

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Elementary
Principal Name:	William Dills
Date Submitted:	5/30/25
Revision Date(s):	9/15/25, 9/19/25

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Birney Elementary School
<i>Team Lead</i>	William Dills
<i>Position</i>	Principal
<i>Email</i>	William.Dills@cobbk12.org
<i>Phone</i>	678-842-6824
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). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i>
School Response: The development of our SY2026 Title I School Improvement Plan included participation and input from school administrators, teachers, support personnel, and families. Our local school improvement team began with an analysis of data at the beginning of quarter 2. Through a series of quarterly meetings, we looked at achievement data from multiple sources and the Title I parent survey data to identify our strongest needs and promote action steps to address those needs.

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.**

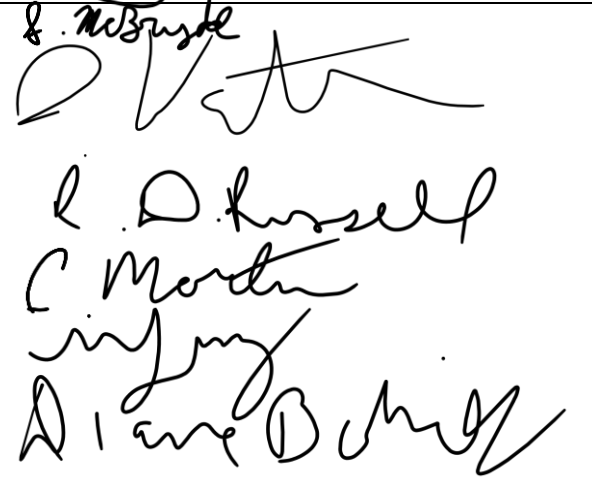
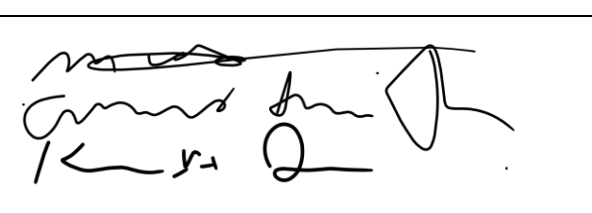
Positions and Roles to consider when developing the SIP Committee.

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:		4/30/25, 5/1/25, 5/2/25	5/9/25, 5/12/25	
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Position/Role	Printed Name	Signature
Administrative Team	William Dills, Principal Erin Schularick, Assistant Principal K-3 Donna Durkee, Assistant Principal 4 th , 5 th , SPED Kristi Flood, Support and Services Administrator	
Content or Grade Level Teachers	Shannon McBryde, K-Lead Cristin Moulton, 1 st Lead Marie Luz, 2 nd Lead Diane Bolick, 3 rd Lead Indira Watkins, 4 th Lead Ramona Russell, 5 th Lead	
Local School Academic Coaches	Amy Smith, K-2 Math Michelle Mullinax, K-2 ELA Celetheia McCain-Francois, 3-5 Math Kourtney Jones, 3-5 ELA	

District Academic Coaches	Dr. Patrice Jones – District Title 1 Supervisor Kelly Bodner- District Title 1 Coach Meta Rome- District Title 1 Coach	
Parent (Non-CCSD Employee)	Samaria Rodriguez	
Parent Facilitator	Lina Capellan-Genao	

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 ELA Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the ELA Beacon Assessment will increase by 20% (64 students as of 8/2/24). 3-5 ELA Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the ELA Milestones will increase by 10% (34 students as of 8/2/24).
	Was the goal met? ☐ YES ☐ NO ☒ Partially
What data supports the outcome of the goal?	K-2 ELA goal was met. Beacon data indicates the number of primary grade students scoring prepared increased by 21% (61 out of 247) when comparing fall administration to spring. 3-5 ELA goal was not met. Milestones data indicates that 6% (21 of 335 students) increased at least one achievement level on the ELA Milestones EOG Assessment. However, there was a 14% increase in the number of students scoring developing through proficient on the Milestones for the current 4th graders and a 3% increase in the number of students scoring developing through proficient for current 5th graders.
Reflecting on Outcomes	

If the goal was not met , what actionable strategies could be implemented to address the area of need?	The following actionable steps can be implemented to address the area of need. • Create a monitoring plan specifically for students that achieved a grade level or above reading status on the GA Milestones but were identified as below target or approaching the writing domain on the Milestones. Closing the writing gap for these students will result in an increase in their overall achievement level of the GA Milestones end of grade assessment. - 3rd Grade (35 of 61 students) 57% - 4th Grade (23 of 53 students) 43% - 5th Grade (37 of 80 students) 46% • More consistent utilization of Beacon domain band recommendations for individual students to support differentiated writing domain needs. • More frequent calibration of writing scoring practices through peer grading opportunities to support consistent grading. • Continue to build on the previous year's use of exemplar writing to support student and teacher understanding of the writing expectations. • Dedicated professional learning and collaboration on unpacking the new ELA writing standards, exemplars, and rubric expectations.
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?	The following action steps supported goal achievement in K-2: • Consistent implementation of phonics instruction utilizing research-based strategies provided by the Early Literacy Framework • Use of UFLI lessons to supplement small group instruction • Implementation of i-Ready across grade levels • Beginning January 2025, after school tutoring with transportation began with a focus on bubble students in near target • Scheduling EIP and EL support at times that allowed the least amount of disruption to tier 1 instruction • On-going progress monitoring of tier 1 phonics instruction • Development, utilization and data analysis of a common writing rubric that aligned to Milestones

Previous Year's Goal #2	K-2 Math Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the Math Beacon Assessment will increase by 20% (64 students as of 8/2/24). 3-5 Math Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the Number and Operations/Base 10 domain in Milestones will increase by 10% (34 students as of 8/2/24).
	Was the goal met? ☐ YES ☒ NO ☐ Partially
What data supports the	1st and 2nd Grade Math Beacon Fall Prepared 3 students (1%)

outcome of the goal?	Winter Prepared 16 (7%) Spring Prepared 31 (13%) Spring 2025 Milestone results show that 6% (20/328) of students increased at least one achievement level on the Number and Operations/Base 10 domain.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	A contributing factor to not meeting the goal is the fact that the Spring Beacon test was given in March. The assessment covers all standards for the year, but was given before Q3 and Q4 instruction was complete. A contributing factor to not meeting the goal was lack of instruction at the rigor of the standard and assessment. Teachers will implement the use of common assessments in grades K-5 to increase the rigor of assessments to better prepare students for both the Beacon and Milestone assessments. Each teacher will participate in training held by the Assessment department to learn how to create assessments that match the expectations of each standard and rigor needed to show student understanding.
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?	The K-2 goal was not met.

