% prepared (__ students out of __ students) to __% prepared (__ students out of ___ students). **3-5 Literacy Goal** The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2025 to May 2026 as measured by the EOG ELA Assessment: • Third Grade students will increase from 21.5 % (20 students out of 93 students) to 26.5% (24 students out of 93 students) as measured by the 2025-2026 EOG ELA Assessments. • Fourth Grade students will increase from 24.3% (23 students out of 95 students) to 29.3% (28 students out of 95 students). as measured by the 2025-2026 EOG ELA Assessment. • Fifth Grade students will increase from 26% (24 students out of 92 students) to 31% (28 students out of 92 students). as measured by the 2025-2026 EOG ELA Assessment.
Goal #2	**1-2 Math Goal** The percent of 1st and 2nd grade students scoring "Prepared" will increase by 5% from August 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: • First Grade student scores will increase from __% prepared (__ out of __students) to __% prepared (__ students out of ___ students). • Second Grade scores will increase from __% prepared (__ students out of __ students) to __% prepared (__ students out of ___ students). **3-5 Math Goal** The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2025 to May 2026 as measured by the EOG Math Assessment: • Third Grade students will increase from 29% (29 students out of 97 students) to 34% (33 students out of 97 students) as measured by the 2025-2026 EOG Math Assessments. • Fourth Grade students will increase from 41% (35 students out of 84 students) to 46% (38 students out of 97 students). as measured by the 2025-2026 EOG Math Assessment. • Fifth Grade students will increase from 20% (19 students out of 93 students) to 25% (23 students out of 93 students) as measured by the 2025-2026 EOG Math Assessment.