

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	East Cobb Middle School
Principal Name:	Dr. Mitchell Askew
Date Submitted:	May 2025
Revision Date(s):	June 10, 2025

<i>District Name</i>	Cobb County School District
<i>School Name</i>	East Cobb Middle School
<i>Team Lead</i>	Dr. Kacie Phipps
<i>Position</i>	Assistant Principal
<i>Email</i>	Kacie.Phipps@cobbk12.org
<i>Phone</i>	404.405.2122
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

<p>In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i></p>
<p>East Cobb Middle School is one of the largest and continually growing middle school in Cobb County School District, which is in the northwest metro area of Atlanta. We are a school in a thriving neighborhood with different ethnic, socioeconomic, and linguistic backgrounds. During input sessions and feedback requests, we sought and included suggestions from staff members, teacher leaders, parents, school leaders, and other stakeholders in the development of this plan. We recently requested and received feedback from our personnel on the 25-26 school improvement plan.</p>

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
Parent	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:	May 27, 2025		
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Position/Role	Printed Name	Signature
Principal	Dr. Mitchell Askew	Signature on File – see attachment
Assistant Principal	Dr. Kacie Phipps	Signature on File – see attachment
Assistant Principal	Dr. Nicole Sheppard - Floyd	Signature on File – see attachment
Assistant Principal	Dr. Kevin Triebsch	Signature on File – see attachment
Assistant Principal	Alain Blot	Signature on File – see attachment
Instructional Support Specialist	Keisa Ma	Signature on File – see attachment
Parent Facilitator	Karla Barahona	Signature on File – see attachment
Media Specialist	Cat Barnes	Signature on File – see attachment
ELA Lead Teacher	Gail Brown	Signature on File – see attachment
Math Lead Teacher	Jennifer Katz	Signature on File – see attachment
SS Lead Teacher	Christian wood	Signature on File – see attachment
Science Teacher	Shannon Ventresca	Signature on File – see attachment
PE Lead Teacher	Emily Reeves	Signature on File – see attachment
Counselor	Katoria Williams	Signature on File – see attachment

Teacher	Sheila Billingsley	Signature on File – see attachment
Teacher	Vanessa Helms	Signature on File – see attachment
Teacher	Yolanda Ledesma	Signature on File – see attachment
Teacher	Roslyn Ware	Signature on File – see attachment
Teacher	Jamiliah Weathersby	Signature on File – see attachment
Teacher	Keshia Terry	Signature on File – see attachment
Parent		Signature on File – see attachment

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	The percentage of 6 th - 8 th grade students scoring on or above grade level in ELA will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones (Developing, Proficient, or Distinguished Learner).															
	Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially															
What data supports the outcome of the goal?		Support Needed (Fall)	Near Target (Fall)	Prepared (Fall)	Support Needed (Spring)	Near Target (Spring)	Prepared (Spring)		Beginning (Spring 2024)	Developing (Spring 2024)	Proficient (Spring 2024)	Distinguished (Spring 2024)	Beginning (Spring 2025)	Developing (Spring 2025)	Proficient (Spring 2025)	Distinguished (Spring 2025)
	6 th	39%	46%	15%	30%	46%	24%	6 th	37.92%	22.84%	31.84%	8.2%	36.5%	24.5%	31.3%	7.5%
	7 th	41%	38%	21%	30%	43%	27%	7 th	46.37%	26.39%	21.06%	6.9%	37.9%	27.7%	25.1%	9.3%
	8 th	39%	41%	21%	26%	42%	32%	8 th	25.7%	31.59%	31.8%	10.9%	32.24%	36.6%	19.38%	11.76%
	BEACON Data								Milestone Data							