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
3 rd Grade	23.3%	25.0%	22.9%
4 th Grade	21.7%	23.1%	26.7%
5 th Grade	32.1%	24.8%	43.4%

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	35%	33%	32%	39%	35%	25%	39%	35%	25%	44%	31%	25%	35%	41%	24%
2 nd Grade	38%	27%	34%	41%	33%	26%	33%	42%	25%	35%	39%	26%	35%	35%	29%

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	13%	79%	8%	17%	71%	12%	18%	74%	8%	11%	81%	8%	18%	73%	9%	14%	75%	10%	32%	59%	8%	19%	74%	7%
4 th Grade	13%	72%	15%	17%	67%	17%	14%	74%	12%	14%	71%	15%	17%	70%	13%	21%	63%	16%	35%	53%	12%	18%	64%	19%
5 th Grade	18%	64%	18%	27%	52%	21%	19%	71%	11%	21%	63%	15%	18%	67%	15%	33%	52%	15%	38%	49%	13%	24%	60%	16%

Source	Strengths	Weaknesses
SY24-25 ELA Milestones (Grade Levels & Subgroups)	For Grade Levels, ELs and SWD Grade Levels (all students): 3rd - 52% (61/118) students are reading grade level or above as measured by the Georgia Milestones. 4th 50% (53/107) students are reading grade level or above as measured by the Georgia Milestones. 5th 59% (66/111) are reading grade level or above as measured by the Georgia Milestones. - EL: 3rd 51% (18/35) are reading grade level or above as measured by the Georgia Milestones. 4th 49% (19/39) are reading grade level or above as measured by the Georgia Milestones.	For Grade Levels, ELs and SWD Grade Levels (all students): 3rd – - 51% (60/118) students scored at the Beginning ELA achievement level. - 23% (27/118) students scored at the Developing ELA achievement level. - 22% (26/118) students scored at the Proficient ELA achievement level. - 4% (5/118) students scored at the Distinguished ELA achievement level. 4th - 36% (38/106) students scored at the Beginning ELA achievement level. - 25% (26/106) students scored at the Developing ELA achievement level. - 21% (22/106) students scored at the Proficient ELA achievement level. - 14% (15/106) students scored at the Distinguished ELA achievement level. 5th

	5th 49% (22/45 EL students) are reading grade level or above as measured by the Georgia Milestones.	- 36% (40/111) students scored at the Beginning ELA achievement level. - 36% (40/111) students scored at the Developing ELA achievement level. - 26% (29/111) students scored at the Proficient ELA achievement level. - 2% (2/111) students scored at the Distinguished ELA achievement level. EL: 3rd - 49% (17 of 35 students) scored at the Beginning ELA achievement level. - 26% (9 of 35) students scored at the Developing ELA achievement level. - 17% (6 of 35) students scored at the Proficient ELA achievement level. - 9% (3 of 35) students scored at the Distinguished ELA achievement level. 4th - 38% (15/39 students) scored at the Beginning ELA achievement level. - 28% (11/39 students) scored at the Developing ELA achievement level. - 23% (9/39) students scored at the Proficient ELA achievement level. - 10% (4/39 students) scored at the Distinguished ELA achievement level.
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		5th - 42% (19/45 students) scored at the Beginning ELA achievement level. - 40% (18/45 students) scored at the Developing ELA achievement level. - 18% (8/45) students scored at the Proficient ELA achievement level. - 0% (0/45 students) scored at the Distinguished ELA achievement level. SWD: 3rd - 71% (12/17 students) scored at the Beginning ELA achievement level. - 24% (4/17 students) scored at the Developing ELA achievement level. - 6% (1/17) students scored at the Proficient ELA achievement level. - 0% (0/17) students scored at the Distinguished ELA achievement level. - 65% (11/17 students are reading below grade level. 4th - 67% (4/6) students) scored at the Beginning ELA achievement level. - 0% () students scored at the Developing ELA achievement level. - 33% (2/6) students) scored at the Proficient ELA achievement level. - 0% () students scored at the Distinguished ELA achievement level. - 67% (4/6) students are reading below grade level.
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		5th - 73% (8/11 students) scored at the Beginning ELA achievement level. - 27% (3/11 students) scored at the Developing ELA achievement level. - 0% (0/11) students scored at the Proficient ELA achievement level. - 0% (0/11) students scored at the Distinguished ELA achievement level. - 735 (8/11 students) are reading below grade level .
Beacon Assessment – ELA (Grade Levels & Subgroups)	K-2 (all students): Based on the 1st and 2nd grade Beacon overall results in ELA, our students have demonstrated strengths in all areas with the following results: • Foundations: 63% (132 out of 210) scoring Near Target or Prepared. • Language: 60% (126 out of 210) scoring Near Target or Prepared. • Texts: 64% (134 out of 210) scoring Near Target or Prepared. • Interpreting Texts: 61% (126 out of 210) scoring Near Target or Prepared. • Constructing texts: 65% (136 out of 210) scoring Near Target or Prepared. EL (1st grade):	K-2 (all students): Although we reached our goal for the year, only 25% (61 out of 247) of 1st and 2nd grade students scored prepared in ELA. The following domains demonstrate areas of weakness: • Foundations: 37% (78 out of 210) scored Needs Support • Language: 40% (84 out of 210) scored Needs Support • Texts: 36% (76 out of 210) scored Needs Support • Interpreting Texts: 40% (84 out of 210) scored Needs Support • Constructing texts: 35% (74 out of 210) scored Needs Support EL (1st and 2nd grade): Based on 1st and 2nd grade Beacon overall results, weaknesses were evidenced by students receiving EL support in both 1st and 2nd grade with the following results: • 1st grade: 41% (15 out of 37) demonstrated an overall score that fell within the support needed range with only 11% (4 out of 37) scoring prepared.

