

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Bryant Elementary
Principal Name:	Michelle Curry
Date Submitted:	5/24/25
Revision Date(s):	5/27/25, 8/15/25, 9/16/25

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Bryant Elementary
<i>Team Lead</i>	Michelle Curry
<i>Position</i>	Principal
<i>Email</i>	Michelle.Curry@cobbk12.org
<i>Phone</i>	770-819-2402
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: We held a collaborative meeting with teachers, parents, community leaders and parents on the following dates in SY24-25; August 13, 19, 22, September 10, 18, October 1-3, 8, 14 November 5, 11, 12, December 3, 10, January 7, 14, 23, 24, 27 February 6, 7, 11 March 11, 12, 14, 18, 26, 27, 31, April 1st, 15, 29, 17 May 7	

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:			
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Position/Role	Printed Name	Signature
Principal	Michelle Curry	
Assistant Principal	Alyssa St. Cyr	
Assistant Principal	Anthony Cayetano	
Kindergarten Team Lead	Kriste Wiggs	
1 st Grade Team Lead	Kantrela Price	
2 nd Grade Team Lead	Severina Sawyer-Jones	
3 rd Grade Team Lead	Kimberly Edwards	
4 th Grade Team Lead	Henok Tadesse	
5 th Grade Team Lead	Yolande Alexander	
MID Team Lead	Miriam Grant	
Specialists Team Lead	Tiphonie McClenton	
Media Specialist	Julie Glaiber	
Academic Coaches	Quanda Brown-Walker/Tania Walker	
District Coaches	Brittany Matthews/Wendy Torres	

RTI Specialist	Erika Griffin	
School Counselor	Dr. Roxan Scott	
Parent Facilitator	Sarah Wise	
Parent/Community Stakeholder	Abby Holland	

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-2nd Math Goal The students scoring on grade level or higher will increase by 20 percentage points from August 2024 BEACON math assessment to the May 2025 BEACON math assessment. 3rd-5th Math Goal The percent of students scoring proficient and distinguished will increase from <u>29%</u> to <u>32%</u> as measured by the 2024-2025 EOG Math Assessment.
Was the goal met? ☒ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	BES Title SIP Goals Data 2025.pptx Overall Trend (1st–5th grade) - Significant percentage of students in <i>Needs Support</i> category across grades in Fall, with improvements in Winter and Spring in some grades. - Prepared percentages increased in many grades from Fall to Spring, especially in Grades 3–5. Grade-Specific Notes Grade 1: Large drop in “Needs Support” from Fall to Winter; Prepared scores improved. Grade 2: Gradual improvement in Prepared from Fall to Spring. Grade 3: Highest gains in Prepared category, especially in Number & Operations and Geometry. Grade 4: Moderate growth in Prepared across all reporting categories. Grade 5: Strong gains in Prepared, particularly in Measurement/Data and Geometry.
Reflecting on Outcomes	
If the goal was not met, what actionable strategies could be implemented to address the area of need?	