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> • Implement standards-based mini-lessons that target specific Georgia ELA standards students struggled with on the Georgia Milestones. • Use instructional coaching to support teachers with planning, differentiation, and classroom walkthrough feedback. • Incorporate more writing across the curriculum, especially in content areas like science and social studies, to build literacy skills in context • Lesson modeling and co-teaching by instructional coach • Family involvement nights with take-home resources and training on how to support reading at home. • Some students have low reading comprehension skills • Some ELs lack reading skills in their native language which create additional barriers to reading in English • The grouping of ELs makes it where they use their native language in school settings more; less use of English • Truancy and transiency are barriers • Need more common planning with subject area CCCs for EL and SWD teachers • Behavior concerns • Inconsistent use of the workshop model and daily board agenda • Targeted intervention was inconsistent
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Previous Year's Goal #2		The percentage of 6 th - 8 th grade students scoring on or above grade level in MATH will increase by at least 10% from the 2023-2024 school year to the 2024-2025 school year as measured by the Georgia Milestones (Developing, Proficient, or Distinguished Learner).														
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially																
What data supports the outcome of the goal?		Support Needed (Fall)	Near Target (Fall)	Prepared (Fall)	Support Needed (Spring)	Near Target (Spring)	Prepared (Spring)		Beginning (Spring 2024)	Developing (Spring 2024)	Proficient (Spring 2024)	Distinguished (Spring 2024)	Beginning (Spring 2025)	Developing (Spring 2025)	Proficient (Spring 2025)	Distinguished (Spring 2025)
	6 th	66%	33%	2%	43%	44%	13%	6 th	29%	41%	20%	10%	25.4%	38.2%	23.8%	12.5%
	7 th	61%	30%	8%	48%	35%	17%	7 th	36%	38%	17%	9%	34.4%	37.7%	19.3%	8.6%

	8 th	78	18%	3%	57%	33%	10%	8 th	18%	40%	24%	18%	25%	39%	22%	15.7%
	BEACON Data								Milestone Data							
Reflecting on Outcomes																
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none">• Incorporate math tasks that build problem-solving skills, not just procedural fluency.• Use math talks and real-world application problems to deepen reasoning.• Use unpacked standards to ensure instruction is fully aligned with the rigor of the Georgia Milestones.• Use weekly formative data checks to group students by skill proficiency and reteach in small groups.• Implement Exit Tickets + Error Analysis Fridays: quick assessments followed by guided reteaching of common errors.• Provide professional development for differentiating instruction using manipulatives and tech tools.• Need to use more visuals with key words/multilingual vocabulary anchor charts• Students have trouble with multistep problem solving• Inconsistent use of the targeted intervention• Inconsistent use of the workshop model and daily board agenda															
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?																

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

ELA DATA				
ELA Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished

6 th Grade	37%	36.5%	45.8%	38.8%
7 th Grade	30.5%	28.4%	39%	34.4%
8 th Grade	36.2%	35.2%	27.5%	31.14%

Beacon ELA Data – Spring	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
6 th Grade	27	49	24	29	45	27	29	46	25	28	47	25	29	47	24	30	45	25	39	42	18	29	44	27
7 th Grade	33	42	25	34	40	26	30	43	28	33	39	27	35	39	27	34	41	25	47	35	19	34	41	24
8 th Grade	31	38	31	30	42	28	31	37	31	29	40	31	31	41	28	32	40	28	44	32	24	31	39	21

Source	Strengths	Weaknesses
SY25 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <ul style="list-style-type: none"> According to 6th – 8th grade 2025 GADOE EOG information the following subgroups did meet their target of for ELA – English Learners, SWD were in the need’s improvement target – 6th 	<p>For Grade Levels, ELs and SWD</p> <ul style="list-style-type: none"> From SY 22 to SY 25 each grade level decreased in percentages for proficient from 36.2% to 31.14% on the 8th grade ELA EOG Although the percentage of students scoring in the proficient and