	- Based on 1st grade Beacon overall results in ELA, the number of ELL students scoring near target or prepared was 59% (22 out of 37). Additionally, these students increased their overall average score by 29 points. EL (2nd grade): - Based on 2nd grade Beacon overall results in ELA, the number of students served through EL scoring near target or prepared was 53% (19 out of 36). Additionally, the number of these students scoring support needed decreased by 36% (13 out of 36). The overall average for these students also increased by 36 points. SWD (1st grade): - Based on 1st grade Beacon overall results in ELA, the seven students served through special education increased their average score by 21 points. SWD (2nd grade): - Based on 2nd grade Beacon overall results in ELA, the nine students served through special education increased their average overall score by 32 points. 3-5 (all students): - Based on the Beacon overall results in ELA, our students have demonstrated strengths in	2nd grade: 47% (17 out of 36) demonstrated an overall score that fell within the support needed range with 11% (4 out of 36) scoring prepared. SWD (1st grade): - Based on 1st grade Beacon overall results in ELA, there are currently no students identified as SWD who demonstrated prepared on the spring administration of Beacon. Additionally, 57% (4 out of 7) students scored support needed. SWD (2nd grade): - Based on 2nd grade Beacon overall results in ELA, 56% (5 out of 9) of students identified as SWD demonstrated performance in support needed while one student scored prepared. 3-5 (all students): Based on the Beacon overall results in ELA, our students have demonstrated weaknesses in the following reporting categories based on the following results: 3rd Grade Writing Conventions: 32% (38 of 118 students) scored in the support needed range. Research: 19% (22 of 118 students) scored in the support needed range. 4th Grade Text Types and Purposes: 21% (23 of 108 students) Writing Conventions: 35% (38 of 108 students) demonstrated an overall score that fell in the support needed range.
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	the following reporting categories based on the following results: 3rd Grade • Key Ideas and Details: 87% (102 of 118 students) scoring Near Target or Prepared. • Craft and Structure/Integrations of Knowledge and Skills: 83% (98 of 118 students) scoring Near Target or Prepared • Vocabulary Acquisition and Use: 82% (97 of 118 students) scoring Near Target or Prepared • Literary: 89% (105 of 118 students) scoring Near Target or Prepared • Informational: 82% (97 of 118 students) scoring Near Target or Prepared • Text Types and Purposes: 85% (100 of 118 students) scoring Near Target or Prepared • Research: 81% (96 of 118 students) scoring Near Target or Prepared 4th Grade • Key Ideas and Details: 77% (83 of 108 students) scoring Near Target or Prepared. • Craft and Structure/Integrations of Knowledge and Skills: 84% (91 of 108 students) scoring Near Target or Prepared • Vocabulary Acquisition and Use: 86% (93 of 108 students) scoring Near Target or Prepared	5th Grade • Craft Structure/Integration of Knowledge & Skills: 27% (30 of 112 students) demonstrated an overall score that fell in the support needed range. • Text Types and Purposes: 33% (37 of 112 students) demonstrated an overall score that fell in the support needed range. • Writing Conventions: 38% (43 of 112 students) demonstrated an overall score that fell in the support needed range. • Research: 24% (27 of 112 students) demonstrated an overall score that fell in the support needed range. EL (3rd grade): • Based on 3rd Grade Beacon overall results in ELA, there are currently no students identified as EL who demonstrated prepared on the spring administration of Beacon. Additionally, 14% (5 out of 36) students scored support needed. EL (4th grade): • Based on 4th Grade Beacon overall results in ELA, there is currently only 3% (1 out of 30) students identified as EL who demonstrated prepared on the spring administration of Beacon. Additionally, 20% (6 out of 30) students scored support needed. EL (5th grade): • Based on 5th Grade Beacon overall results in ELA, there are currently no students identified as EL who demonstrated prepared on the spring administration of Beacon. Additionally, 50% (12 out of 24) students scored support needed.
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	• Literary: 86% (93 of 108 students) scoring Near Target or Prepared • Informational: 83% (90 of 108 students) scoring Near Target or Prepared • Text Types and Purposes: 79% (85 of 108 students) scoring Near Target or Prepared • Research: 83% (90 of 108 students) scoring Near target or Prepared 5th Grade • Key Ideas and Details: 82% (92/112 students) scoring Near Target or Prepared. • Vocabulary Acquisition and Use: 82% (92 of 112 students) scoring Near Target or Prepared • Literary: 86% (96 of 112 students) scoring Near Target or Prepared • Informational: 83% (93 of 112 students) scoring Near Target or Prepared • Text Types and Purposes: 79% (88 of 112 students) scoring Near Target or Prepared • Research: 83% (93 of 112 students) scoring Near target or Prepared EL (3rd grade): • 3rd grade increased their average scale score by 22 points from the fall to spring administration. Additionally, 86% (31 of 36 students scored Near Target. • EL (4th grade):	SWD (3rd grade): • Based on 3rd Grade Beacon overall results in ELA, there are currently no students identified as SWD who demonstrated prepared on the spring administration of Beacon. Additionally, 33% (5 out of 15) students scored support needed. SWD (4th grade): • Based on 4th Grade Beacon overall results in ELA, there is currently only 25% (1 out of 4) students identified as SWD who demonstrated prepared on the spring administration of Beacon. Additionally, 25% (1 out of 4) students scored support needed. SWD (5th grade): • Based on 5th Grade Beacon overall results in ELA, there are currently no students identified as SWD who demonstrated prepared on the spring administration of Beacon. Additionally, 42% (5 out of 12) students scored support needed.
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	4th grade increased their average scale score by 41 points from the fall to spring administration. Additionally, 80% (24 of 30 students) scored Near Target or Prepared EL (5th grade): 5th grade increased their average scale score by 36 points from the fall to spring administration. Additionally, 80% SWD (3rd grade): - The 3rd grade increased their average scale score by 17 points from the fall to spring administration. SWD (4th grade): - The 4th grade increased their average scale score by 79 points from the fall to spring administration. SWD (5th grade): - The 5th grade increased their average scale score by 50 points from the fall to spring administration.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership	Root Cause Explanation: - Reading comprehension instruction and assessment practices do not align to the rigor of the grade-level standards for literary or informational texts. - Teachers in the primary grades lack a true understanding of the expectations of grade-level standards.	

☐ Supportive Learning Environment	• In the early grades, the development of foundational skills has been greatly emphasized over the past couple of years resulting in less attention being given to the development of comprehension skills. • Inconsistent use of sound walls to support phonics instruction. • Lack of assessment that can be used to identify specific gaps in reading development to provide differentiated, targeted instruction. • Limited opportunity for students to write constructed responses connected to texts prior to assessments. • Collaboration between classroom teachers and the special education teacher and/or EL teacher has been challenging due to conflicting schedules that do not allow for planning periods that align. • The majority of EL and SPED teachers are unable to attend school-based professional development sessions due to challenging schedules. • Grammar/conventions were being taught in isolation of genre writing instruction. • Teachers struggled to provide adequate writing instruction time in the structure of the 120-minute literacy block.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL: EL School Profile Data: - Total # ACTIVE ELs as of Spring 2025- 230 - Number of Dual-Served Students- 25 - Number of WAIVED Students 2 - Number of Long-Term ELs (LTELs) 19 Strengths: - 20% exited with 4.3+ - 44 % of our students scored between 3.0 - 6.0 - Speaking 71% of students scored between - 3.0-6.0 - Listening 62% of students scored between 3.0-6.0 - Writing 47% of students scored between 3.0-6.0 Reading	Grade Levels (all students): EL: • The average Reading domain score has decreased from 2023 (3.4) to 2025 (2.9) by .5 points. • The average Listening domain score had decreased from 2023 (4.7) to 2025 (3.2) by 1.5 points. • The average Writing domain score has decreased from 2023 (3.1) to 2025 (1.6) by 1.5 points. • The average Speaking domain score has decreased from 2023 (3.3) to 2025 (3.2) by .1 points.

	- *No LTELs in 2025-2026.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: In progress collaborating with ESOL • The average number of Newcomers in grades 2-5 has increased by 25% from 2023 (5 students) to 2025 (25 students). • The over reliance on Microsoft translator for 4th and 5th grade students is impacting the ability to acquire the language. Students are relying heavily on the translator function which is impeding their opportunity to use and acquire the language. • Truancy and transiency have impacted the ELL population. • All teachers are lacking a strong knowledgebase of strategies to effectively address the language needs of EL students. This has been particularly impactful in the innovative model classroom when serving newcomers. • The master schedule impeded the ability of the ESOL team to effectively serve students.	
ELA Common Assessments (Grade Level Reading & Writing)	All Grade Levels (all students): Kindergarten Writing Data: Based on the kindergarten common writing data, the following areas were strengths: • The average score for focused written response was 87%. • The average score for handwriting was 87%. First grade Writing Data: Based on the 1st grade common writing data, the following areas were strengths: • The average score for focused written response was 76%. • The average score for including details to support the topic was 78%.	All Grade Levels (all students): Kindergarten Writing Data: Based on the kindergarten common writing data, the following areas were weaknesses: • The average score for spelling was 71%. • The average score for punctuation was 76%. Kindergarten Writing Data: Based on the 1 st grade common writing data, the following areas were weaknesses: • The average score for conclusions was 55%. • The average score for spelling was 66%. Second grade Writing Data: Based on the 2 nd grade common writing data, the following areas were weaknesses: • The average score for introductions was 58%. • The average score for conclusions was 56%.