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 items supported us in exceeding the Math goal for 1st-2nd Grade increased percentage points (1st Grade- 48% increase and 2nd grade- 39% increase) on the Beacon from August 2024 administration compared to May 2025 administration. 3rd- 5th Grade students who scored 33% proficient and distinguished on the May 2025 EOG. The goal was revised from 20% to 29% to reflect the actual percentage of students who scored proficient and distinguished from the 2023 EOG. Processes: Training and data analysis support during Data CCC, Academic Math Coach provided differentiated small group grade level training, weekly team collaboration and quarterly grade level collaboration. Action steps: Reinforce vocabulary instruction to foster vocabulary usage, held instructional walks for vocabulary using K-5 Balanced Mathematics Instructional Walk Forms, provided fact fluency strategies and activities daily within math instruction, implementation of math standard-aligned learning tasks Interventions: Monday and Friday schoolwide intervention block, small group intervention within class instruction, Utilized IXL Math lessons/activities during intervention block Kindergarten status inconclusive due to comparison of data that is unavailable due to data one time administration of Beacon for Kdg.
Previous Year's Goal #2	K-2nd Literacy Goal The percent of 1st – 2nd grade students scoring between and above will increase from <u>57%</u> to <u>67%</u> as measured by the 2024-2025 Amira Assessment. 3rd -5th Literacy Goal The percent of students scoring proficient and distinguished will increase from <u>30%</u> to <u>33%</u> as measured by the 2024-2025 EOG ELA Assessment.
Was the goal met? ☒ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	BES Title SIP Goals Data 2025.pptx ELA Beacon Performance Overall Trend (1st–5th grade) - Fall showed many students in <i>Needs Support</i>; Winter and Spring data indicate gradual improvement. - Prepared scores increased, especially in Grades 3–5. Grade-Specific Notes Grade 1: Significant jump in Prepared from Fall to Spring. Grade 2: Noticeable improvement by Spring in both Near Target and Prepared categories. Grade 3–5: Steady growth with strong Spring Prepared percentages.

Commented [DT1]: Please summarize and provide key points bulleted from this date review.

Commented [TW2R1]: Done.

Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
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 items supported us in exceeding the goal in AMIRA by increasing 11% from the beginning of the year to the end of the year. The percent of 3rd-5th grade students scoring proficient and distinguished increased. Processes: Academic ELA Coach provided whole group writing lessons and differentiated small group grade level training, implemented the continued CCC collaborative writing analysis and rubric scoring practices, conducted 8 Literacy Block sessions to a cohort of 15 people (min 2 per grade level), Facilitated CCCs in setting daily goals in using the grammar, comprehension and fluency resources as a common method of instruction. Action steps: Peer Observation walks (all instructional staff with feedback), Writing Walks/Observations with feedback from ELA district academic coaches, Grade levels utilized Formative, and Summative rubrics to monitor goals for specified writing domains Interventions: Utilize Reading A to Z and phonics support, Weekly Intervention days, IXL learning for ELA (used data to support intervention block, support teachers with RTI strategies, Cox Campus resources

Commented [BM3]: Be sure to complete this statement once data has been received.

Commented [DT4R3]: Quana.brown@cobbk12.org
Tania.watson @cobbk12.org

Previous Year's Goal #3	<u>PBIS Behavior Goal</u> The amount of scholar incident reports will decrease from <u>183</u> to <u>163</u> as measured by the schoolwide PBIS system data reports by end of 2024-2025 school year.		
Was the goal met? ☒ YES ☐ NO ☐ Partially			
What data supports the outcome of the goal?	BES Title SIP Goals Data 2025.pptx PBIS Data & Strategies • Incident Reduction: ○ Aug–Jan incidents down from 88 (SY23-24) to 60 (SY24-25). • Behavior Supports: ○ Schoolwide events (Pep Rally, Assemblies, Glow Party, PBIS Bash). ○ Teacher recognition (Golden Apple). ○ Character word of the month. ○ PBIS rotations in Specials classes.		
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?			
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 items supported us in meeting or exceeding the goal by decreasing from 183 incidents to 93 incidents as measured by the schoolwide PBIS system reports at the end of the 24-25 school year. Processes: PBIS reward platform training (for parents and new staff), Weekly morning announcement grade level recognition, Quarterly PBIS schoolwide celebrations Action steps: Implemented Restorative Practice strategies, Morning/Closing of Day class meetings, PBIS signage displayed in classes/school and positively reinforced daily Interventions: Scholar to Staff Check-ins, PBIS Behavior Specialist Classroom Walkthroughs, Increased parent/teacher communication and check-ins • Pep Rally's		