	<p>grade EL students made an 8.9% growth, SWD students made 8.8% growth. 8th grade EL students made 21% growth; SWD students made 15.6% growth.</p>	<p>distinguished categories has experienced some growth, there was declines from SY24 to SY25, in 2024: 40.04%, 2025: 38.8% - a decrease of 1.24% was observed in 6th grade between SY24 and SY25.</p> <ul style="list-style-type: none"> 8th grade showed an 11.56% decline in 2024: 42.7% and in 2025: 31.14% in the proficient and distinguished categories
<p>Beacon Assessment – ELA (Grade Levels & Subgroups)</p>	<p>For Grade Levels, ELs and SWD</p> <p>6-8 (all students):</p> <ul style="list-style-type: none"> Based on the Beacon results in ELA, BEACON results from Fall 2024 to Spring 2025 show the following growth: 8th Grade ELA - 9%, 7th Grade ELA - 8%, 6th Grade ELA -7% Based on the Beacon results in ELA, our 8th-grade students have demonstrated strengths in Key Details and Literary reporting categories. <p>EL:</p> <p>BEACON FALL 2024</p> <ul style="list-style-type: none"> Support Needed – 75% Near Target – 25% Prepared 0% <p>BEACON SPRING 2025</p> <ul style="list-style-type: none"> Support Needed – 67% Near Target – 33% Prepared – 0% <p>SWD:</p> <p>This student group shows for Fall 2024</p> <ul style="list-style-type: none"> Support Needed – 65% Near Target – 31% Prepared – 4% 	<p>For Grade Levels, ELs and SWD</p> <p>6-8 (all students):</p> <ul style="list-style-type: none"> 6th Grade Lexile range is 925-1070. In 6th grade, 51% of students (199 students) are not reading on grade level according to the Spring 2025 BEACON assessment. 7th Grade Lexile range is 970-1120. In 7th grade 50.7% of students (198 students) are not reading on grade level according to the Spring 2025 BEACON assessment. The 8th grade Lexile range is 1010-1185. In 8th grade, 71.7 % of students (279 students) are reading below grade level according to the Spring 2025 BEACON assessment. <p>EL:</p> <ul style="list-style-type: none"> 0 students performed as Prepared on the BEACON assessment <p>SWD:</p> <ul style="list-style-type: none"> Based on SWD Beacon data, the percentage of Prepared was less than 10%

	Spring 2025 <ul style="list-style-type: none"> • Support Needed – 55% • Near Target 38% • Prepared – 7% 	
Check the system that contributes to the root cause:: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> • ESOL and SPED teachers do not have common planning with general education teachers for collaborative planning. • Lack of the basis of foundational reading skills and comprehension skills • EL students cannot read in their home language and need more support • More PL's or training directed toward literacy skills • Increase reading teacher to have more students that cannot read • Student attendance is lacking throughout the school 	
ACCESS Scores (Grade Level Reading & Writing)	2023 Listening Average – 5.1/6 2024 Listening Average – 4.6/6 2025 Listening Average - 4.1/6 Average listening scores on the ACCESS assessment are the highest of the four domains	2023 Speaking Average – 3.3/6 2024 Speaking Average – 2.9/6 2025 Speaking Average - 2.7/6 Average ACCESS speaking scores showed almost no growth from 2023 to 2025. This is the lowest domain in SY25. 2023 Reading Average – 3.6/6 2024 Reading Average – 3.1/6 2025 Reading Average - 2.7/6 Average ACCESS reading scores showed almost no growth from 2023 to 2025. 2023 Writing Average – 3.5/6 2024 Writing Average – 3.1/6 2025 Writing Average - 2.9/6 Average ACCESS speaking scores showed almost no growth from 2023 to 2025. 17 students exiting ESOL services in 2025
Check the system that contributes to the root cause:: <input checked="" type="checkbox"/> Coherent Instruction	Root Cause Explanation: <ul style="list-style-type: none"> • Students are transient • Students show work avoidance during testing • Students are comfortable in their ESOL classrooms 	

<input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	<ul style="list-style-type: none"> • Use of Vista and Ellevation in classrooms • Parent and student involvement in the beginning of the year • Mentor students with exited students • Academic teachers need support with implementing instructional strategies to help EL students in mastering the content standards, while also improving their literacy skills 	
ELA Common Assessments (Grade Level Reading & Writing)	<ul style="list-style-type: none"> • Literary reading assessments indicate that 72% of 8th grade students, 72% of 7th grade students, and 70% of 6th grade students are performing proficiently on ELA assessments. 	<ul style="list-style-type: none"> • All students consistently score below 75% on constructed response test items, regardless of the associated standard.
Check the system that contributes to the root cause:: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> • Student attendance is lacking throughout the school • Lack of the basis of foundational reading skills and comprehension skills • More PL's or training directed toward literacy skills • Weak foundational reading comprehension and vocabulary skills. 	
School Instructional Walks (Grade Level)	<ul style="list-style-type: none"> • Teachers use district-provided instructional resources. 	<ul style="list-style-type: none"> • Instructional walk data indicates that 6 out of 8 classrooms did not provide students with access to text to help when responding to text-centered questions. • Data reveal that 50% of the observed classrooms demonstrate consistent implementation of learning targets aligned to the standards. • Instructional walk data reveal that only 60% of the teachers observed explicit modeling of writing strategies connected to the text. • Instructional walk data indicate that 70% of instructional time is teacher-led. • Instructional walk data indicates that 50% of student learning tasks are not aligned to grade-level standards.
Check the system that contributes to the root cause:: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership	Root Cause Explanation: <ul style="list-style-type: none"> • Behavior remediation needed • The usage of instructional framework consistently • PL and modeling in workshop model are needed • Intervention classes separated by data and consistent and targeted goals • Gather data and observations during content area 	