	Second grade Writing Data: Based on the 2nd grade common writing data, the following areas were strengths: • The average score for focused written response was 70%. • The average score for errors that do not interfere with meaning was 71%. 3rd Grade Writing Data: Based on 3rd grade common writing data the following areas were relative strengths: • The average score for conventions was 74% • The average score for introductions was 67% 4th Grade Writing Data: Based on 4th grade common writing data the following areas were relative strengths: • The average score for introductions was 70% • The average score for developing fact, details, and definitions was 66% 5th Grade Writing Data: Based on 5th grade common writing data the following areas were relative strengths: • The average score for introductions 68% • The average score for sentence structure was 60% i-Ready Spring administration: Kindergarten:	3rd Grade Writing Data: Based on 3rd grade common writing data the following areas were weaknesses: - The average score for concluding statements was 64% - The average score for use of dialogue was 50% 4th Grade Writing Data: Based on 4th grade common writing data the following areas were weaknesses: - The average score for conclusions was 39% - The average score for introducing topics was 45% 5th Grade Writing Data: Based on 5th grade common writing data the following areas were strengths: - The average score for conclusions was 40% - The average score for Linking Ideas was 48% i-Ready Spring administration: Kindergarten: Although the majority of students have demonstrated on or above level performance in all domains, the following weaknesses are evidenced: • 31% (31 out of 99 students) are currently one grade level below • Phonological Awareness: 28% (28 out of 99 students) scoring one grade level below • Phonics: 21% (21 out of 99 students) scoring one grade level below • High-Frequency Words: 34% (34 out of 99 students) scoring one grade level below • Vocabulary: 42% (42 out of 99 students) scoring one grade level below
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	Based on the spring administration of i-Ready, students have demonstrated strengths in the following areas: • 68% (68 out of 99 students) are currently on or above grade level performance • Increase of 59% of students performing on or above grade level from the fall administration to the spring administration • Phonological Awareness: 71% (71 out of 99 students) scoring on or above grade level • Phonics: 79% (79 out of 99 students) scoring on or above grade level • High-Frequency Words: 66% (66 out of 99 students) scoring on or above grade level • Vocabulary: 57% (57 out of 99 students) scoring on or above grade level • Overall comprehension: 66% (66 out of 99 students) scoring on or above grade level First grade: Based on the spring administration of i-Ready, students have demonstrated strengths in the following areas: • 41% (47 out of 115 students) are currently on or above grade level performance	• Overall comprehension: 33% (33 out of 99 students) scoring one grade level below First grade: Based on the spring administration of i-Ready, the following areas demonstrated weaknesses: • 50% (58 out of 115 students) scoring one grade level below • 10% (12 out of 115 students) scoring two grade levels below • Phonological Awareness: 54% (62 out of 115) students) scoring one to two grade levels below • Phonics: 50% (58 out of 115) students) scoring one to two grade levels below • High-Frequency Words: 45% (52 out of 115) students) scoring one to two grade levels below • Vocabulary: 63% (72 out of 115) students) scoring one to two grade levels below • Overall comprehension: 62% (71 out of 115) students) scoring one to two grade levels below Second grade: Based on the spring administration of i-Ready, the following areas demonstrated weaknesses: • 50% (58 out of 134 students) scoring one grade level below • 10% (12 out of 134 students) scoring two grade levels below • Phonics: 53% (58 out of 115) students) scoring one to two grade levels below • High-Frequency Words: 34% (39 out of 115) students) scoring one to two grade levels below
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	• Increase of 26% of students performing on or above grade level from the fall administration to the spring administration • Phonological Awareness: 45% (52 out of 115 students) are currently on or above grade level performance • Phonics: 51% (59 out of 115 students) are currently on or above grade level performance • High-Frequency Words: 55% (63 out of 115 students) are currently on or above grade level performance level Second grade: Based on the spring administration of I-Ready, students have demonstrated strengths in the following areas: • 43% (57 out of 134 students) are currently on or above grade level performance • Increase of 29% of students performing on or above grade level from the fall administration to the spring administration • Phonological Awareness: 81% (114 out of 141) students) are currently above grade level performance • Phonics: 47% (66 out of 141) students) are currently on or above grade level performance	• Vocabulary: 63% (72 out of 115) students) scoring one to two grade levels below • Overall comprehension: 70% (81 out of 115) students) scoring one to two grade levels below Third grade: Based on the spring administration of i-Ready, the following areas demonstrated weaknesses: • 20% (24 out of 118 students) scoring one grade level below • 18% (21 out of 118 students) scoring two grade levels below • 17% (20 out of 118 students) scoring three grade levels below • Vocabulary: 54% (63 out of 118) students) scoring one to three grade levels below • Overall comprehension: 56% (66 out 118 students) scoring one to three grade levels below Fourth grade: Based on the spring administration of i-Ready, the following areas demonstrated weaknesses: • 34% (36 out of 110 students) scoring one grade level below • 12% (13 out of 110 students) scoring two grade levels below • 12% (13 out of 110 students) scoring three grade levels below • Vocabulary: 63% (69 out of 110 students) scoring one to three grade levels below • Overall comprehension: 54% (59 out of students) scoring one to three grade levels below Fifth grade:
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	• High-Frequency Words: 66% (93 out of 115 students) are currently on or above grade level performance level Third Grade: Based on the spring administration of i-Ready, students have demonstrated strengths in the following areas: • 52% (61 out of 118 students) are currently on or above grade level performance • Increase of 23% of students performing on or above grade level from the fall administration to the spring administration • Phonics: 63% (74 out of 118 students) are currently on or above grade level performance • High Frequency words: 90% (106 of 118 students) are currently on or above grade level performance Fourth Grade : Based on the spring administration of i-Ready, students have demonstrated strengths in the following areas: • Increase of 27% of students performing on or above grade level from the fall administration to the spring administration	Based on the spring administration of i-Ready, the following areas demonstrated weaknesses: • 28% (31 out of 114 students) scoring one grade level below • 22% (24 out of 114 students) scoring two grade levels below • 14% (16 out of 114 students) scoring two grade levels below • Vocabulary: 68% (78 out of 114 students) scoring one to three grade levels below • Overall comprehension: 62% (71 out of 114 students) scoring one to three grade levels below
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	• Phonics: 75% (83 out of 110 students) are currently on or above grade level performance • High Frequency words: 95% (105 of 110 students) are currently on or above grade level performance 5th Grade: Based on the spring administration of i-Ready, students have demonstrated strengths in the following areas: • Increase of 18% of students performing on or above grade level from the fall administration to the spring administration • Phonics: 85% (97 out of 114 students) are currently on or above grade level performance • High Frequency words: 95% (108 of 114 students) are currently on or above grade level performance	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Reading comprehension instruction and assessment practices do not align to the rigor of the grade-level standards for literary or informational texts. • In the early grades, the development of foundational skills has been greatly emphasized over the past couple of years resulting in less attention being given to the development of comprehension skills. • In many classrooms, students are not being given the opportunity to practice applying learned phonics skills during independent reading time by being provided with skill-focused texts (i.e., decodables). • Teachers in the primary grades lack a true understanding of the expectations of grade-level standards. • Teachers in the primary grades have struggled with implementing quality, tier 2 vocabulary instruction with fidelity.	