<input type="checkbox"/> Supportive Learning Environment		
Other Summary Data <input checked="" type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input checked="" type="checkbox"/> Collaborative Community Meetings	<ul style="list-style-type: none"> • According to instructional walks and observed CCC meetings, teachers are comfortable instructing writing structure using materials supplied by the district. • According to instructional walks and observed CCC meetings, educators are comfortable using extended texts (i.e., novel studies) to organize lessons. 	<ul style="list-style-type: none"> • According to instructional walks and observed CCC meetings, 75% of teachers do not feel confident teaching writing connected to text. • According to instructional walks and observed CCC meetings, 80% of teachers do not feel confident in their ability to support students who struggle to decode grade-level texts.
Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> • More PL's or training directed toward literacy skills • Increase reading teachers segments to have more students that cannot read • Student attendance is lacking throughout the school 	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	The percentage of 6 th - 8 th grade students scoring level 2 or above in ELA will increase by at least 5% from the 2024-2025 school year to the 2025-2026 school year as measured by the Georgia Milestones (from 64.5% to at least 69.5%).		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Academic teachers need support with implementing instructional strategies to help EL students in mastering the content standards, while also improving their literacy skills Lack of the basis of foundational reading skills and comprehension skills More PL's or training directed toward literacy skills 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 90% of teachers will implement strategies from the ELlevation platform weekly Implementation Plan:	Evaluation Performance Target: At least 70% of EL students in each grade level will score 75% or higher on each common summative assessment in ELA. Evaluation Tool(s): <ul style="list-style-type: none"> Formative assessment data Summative assessment data ACCESS 	ELlevation
Target Student Group	Preplanning: <ul style="list-style-type: none"> Teachers will begin to receive additional training on how to navigate the ELlevation platform and select strategies by content and student needs August- May: <ul style="list-style-type: none"> Content teachers will use ELlevation daily within their content area to support instruction for all students, specifically EL students. During CCC meetings, teachers will reflect on their use of ELlevation strategies, identify the most effective strategies, and collaborate to plan lessons using ELlevation strategies. Additional Training will continue throughout the school year. Artifacts to be Collected: <ul style="list-style-type: none"> Walk through forms Teacher reflections CCC Notes BLT Notes 	Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Students will complete formative assessments throughout each unit of study in ELA, Science, and Social Studies Person(s) Collecting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads 	
<input type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. Sixth through eighth grade teachers will implement the use of ELlevation strategies daily to support EL students with vocabulary development, comprehension, and writing across all content areas as evidenced by walkthrough data			

	<p>Person(s) Monitoring Implementation:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> • 3x/year 		
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Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • More PL's or training directed toward literacy skills • Lack of the basis of foundational reading skills and comprehension skills • The usage of instructional framework consistently • PL and modeling in workshop model are needed • Intervention classes separated by data and consistent and targeted goals • Gather data and observations during content area 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of ELA, Science, and Social Studies teachers will implement small group literacy-focused instruction within the workshop model.	Evaluation Performance Target: At least 80% of students in each grade level will score 75% or higher on each common summative assessment in ELA, Science, and Social Studies.	Progress Learning
Target Student Group	Implementation Plan:	Evaluation Tool(s):	
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD	Preplanning: The Academic Coach/ Teacher Leaders will facilitate professional learning focused on: <ul style="list-style-type: none"> • using formative assessment data to plan small group instruction • conducting small group instruction • conferring with individual students. • Unpacking standards 	<ul style="list-style-type: none"> • Formative assessment data • Summative assessment data 	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	August-September:	Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ 	
2. Sixth through eighth grade ELA, Science, and Social Studies teachers will implement targeted small group/workshop model to differentiate instruction based on student data as evidenced by walkthrough data.	<ul style="list-style-type: none"> • Academic Coach and Teacher Leaders will collaborate to plan and model small group lessons. • ELA, Science, and Social Studies teachers will begin to implement small group instruction within the workshop model to address misconceptions of content and students' identified needs. Instruction should support the development of literacy skills and include opportunities to: <ul style="list-style-type: none"> ○ Support reading in the content, ○ Preview/review, vocabulary ○ Reteach, and/or ○ Enrich • Teachers will discuss common formative assessment data to identify needs for instruction 	Data Analysis Plan: Students will complete formative assessments throughout each unit of study in ELA, Science, and Social Studies	Person(s) Collecting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads

	<p>within each content area and use the data to plan small group instruction.</p> <p>October-December:</p> <ul style="list-style-type: none"> • Teacher Leaders, Academic Coach and Admin will conduct instructional walks to monitor implementation of small group instruction. • Professional Learning will continue as needed. <p>January-May:</p> <ul style="list-style-type: none"> • Teachers, Academic Coach, and Admin will review unit plans, assessment data, and observational data to determine the need, if any, for adjusting the implementation plan. • Professional Learning will continue as needed. <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Walk through forms • Teacher reflections • CCC Notes • BLT Notes • Surveys <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> • Every other Monthly 		
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Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • Weak foundational reading comprehension and vocabulary skills. • More PL's or training directed toward literacy skills • Lack of the basis of foundational reading skills and comprehension skills 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of 6-8th grade ELA, Science, and Social Studies teachers will assign thinking maps activities using the online platform at least once a week	Evaluation Performance Target: At least 80% of students in each grade level will score 70% or higher on each common summative assessment in ELA, Science, and Social Studies.	Thinking Maps
Target Student Group	Implementation Plan: Preplanning: <ul style="list-style-type: none"> • Teacher leaders will participate in train-the-trainer professional learning as needed • Teacher leaders will redeliver the Thinking Maps training during content area meetings August- May: <ul style="list-style-type: none"> • Teachers will use thinking maps platform to assign activities aligned to standards at least once a week. • During CCC meetings, teachers will reflect on their use of thinking maps, identify the most effective strategies, and collaborate to plan lessons using thinking maps. • Teachers, Academic Coach, and Admin will review unit plans, assessment data, usage reports, and observational data to determine the need, if any, for adjusting how thinking maps are used for instruction Artifacts to be Collected: <ul style="list-style-type: none"> • Unit plans • Usage reports 	Evaluation Tool(s): <ul style="list-style-type: none"> • Formative assessment data • Summative assessment data Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Students will complete formative assessments throughout each unit of study in ELA, Science, and Social Studies Person(s) Collecting Evidence: <input checked="" type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads	
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. Sixth, seventh and eighth grade teachers will use individualized Thinking Maps activities to provide targeted instruction during daily lessons and within the workshop model as evidenced by walkthrough data			

	Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: <ul style="list-style-type: none"> Every other month 		
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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
6 th Grade	35.8%	35.5%	29.9%	36.3%
7 th Grade	30.5%	28.4%	39%	27.9%
8 th Grade	34.1%	32.7%	41.8%	37.7%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
6 th Grade	50	37	13	37	43	21	42	39	19	50	40	10
7 th Grade	53	32	15	44	38	17	45	34	21	40	38	22
8 th Grade	66	28	6	47	32	21	44	34	22	55	32	13