	Teachers in grades K-5 reported that providing 30- 45 minutes of dedicated genre writing instruction proved difficult in the 120-minute literacy block.	
School Instructional Walks (Grade Level)	- Whole-group phonics instruction utilizing the Cobb County phonics plans or UFLI was evidenced in 12 out of 13 classrooms. - Instructional walks conducted during small group time indicated teacher-led lessons in all classrooms as well as one independent station focused on technology. Other activities noted were word work, reading independently, independent phonics packets with review skills, and comprehension activities.	- Due to the shift to a 120-minute literacy block and a greater emphasis on writing connected to text, it was difficult to determine whether or not teachers were delivering instruction aligned to student deficit areas during instructional walks. - In first grade, 1 out of 6 teachers provided decodable texts to students to practice applying learned phonics skills independently.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Minimal use of decodable texts during independent reading opportunities. - Lack of feedback following assessments (phonics in particular).	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	During the 2025-2026 school year, 40% (82 out of 204) of students in 1st and 2nd grades will score prepared in the Foundations domain of the Spring ELA Beacon Assessment. During the 2025-2026 school year, 35% (118 out of 337) students in 3rd through 5th grade will score a level 3 or 4 on the ELA Milestones.		
Root Cause(s) to be Addressed:	• Lack of assessments that can be used to identify specific skills gaps in reading development. • Lack of opportunity to practice applying learned phonics skills during independent reading and during the writing block.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ 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: By December 2025, 100% of classroom teachers will implement skill-focused small group lessons plans for students identified through the CORE phonics screener. Implementation Plan: • Preplanning: All staff will receive training on how to complete the CORE phonics screener as well as the LETRS spelling screener, progress monitoring requirements, fluency passages for assessment and directions for data entry on the schoolwide data sheet. • August-September: • Initial CORE phonics screener and LETRS spelling screener will be administered for all students in grades K-2. Additionally, students in grades 3-5 that are identified as performing one or more grade levels below in the phonics domain of the i-Ready beginning of the year diagnostic will be screened. EIP teacher with flexibility and non-homeroom personnel will support with completing these assessments.	Evaluation Performance Target: By January 2026, 25% (23 out of 91) K students will perform on grade-level in the phonics domain as indicated by the mid-year i-Ready Diagnostic and 25% (52 out of 209) of 1st and 2nd grade students will Beacon foundations domain. Evaluation Tool(s): • i-Ready diagnostic • Beacon Assessments Evaluation Plan: Students will be assessed: ☒ Every 10-14 days (CORE progress monitoring checks) ☐ Monthly ☐ Every other month ☒ 3 times per year (i-Ready diagnostic and Beacon) Data Analysis Plan: CCC's: • Monthly disaggregation of data • Tracking through the schoolwide data sheet	LETRS spelling screener CORE phonics screener Fluency passages i-Ready
Target Student Group			
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1.) During the small group segment of the 120-minute block, teachers will implement explicit phonics instruction aligned to skill deficit areas as indicated on the CORE phonics screener.			

	• In 2nd through 5th, students will also be given fluency assessments aligned to identified skill deficit areas. All data will be recorded on the schoolwide data sheet. • September: each grade level will focus one CCC meeting on analyzing data and forming small groups based on the August CORE phonics screener results. EIP teacher with flexibility will support. • October-December: • October: teachers will be provided with notebooks containing blackline masters of decodable texts across skills and will utilize this notebook to create differentiated, skills-focused books (i.e., decodables) for students to use during independent reading. October-May: teachers will administer skill-focused progress monitoring checks for phonics to monitor and adjust small group instruction every 10-14 days • November: each grade level will focus one CCC meeting to disaggregate data based on progress monitoring to look for common grade-level trends. Strategies will be shared and implemented by classroom teachers to address areas of concern. EIP teacher with flexibility will support. December: K-5th grade teachers will administer mid-year CORE phonics assessment and LETRS spelling screener. 1st through 5th grade teachers will administer fluency passages. Data will be recorded on the schoolwide data sheet. • January-February: • January: each grade level will focus one CCC meeting to disaggregate data based on December assessment results to look for common grade-level trends (CORE phonics screener, LETRS spelling screener and/or fluency passages). Additionally, classroom teachers will share the strategy they implemented in November and use the data to gauge impact and	Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ EIP Teacher with flexibility ☒ CCC Leads	
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	plan next steps. EIP teacher with flexibility will support. • January-May: Teachers will continue to administer progress monitoring checks every 10-14 days in order to inform instructional decisions (i.e., plan targeted instruction and re-group students as needed). • February, March and April: one CCC meeting per month will focus on data generated from progress monitoring checks. Teachers will look for trends and plan strategies to support students who are not experiencing success. Additionally, they will share the impact of current implemented strategies using data to support. EIP teacher with flexibility will support. • May: All teachers will administer final CORE phonics screener and LTRS screener. Additionally, 1st – 5th grade teachers will administer fluency passages. Data will be recorded on the schoolwide data sheet. Artifacts to be Collected: • CCC minutes recording form • School-wide data sheet Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ EIP Teacher with flexibility Frequency of Monitoring: Plan implementation will be monitored a minimum of one time per quarter.		
Root Cause(s) to be Addressed:	• Lack of dedicated writing block with shift to support writing connected to text. • Need for more aligned and consistent grading practices in writing. • Lack of understanding of how to assess the writing skills domain aligned standards.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ 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: By December 2025, 100% of classroom teachers and support staff will calibrate writing quarterly and use writing data to adjust instruction.	Evaluation Performance Target: By January 2026, students will score prepared on the Beacon assessment in the writing skills domain in grades 3-5 and the Constructing Texts (Writing and Creating) domain in grades 1-2 as follows: 1 st Grade 25% (27/106) 2 nd Grade 25% (27/106) 3 rd Grade 35% (47/133) 4 th Grade 20% (24/118) 5 th Grade 20% (22/108 students)	Common Writing rubrics
Target Student Group	Implementation Plan:		Common writing assessments
☒ Gen Ed ☒ EL ☒ SWD	Preplanning: Teachers in grades K-2 will be introduced to the common writing rubric aligned to the new GA Milestones rubric. Teachers in grades 3-5 will be introduced to the New GA Milestones ELA writing rubrics.		Beacon performance band data recommendation for writing domain.
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 Tool(s): - Beacon Assessments - Data generated from Common Writing Assessment and rubric	
2. K-5 teachers will calibrate grading practices collaboratively score writing data quarterly, using a common rubric aligned to the 25-26 Georgia Milestones.	In August, teachers will collaborate to develop writing collective commitments. These collective commitments will establish grade level writing expectations to support the requirements of the writing rubrics aligned to the GA Milestones and new ELA standards. In August, K-5 teachers will complete a calibration training using exemplars to evaluate student writing with the new GA Milestones writing rubrics or Milestones aligned rubrics. October-December: In October, 1st-5th teachers will administer post-writing assessment for Q1 and score with common writing rubric. They will use the results to create instructional next steps. Teachers will also enter student scores into the grade level data sheet. In November, the EIP teacher with flexibility will use the data results to provide differentiated support aligned to skill deficit areas.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 4 times per year using the common grade-level rubric ☒ 3 times per year using Beacon scores Data Analysis Plan: K- Data point 1-January (Common Writing Assessment and rubric) Data point 2-March (Common Writing Assessment and rubric) Data point 3– May (Common Writing Assessment and rubric) 1-2 Data point 1-October (Common Writing Assessment and rubric) Data point 2 -January (Common Writing Assessment and rubric)	