Source	Strengths	Weaknesses
SY25 MATH Milestones (Data by grade & subgroup)	<ul style="list-style-type: none"> According to 6th – 8th grade 2025 GADOE EOG information the following subgroups did meet their target of for Math – English Learners, SWD were in the need’s improvement target – 6th grade EL students made a 24.3% % growth, SWD students made 20.5% growth. 8th grade EL students made 35.3% growth; SWD students made 25% growth. From SY 22 to SY 25 the 6th Grade proficient and distinguished percentage has increased from 35.8% to 36.3% on the 6th grade Math EOG 	<ul style="list-style-type: none"> From SY 24 to SY 25 the 8th Grade proficient and distinguished percentage has decreased from 41.8% to 37.7% on the 8th grade Math EOG Though steady growth has been made with the percentage of students scoring in the proficient and distinguished categories from SY22 to SY 25, only 36.3% of 6th – 8th grade students are scored in the proficient and distinguished category on the SY25 Math EOG which is a .55 increase
Beacon Assessment – MATH (Grade Level & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>6-8 (all students):</p> <ul style="list-style-type: none"> Based on the 6th grade Beacon results in Math, our students have demonstrated strengths in Patterning and Algebraic Reasoning, with 64% scoring in the Near Target and Prepared areas. <p>EL:</p> <ul style="list-style-type: none"> There are currently no strengths for EL on the Beacon assessment. <p>SWD:</p> <ul style="list-style-type: none"> There are currently no strengths for SWD on the Beacon assessment. 	<p>For Grade Levels, ELs and SWD</p> <p>6-8 (all students):</p> <ul style="list-style-type: none"> Based on the Beacon results in Math, our 6th- to 8th-grade students have demonstrated strengths in Patterning & Algebraic Reasoning, with 21.5% scoring Near Target or Prepared. Based on the Beacon results in Math, our student’s 6th – 8th-grade 58% of students have demonstrated a weakness in Numerical reasoning (723 out of 1248) <p>EL:</p> <ul style="list-style-type: none"> The assessment scores indicate that 81% of 6th-grade EL students are scoring in the Support Needed area overall. <p>SWD:</p> <ul style="list-style-type: none"> Based on SWD Beacon data, 79% of 6th grade SWD students are scoring in Support Needed area overall Spring - Support Needed: 79%. Near Target: 14%, Prepared: 7%
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> Multilingual vocabulary anchor charts needed Students have trouble with multi step problem solving Visualization of math steps needed 	

<input type="checkbox"/> Supportive Learning Environment		
MATH Common Assessments	Common Math assessments indicate that 63% of 8 th grade students, 70% of 7 th grade students and 79% of 6 th grade students are performing proficiently on Math assessments.	All students consistently score below 80% on Math Assessments
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> Limited use of a common problem-solving strategy that promotes comprehension and reasoning across grade levels. Instruction may overemphasize memorization and procedures rather than developing deep, conceptual understanding Students may require assistance with Visualization of steps 	
School Instructional Walks (Grade Level)	Teachers consistently use district-provided instructional resources.	<ul style="list-style-type: none"> Instructional walk data indicates the overuse of procedural methods rather than conceptual-based teaching methods to guide students in understanding mathematical operations and problem-solving. Data shares a lack of exposure to manipulatives, models, and visual-spatial tasks Due to the block schedule, math instruction occurred every other day, limiting daily reinforcement of concepts. Math presented in context is inconsistent. In 5 out of 7 classrooms, math problems were not presented as realistic situations (story problems).
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> Students may not be receiving instruction tailored to their language needs Limited use of a common problem-solving strategy that promotes comprehension and reasoning across grade levels. 	
Other Summary Data <input checked="" type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input checked="" type="checkbox"/> Professional Learning Survey	<ul style="list-style-type: none"> Teacher survey responses indicate 65% of teachers are comfortable with retrieving and using district-provided resources in CTLS. 	<ul style="list-style-type: none"> Teacher survey responses indicate 40% of teachers are not comfortable with using the GADOE learning plans to facilitate rigorous learning experiences.

<input type="checkbox"/> _____	<ul style="list-style-type: none"> Teacher responses to the learning targets PL indicate 90% of teachers are confident in selecting or creating learning targets aligned to daily math lessons. 	<ul style="list-style-type: none"> Teacher survey responses indicate 40% of teachers are not comfortable with using manipulatives to support teaching and learning of mathematics.
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> Limited PL opportunities focused on using the CCSD and GaDOE learning plans has been offered by local school professionals Differences in instructional strategies, pacing, and curriculum implementation across classrooms or grade levels can lead to uneven learning experiences 	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	The percentage of 6 th - 8 th grade students scoring level 2 or above in MATH will increase by at least 8% from the 2024-2025 school year to the 2025-2026 school year as measured by the Georgia Milestones (from 72.5% to at least 80.5%).		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • Multilingual vocabulary anchor charts needed • Students have trouble with multi step problem solving • Visualization of math steps needed 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of Math teachers will implement small groups with problem-solving focused instruction within the workshop model. Implementation Plan: Preplanning: The Teacher Leaders and Instructional Support Specialist will facilitate professional learning focused on: <ul style="list-style-type: none"> • using formative assessment data to plan small group instruction • conducting small group instruction • conferring with individual students. • Unpacking standards August-September: <ul style="list-style-type: none"> • Teacher Leaders and Instructional Support Specialist will collaborate to plan and model small group lessons. • Math teachers will begin to implement small group instruction within the workshop model to address misconceptions of content and students identified needs. Instruction should support the development of mathematical concepts and 	Evaluation Performance Target: At least 80% of students in each grade level will score 75% or higher in MATH on each common summative assessment Evaluation Tool(s): <ul style="list-style-type: none"> • Common summative assessment • Common formative assessment • Monitor IXL usage, IXL progress data, and walkthrough data Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: CCCs: Teachers in grades 6-8 will discuss the IXL data and common formative data bimonthly in their CCC	IXL program
Target Student Group			
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. MATH teachers will implement differentiated tasks to provide targeted Math instruction during daily lessons and within the workshop model as evidenced by walkthrough data.			

	<p>include opportunities to:</p> <ul style="list-style-type: none"> ○ Support manipulative usage in the content, ○ Preview/review, with the use of 360 Boards ○ Reteach, and/or ○ Enrich <ul style="list-style-type: none"> • Teachers will discuss common formative assessment data to identify needs for instruction within each content area and use the data to plan small group instruction. <p>October-December:</p> <ul style="list-style-type: none"> • Teacher Leaders, Instructional Support Specialist and Admin will conduct instructional walks to monitor implementation of small group instruction. • Professional Learning will continue as needed. • Share feedback with teachers <p>January-May:</p> <ul style="list-style-type: none"> • Teachers, Instructional Support Specialist, and Admin will review unit plans, assessment data, and observational data to determine the need, if any, for adjusting the implementation plan. • Professional Learning will continue as needed. <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Walk through forms • Teacher reflections • CCC Notes • BLT Notes • Surveys <p>Person(s) Monitoring Implementation:</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Principal • <input checked="" type="checkbox"/> Assistant Principals • <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists 	<p>meetings and use the data to plan differentiated instruction.</p> <p>Leadership Team: Teacher Leaders, Instructional Support Specialist, Administrators</p> <p>Reviews CCC assessment data monthly to determine progress for this goal and provide additional PL if needed.</p> <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads 	
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	<p>Frequency of Monitoring:</p> <ul style="list-style-type: none">• Every other Monthly		
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Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Students may not be receiving instruction tailored to their language needs Limited use of a common problem-solving strategy that promotes comprehension and reasoning across grade levels. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input checked="" type="checkbox"/> Other: District _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	I Implementation Performance Target: 90% of teachers will implement strategies from the ELlevation platform weekly Implementation Plan: Preplanning: <ul style="list-style-type: none"> Teachers will begin to receive additional training on how to navigate the Ellevation platform and select strategies by content and student needs 	Evaluation Performance Target: At least 10% of EL students will increase their scale score as measured on the Beacon ELA assessment from Fall 2025 to Spring 2026. Evaluation Tool(s): <ul style="list-style-type: none"> Beacon Walk throughs 	ELlevation
Target Student Group <input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	August- May: <ul style="list-style-type: none"> Content teachers will use Ellevation daily within their content area to support instruction for all students, specifically EL students. During CCC meetings, teachers will reflect on their use of ELlevation strategies, identify the most effective strategies, and collaborate to plan lessons using ELlevation strategies. Additional Training will continue throughout the school year. 	Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year <input type="checkbox"/> _____	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Artifacts to be Collected: <ul style="list-style-type: none"> Walk through forms Teacher reflections CCC Notes BLT Notes 	Data Analysis Plan: Students will take the Beacon Math assessment three times per year (BOY, MOY, and EOY). Data will be taken Person(s) Collecting Evidence: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
2. Sixth through eighth grade math teachers will implement the use of Ellevation strategies to support EL students with vocabulary development and increasing students' speaking and listening responses as evidenced by walkthrough data.	Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal		