	In November, the 3-5 EIP teachers with flexibility will present grade level data and grade level specific instructional recommendations based on the 24-25 Beacon 3rd grade) and Milestones data (4-5), and quarter 1 writing post-assessment results. In December, K-5 teachers will administer post writing data. Data will be entered into the grade level data sheet. - January-February: In January, the 3-5 teachers will enter their second post writing data scores into CTLS. They will use the results of the post writing data and the beacon winter assessment to create instructional next steps. In January, The EIP teacher with flexibility will provide differentiated support to address the identified skill deficit areas. - March-April: In March, the 3-5 teachers will enter their third post writing data score into CTLS. In March, the 305 teachers will enter their third post writing data They will use the results of the post writing data to create instructional next steps. In March, the EIP teacher with flexibility will provide differentiated support to address the identified skill deficit areas. In April, the K-2 teacher will enter their 3rd post writing data. The teachers will use the results of the post writing data to create instructional next steps. - May: In May, K-5 teachers will complete the final CAN process and analyze data from the post writing data, Spring Beacon Assessment, and available Milestones	Data point 3-March (Common Writing Assessment and rubric) Data point 4– April (Beacon assessment) 3-5 Data point 1-October (Common Writing Assessment and rubric) Data point 2 -January (Common Writing Assessment and rubric) Data point 3-March (Common Writing Assessment and rubric) Data point 4– May (Milestones) Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ EIP Teacher with flexibility ☒ CCC Leads	
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	data to set goals for the 26-27 school improvement plan. Artifacts to be Collected: • Common writing assessments and rubrics • CCC-Notes from norming/data sessions Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ EIP Teacher with flexibility Frequency of Monitoring: 3 times per year (schoolwide data sheet) 3 times per quarter (CCC notes and next steps)		
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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
3 rd Grade	28% (27/95)	29% (30/106)	28% (30/106)
4 th Grade	26% (24/92)	25% (23/91)	38% (44/115)
5 th Grade	30% (32/106)	17% (21/125)	30% (30/99)

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)	30%	58%	12%	40%	46%	14%	37%	49%	13%	36%	40%	24%
1st Grade	30%	56%	15%	23%	37%	40%	22%	40%	38%	36%	44%	20%
2nd Grade	39%	49%	12%	38%	45%	17%	47%	37%	17%	38%	39%	23%
3rd Grade	16%	81%	3%	19%	78%	3%	16%	78%	6%	26%	72%	2%
4th Grade	28%	63%	9%	33%	58%	9%	39%	55%	6%	43%	52%	5%
5th Grade	47%	48%	4%	46%	51%	3%	50%	46%	4%	60%	36%	4%

Source	Strengths	Weaknesses
SY24-25 MATH Milestones (Data by grade & subgroup)	El 4th Grade: 18% (7/39) scored a level 4 Overall 33% (13/39) Met the Target in Numerical Reasoning 5th Grade: 26% (10/30) scored a Level 3 Overall 26% (10/39) Met the Target in Numerical Reasoning	El 4th Grade: 15% (6/39) scored a Level 1 Overall 44% (17/39) scored a Below Target in Numerical Reasoning 5th Grade: 3% (1/39) scored a level 4 overall 54% (21/39) scored Below Target in Numerical Reasoning

Beacon Assessment – Math (Grade Level & Subgroups)	For Grade Levels, ELs and SWD K-2 (all students): - Based on the Beacon Math results, our Kindergarten students have demonstrated strengths in Numerical Reasoning, with 70% (64 out of 91) prepared or near target. - Based on the Beacon Math results, our First Grade students have demonstrated strengths in Patterning & Algebraic and Measurement & Data Reasoning, with 77% (87 out of 114) prepared or near target. - Based on the Beacon Math results, our Second Grade students have demonstrated strengths in Geometric and Spatial Reasoning, with 62% (81 out of 133) prepared or near target. 3-5 (all students): - Based on the Beacon Math results, our Third-grade students have demonstrated strength in Numerical Reasoning with 85% (100 out of 118) prepared or near target - Based on the Beacon Math results, our Fourth-grade students have demonstrated strength in Numerical Reasoning with 72% (77 out of 107) prepared or near target - Based on the Beacon Math results, our Fifth-grade students have demonstrated strength in Patterning and Algebraic Reasoning with 54% (60 out of 112) prepared or near target	For Grade Levels, ELs and SWD K-2 (all students): - Based on Beacon Math results, our Kindergarten students have demonstrated weaknesses in Patterning & Algebraic Reasoning with 40% (36 out of 91) support needed. - Based on Beacon Math results, our First Grade students have demonstrated weaknesses in Geometric & Spatial Reasoning, with 36% (41 out of 114) support needed. - Based on Beacon Math results, our Second Grade students have demonstrated weaknesses in Measurement & Data Reasoning, with 47% (63 out of 133) support needed. 3-5 (all students): - Based on Beacon Math results, our Third, Fourth and Fifth-Grade students have demonstrated weaknesses in Geometric & Spatial Reasoning, with 41% (137 out of 337) support needed. EL: - Based on the Beacon Math results 83% (20 out of 24) of Fifth Grade EL students scored Support Needed. SWD: - Based on K-2 SWD Beacon data, 55% (11 out of 20) scored Support Needed. - Based on Fourth and Fifth Grade SWD Beacon data, 75% (12 out of 16) scored Support Needed.

	EL: - Based on the Beacon Math results, 64% (67 out of 104) K-2 EL students scored Prepared or Near Target. - Based on the Beacon Math results 80% (53 out of 66) Third and Fourth Grade EL students scored Prepared or Near Target. SWD: - There are currently no strengths for K-2 SWD on the Beacon assessment. - Based on the Beacon Math results 53% (8/15) Third Grade SWD students scored Near Target and Prepared	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Classroom instruction is not aligned with the rigor of the standards or assessments. - Limited opportunities for students to engage in daily number sense routines to develop foundational skills for numerical reasoning.	
MATH Common Assessments (Grade Level Math)	- Common assessments for math are given in all grade levels. - iReady Math Spring data shows that students in 4th grade showed both high growth and high performance. - iReady Math Spring data shows 21% (143/682) were mid or above grade level and 20% (136/682) were early on grade level	- Data for common assessments in math was collected by teachers and used to plan instruction but was not analyzed or discussed by grade-level teams. - iReady Math Spring data shows students in 1st grade showed both low growth and low performance. - iReady Math Spring data shows 14% (98/682) students were 2 grade levels behind and 4% (29/682) were 3 or more grade levels behind

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Common assessment items are not aligned with the rigor and expectations of the standard. - CCC Teams do not prioritize data discussions	
School Instructional Walks (Grade Level)	- Teachers placed an emphasis on conceptual understanding in 57% (50 out of 87) of classroom observations. - Mathematical vocabulary was used in 84% (73 out of 87) of classroom observations. - Classrooms using only abstract representations decreased from 62% (32 of 52) of observations in 2023-2024 to 38% (33 of 87) of observations in 2024-2025.	Teachers asked meaningful questions that go beyond getting the right answers in 37% (32 out of 87) of classroom observations.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: K-5 grade level teams do not understand the purpose and structure of the CCC meeting and how to utilize that time to analyze data to help drive instruction. Even when data is presented, not enough analysis is done to determine the next steps.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☒ <u>CCC Meeting Minutes</u>	Grade-level teams consistently held CCC meetings and posted minutes to Teams.	CCC minutes show that meetings rarely focused on data or the four CCC questions.

Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • The teachers lack the understanding the role of planning and anticipating of student misconception and responses plays in asking questions that go beyond right answers and allows for deeper understanding of the standards and strategies that are being taught.
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MATH - IMPROVEMENT PLAN

GOAL #2: MATH	During the 2025-2026 school year, 15% (30 out of 204) of students in grades 1 and 2 will score prepared on the Spring Math Beacon assessment. During the 2025-2026 school year, 12% (40 out of 331) of students in grades 3-5 will score level 4 on the Milestones Math assessment.		
Root Cause(s) to be Addressed:	• Common assessment items are not aligned with the rigor and expectations of the standard. • Classroom instruction is not aligned with the rigor of the standards or assessments		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ 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: By February 2026, 100% of K-5 Teachers will use common formative assessments aligned to the rigor of the standards for each mathematics unit. Implementation Plan: • Preplanning: Teachers will meet in grade level teams to select math task that match the rigor of the Unit 1 assessments • August-September: The CCSD Assessment department will lead a PL on writing learning targets and success criteria to prepare for assessments. • October-December: The CCSD Assessment department will lead monthly PLs on assessment. October's focus will be on assessment methods. The November focus will be item analysis. December focus will be on an assessment audit. Teachers will collaborate with the EIP Teacher with flexibility to implement a minimum of one common	Evaluation Performance Target: By December of 2025, 50% of students in grades K-5 will score 70% or above on common Math assessments Evaluation Tool(s): • Grade Level Common Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ After each Math Unit Data Analysis Plan: 9 assessments given throughout the year as students complete each unit	CTLs Common Assessments Ga. DOE Standards document-evidence of student learning
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. K-5 Teachers will utilize common formative assessments aligned to the rigor of the standards as indicated by student assessment data at the end of each unit.			

	formative assessment aligned to the rigor of the standards. - January-February: The District Title 1 Coaches will support a follow-up PL to complete the assessment audit. Grade-level teams will implement common formative assessments aligned to the rigor of the standards for each unit. - March-April: Teachers will continue to implement common formative assessments aligned to the rigor of the standards for each unit. - May: Teachers will reflect on the implementation of common formative assessments for mathematics. Artifacts to be Collected: Common formative assessments used by grade-level teams Assessment PL sign in Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ EIP Teacher with flexibility Frequency of Monitoring:	Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ EIP Teacher with flexibility ☒ CCC Leads	
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Root Cause(s) to be Addressed:	Limited opportunities for students to engage in daily number sense routines to develop foundational skills for numerical reasoning.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ 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: By December 2025, 100% of teachers will implement daily number sense routines as evidenced by lesson plans and walkthrough data. Implementation Plan: - Preplanning: EIP Teacher with flexibility will confirm that grade-level teams have resources to plan daily number sense routines. - August-September: Teachers will implement a daily number sense routine as indicated on their daily schedule. Daily number sense routine will be included in lesson plans. - October-December: Grade-level teams will use assessment data to sequence and plan number sense routines to develop foundational skills in areas of weakness. - January-February: EIP Teacher with flexibility will provide professional learning about meaningful discourse practices during number sense routines. Teachers will implement discourse practices with students. - March-April: Teachers will reflect on student understanding of math standards when probed with discourse questions to determine if understanding as increased and make adjustment based on their findings	Evaluation Performance Target: By January 2026, at least 20% of students in K-2 will score on or above grade level in the Numbers and Operations domain on the Winter Math iReady diagnostic assessment. By May 2026, at least 40% of students in K-2 will score on or above grade level in the Numbers and Operations domain on the Spring Math iReady diagnostic. By January 2026, at least 20% of students in 3-5 will score on or above grade level in the Geometry domain on the Winter Math iReady diagnostic assessment. By May 2026, at least 40% of students in 3-5 will score on or above grade level in the Geometry domain on the Spring Math iReady diagnostic. Evaluation Tool(s): iReady Math diagnostic Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____	
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. K-2 Teachers will implement daily number sense routines focused on numerical reasoning as evidenced by lesson plans and walkthrough data. 3-5 Teachers will implement daily number sense routines, with a focus on Geometry, as evidenced by lesson plans and walkthrough data.			

	• May: Teachers will reflect on number sense routines to consider adjustments needed for the following year. Artifacts to be Collected: Instructional Walk form Lesson Plan check forms Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☒ EIP Teacher with flexibility Frequency of Monitoring: Monthly Instructional Walks Monthly Lesson Plan Checks	iReady Math diagnostic will be given in August, December and May. Data Analysis Plan: Grade-Level teams will analyze data in CCC meetings after diagnostics are given. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ EIP Teacher with flexibility ☒ CCC Leads	
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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.	September 4, 2025	Sept. 4, 2025	☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 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 2, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	March 5, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required <u>TWO Building Capacity Opportunities (Do not need to be listed in the Policy)</u> Teachers will continue to learn about the value and utility of contributions of parents, including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school	September 17th, 2025	Aug. 18, 2025	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	February. 16 th , 2026		
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: We support the transition to middle school by offering in-school time for students to learn about key stakeholders and general school information. We also encourage families to attend incoming 6 th grader nights at our feeder Middle Schools. In the spring, we host a Kindergarten Orientation for incoming students.	April 2026 Kindergarten orientation and 5 th grade Transition meeting		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> School-Family Compacts Flyers and Communication (e.g. CTLS Parent, social media, website, etc.)	<table> <tr> <td>☐ 1</td> <td>☐ 4</td> </tr> <tr> <td>☐ 2</td> <td>☒ 5</td> </tr> <tr> <td>☐ 3</td> <td>☐ 6</td> </tr> </table>	☐ 1	☐ 4	☐ 2	☒ 5	☐ 3	☐ 6
☐ 1	☐ 4							
☐ 2	☒ 5							
☐ 3	☐ 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
Bilingual Math and Literacy Nights	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Parent Facilitator EIP Teacher with flexibility Teachers Partners in Education	Title 1 Local School Funds District Partners in Education	September 4, 2025 March 5, 2026	Following each event, attendees will be asked to complete a survey to help determine the impact of the event and the materials and resources provided to parents. Artifacts/Evidence: attendance rosters, parent surveys, copies of materials/resources provided	Parent Facilitator EIP Teacher with flexibility
Bilingual events that encourage parent participation and support of the education program (Open House, Sneak a Peek, Meet and Greet, Resource Room Open House, Fall and Spring Forums, etc.)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Parent Facilitator Parent Resource Room	Title 1 Local School Funds	August 1, 2025	The Parent Facilitator will monitor attendance rosters to gauge family participation. Artifacts/Evidence: attendance rosters, flyers	Parent Facilitator Classroom Teachers ESOL Support
Fall and Spring Academic daytime parent events.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Teachers	Title 1 Local School Funds	November 3 rd through the 21 st March 3 rd through the 21 st	The homeroom teachers will monitor attendance rosters to gauge family participation. At the end of the Fall and Spring events parents will be asked to complete a survey created by the EIP Teacher with flexibility. Artifacts/Evidence: attendance rosters, flyers, survey results.	Classroom teachers EIP Teachers with flexibility