	<div><div><input checked="" type="checkbox"/> Assistant Principals</div><div><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</div></div> <div><div>Frequency of Monitoring:</div><div><div><div>• 3x/year</div></div></div></div>		
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required <u>Annual Title I Meeting – Deadline</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	August 28, 2025 April 16, 2026		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 1 – November 3rd		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	April 16, 2026		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
4. Required <u>TWO Building Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school	Sept. 4, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	January 22, 2026		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: Rising 6 th grade parents are invited to middle school to meet teachers; learn academic expectations and ways the school can support the transition to middle school.	March 12, 2026		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> CTLS Surveys Invitations Title 1 Policy Title 1 Compact		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities <i>(Required for “Shall’s” 2 and 6)</i>							
School Developed Family Engagement Activities <u>(Must be listed in the school policy)</u>	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Academic Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		Title I	Nov. 6, 2025	We will send invitations in different languages to parents using CTLS and the school website. Sign in sheets, surveys will be given to parents attending. Interactive activities will be shared.	
Academic Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		Title I	March 4, 2025	We will send invitations in different languages to parents using CTLS and the school website. Sign in sheets, surveys will be given to parents attending. Interactive activities will be share	
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

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

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

School Improvement Plan Required Questions	
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)	
1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)	
2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)	
3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)	
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)	
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. <u>SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u>	
SCHOOL RESPONSE:	
The Schoolwide Plan (SWP) has been developed collaboratively and intentionally to align with and integrate various federal, state, and local services, ensuring a holistic approach to student achievement and well-being. Professional development and instructional resources are funded to ensure teachers are equipped to deliver high-quality, standards-aligned instruction that promotes critical thinking, vocabulary development, and reading comprehension. Title, I support curriculum materials, teacher collaboration sessions, and data analysis tools.	
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)*

On a monthly or bimonthly basis, the school will perform walk throughs, observations, surveys to monitor goals

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)*

Student performance is continuously monitored using a combination of formative and summative assessment data, including State assessments (e.g., EOGs), interim/benchmark assessments (e.g., Beacon, IXL diagnostics), and progress monitoring tools aligned to grade-level standards

Growth data is analyzed to evaluated and shared. The school leadership team conducts classroom observations, instructional walks, and implementation checklists to ensure that schoolwide instructional strategies, such as differentiation, small group instruction

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)*

While monitoring the plan, data will be collected and shared to provide revisions.

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

<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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.). <i>SWP Checklist 2.c(iii)</i></p> <p>Teachers receive training on research-based strategies to support Students with Disabilities, ensuring equitable access to rigorous instruction.</p>
<p>14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, <u>and to recruit and retain effective teachers</u>, particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i></p> <p>Teachers engage in weekly CCCs to analyze student work, unpack standards, plan lessons collaboratively, and reflect on instructional practices. Instructional Specialist provides support through model lessons, observation/feedback cycles, and data analysis support tailored to individual teacher needs. New teachers participate in a structured induction program with assigned mentors, regular check-ins, and targeted PD to build capacity and confidence. Weekly PD sessions are offered by focusing on best practices for literacy and math instruction, including the use of strategies such as differentiated instruction, scaffolding, and formative assessment integration.</p>
<p>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. <i>SWP Checklist 2.c(v)</i></p> <p><i>Students</i> and parents are invited to a transition meeting in the Winter/Spring. Those attending will learn academic expectations and ways the school can support the transition to Middle School.</p>

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)*

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

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

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	By actively fostering family engagement and building strong school to home partnerships. Survey families Input, Staff Capacity training, create partnerships with local establishments that support education.
ELA Teacher	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	By directly impacting student achievement, literacy development, and instructional quality such as instructional strategies that are aligned with the academic achievement goals outlined in the SIP and increasing reading proficiency or improving literacy rates.
ELA Teacher	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	By directly impacting student achievement, literacy development, and instructional quality such as instructional strategies that are aligned with the academic achievement goals outlined in the SIP and increasing reading proficiency or improving literacy rates.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	The percentage of 6 th - 8 th grade students scoring on or above grade level in ELA will increase by at least 8% from the 2024-2025 school year to the 2025-2026 school year as measured by the Georgia Milestones.
Goal #2	The percentage of 6 th - 8 th grade students scoring on or above grade level in MATH will increase by at least 8% from the 2024-2025 school year to the 2025-2026 school year as measured by the Georgia Milestones.
Goal #3	
Goal #4	