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

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

School Improvement Plan Required Questions	
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)	
1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)	
2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)	
3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)	
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)	

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

Birney has a social worker along with two full-time counselors to support the needs of our students. Birney teachers have implemented the Stop, Walk, and Talk curricula provided by CCSD. The school works with CCSD School Nutrition to provide a healthy breakfast and lunch for students daily. In addition, our cafeteria provides healthy snack food for ASP students. Our Wellness Team provides wellness tips to staff and students. Nine staff members have already completed LETRS training, while six staff members are currently enrolled through CCSD. Birney offers daytime and after-school tutoring to support student learning and close instructional gaps.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

The Administration and EIP Teachers with flexibility will collaborate monthly to monitor school-wide data via the school-wide datasheet, CTLS Assess, and the State’s annual assessments to identify trends. Learning walks will provide additional data to monitor the implementation of the School Improvement Plan.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

Birney’s school-wide data sheet will house the CORE Phonics Screener assessments. Teachers in grades K-5 will administer these assessments as pre- and post-tests administered at the beginning and end of the year. The results of these assessments will be used to plan targeted interventions. In addition, formative assessments will be administered on 15-day assessment cycles in grades K-3 and striving students in grades 4 and 5. Additionally, teachers K-5 will monitor writing data through CTLS. Data will be collected and analyzed for effectiveness. This data will be sorted by subgroups to analyze and address trends across multiple assessment measures. Classroom teachers and support personnel will collaborate to address the trends in order to determine the next steps

in instruction. In addition, we will analyze data from iReady, phonics, as well as local and district formative and summative assessments to determine enrichment opportunities for thriving learners as well as supports for striving learners.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

The plan is a living document and will be revised as needed based on data collection, learning walks, and staff and community input. The Administration, EIP Teacher with flexibility, and Guiding Coalition will collaborate to make necessary changes based on the aforementioned criteria.

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's needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

We use the following interventions to limit and reduce the number of disciplinary practices that remove students from their classroom environment:

- We developed a local school management program that focuses on the Birney Big Three: Be Respectful, Be Responsible, and Be Kind. The plan focuses on a common language throughout each classroom and rules for common areas (cafeteria, hallway, bus, bathroom, and playground). Each teacher participates in professional learning on the classroom lessons, behavior flow chart, Classroom Incident Documentation form, and research-based behavior strategies included in CCSD's Teacher Toolbox.
- Daily Morning Meetings are suggested in each classroom. Morning Meetings build classroom community and create a positive climate that promotes respect. This is a safe place for students to express concerns and feelings and learn to solve problems in a socially acceptable way. This is a

place for students to recognize and appreciate each other's cultural, religious, and other differences and similarities. Teamwork activities are also a part of the Morning Meeting process, and students learn to work together effectively for a common goal.

- Positive Office Referral's and Student of the Month incentives are provided to students who exhibit appropriate school behavior.
- Teachers participate in professional learning to gain strategies to respond effectively to serious or persistent behavior problems and address the needs of students who are chronically disruptive, inappropriate, or violent. Parent-teacher conferences support partnerships as families and teachers work together to create a positive behavior plan so students can feel successful and remain available for learning in the classroom.

ALL teachers and staff practice motivating students through self-management strategies, providing positive role models, and building healthy relationships. The administration follows the CCSD progressive discipline policy to support chronic student behaviors.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

Cobb Collaborative Communities: Focused professional development based on rigorous teaching and learning is essential to increasing student achievement. 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:

- Ongoing professional learning
- Targeted student outcomes and goals
- Collaborative planning
- Involve all teachers, including Special Education, ESOL, paraprofessionals, and specialists (music, art, science, math, and physical education)

At Birney Elementary, we support non-tenured teachers and those new to Birney through monthly Birney U (Birney University) professional learning in classroom management, procedural routines, best practices, and classroom setup. Novice teachers will be provided with a mentor teacher. On a consistent basis, teachers will meet with EIP Teacher with flexibility to receive professional learning based on regular data review and teacher voice. The ELA EIP Teacher with flexibility will conduct professional learning focused on research-based strategies. Additional differentiated professional learning will be implemented to address areas of need, as indicated by the data. Teachers will meet with the Math EIP Teacher with flexibility to deepen their understanding of math standards, increase math discourse and student collaboration, learn more about supporting the development of fact fluency, and receive professional learning on teaching the standards to build conceptual understanding. Each quarter every grade level will receive release time to collaboratively plan for the upcoming quarter and create a curriculum map. In addition, we receive support from Title 1 and district-level coaches for professional learning and more.

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

SCHOOL RESPONSE:

New students entering Kindergarten are provided with various opportunities to prepare for their transition to school. Prior to enrollment, families are invited to attend a Kindergarten orientation in the spring, where information about the school environment is shared and a tour of the Kindergarten classrooms is provided. Throughout the school year, families can attend events such as Sneak a Peek and Open House.

In preparation for their transition to Sixth grade, our Fifth-grade students learn more about Middle School through visits from Middle School Counselors, trips to the Middle Schools, and family information nights hosted at our feeder Middle Schools.

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

SCHOOL RESPONSE: N/A

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

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

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	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	The Parent Facilitator will improve the collaboration between parents, school personnel, and community members; increase parent involvement in the educational process of their child; help close the achievement gap between students in Title I and non-Title I schools; improve the communication among school personnel and non-English speaking parents; and assist with the facilitation of School Improvement Plan goals.
2 nd Grade Class Size Reduction Teacher	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	A class size reduction teacher will provide a smaller class of students, allowing teachers to meet more frequently during small group instruction (literacy block, math block).
3rd Grade Class Size Reduction Teacher	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	A class size reduction teacher will provide a smaller class of students, allowing teachers to meet more frequently during small group instruction (literacy block, math block).
Kindergarten Instructional Paraprofessional	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The Instructional Paraprofessional will collaborate with the teacher to implement lessons supporting classroom instruction. This includes running small groups, completing formative assessments and checklists, and helping to monitor classroom behaviors to provide a supportive learning environment.

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	During the 2025-2026 school year, 40% (82 out of 204) of students in 1st and 2nd grade students will score prepared in the foundations domain on the Spring ELA Beacon Assessment. During the 2025-2026 school year, 30% (102 out of 339) students in 3rd through 5th grade will score Prepared in the Writing Skills domain of the Spring ELA Beacon.
Goal #2	During the 2025-2026 school year, 15% (30 out of 204) of students in grades 1 and 2 will score prepared on the Spring Math Beacon assessment. During the 2025-2026 school year, 12% (40 out of 331) of students in grades 3-5 will score level 4 on the Milestones Math assessment.