	• School Assembly • AP led class meetings • PBIS publicity/morning news July 29 – 30 PBIS Preplanning (District) • Aug 2: PBIS Bash (Welcome Back to School!) • Aug 5: PBIS Character Word (monthly) • Aug 9: PBIS Kickoff • Sept 9: Golden Apple (Teacher Recognition) • Oct 18th: PBIS Rotations in Specials • Feb 14th: PBIS Glow Party
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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
3 rd Grade	17.0%	24.8% (25%)	18.2% (18%)	18.4%
4 th Grade	20.8%	14.7% (15.2%)	23.9% (24%)	18.7
5 th Grade	29.8%	23.0% (22.6%)	23% (25%)	26.7%

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	39	25	36	46	18	30	49	21	39	43	18	32	42	26
2 nd Grade	44	26	31	39	36	25	35	43	22	38	38	24	35	42	23

Beacon ELA Data – Spring Administration	Reading									Reading Text Types									Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research					
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	16	77	7	18	74	7	14	84	2	16	79	5	20	77	4	18	76	7	38	59	4	25	70	5			
4 th Grade	26	65	9	30	60	10	20	70	10	23	69	8	22	68	9	23	65	12	32	62	6	23	69	8			
5 th Grade	31	57	12	29	53	18	21	64	14	27	59	14	23	61	15	30	53	17	41	47	12	23	65	11			

Source	Strengths	Weaknesses
SY25 ELA Milestones	For Grade Levels 3rd-5th - From SY22 to SY24 3rd grade cohort of students that scored proficient and distinguished increased by 6% - From SY23 to SY24 the 3rd grade cohort of students scoring proficient and distinguished, increased 8.3% from 4th to 5th grade. - Students scoring proficient and distinguished from SY23-SY25 increased each year by an average of 4% as they transitioned from 4th to 5th grade.	For Grade Levels 3rd-5th - From SY23 to SY25 3rd grade students scoring proficient and distinguished has decreased by 6.8%. - From SY22 to SY23 5th grade students scoring proficient and distinguished decreased by 6.8% but remained stagnant with a 0% increase of students scoring proficient and distinguished from SY23 to SY24 - There is inconsistent growth from 4th grade students scoring proficient and distinguished, with a SY22 to SY23 decrease of 6.1% and then increased by 9.2% in SY23 to SY24.
(Grade Levels & Subgroups)	(EOG Subgroup data not available, pending reports)	(EOG Subgroup data not available, pending reports)

Beacon Assessment – ELA (Grade Levels & Subgroups)	Grade Levels (all students): 1st-2nd (all students) 1st and 2nd grade Beacon results in ELA students scoring Near Target or Prepared in Constructing Text was 68% (1st) and 65% (2nd). 3rd-5th (all students) 3rd-5th grade Beacon results in ELA students scoring Near Target or Prepared in Vocabulary Acquisition and Use was 86% (3rd) and 80% (4th) and 78% (5th). EL: 1st and 2nd EL students had an average 40% increase in Near Target and Prepared on ELA Beacon. 4th and 5th EL students had an average 15% increase in Near Target and Prepared on ELA Beacon with over 50% of ELL students scoring Near Target and Prepared. SWD: 1st and 2nd grade SWD students had an average 5% increase in Near Target and Prepared on ELA Beacon. 3rd SWD students had a 33% increase in Near Target and Prepared on ELA Beacon.	Grade Levels (all students): 1st-2nd (all students) - Beacon ELA results are showing 79% of 1st and 2nd grade students are scoring Needs Support in Foundations, with 35% (1st) and 44% (2nd). 3rd-5th (all students) 3rd-5th grade Beacon results in ELA students scoring Needs Support in Conventions was 38% (3rd), 32% (4th) and 41% (5th). Each grade has shown growth from the first administration, but a large percentage of students remain in Needs Support. EL: 1st and 2nd EL students had an average 44% increase in Near Target and Prepared on Math Beacon. 3rd – 5th EL students had an average 22% increase in Near Target and Prepared on Math Beacon. SWD: 2nd grade SWD students had 0% in Prepared on ELA Beacon. 3rd – 5th SWD students had an average 0% in Prepared on ELA Beacon.
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Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Students lack background knowledge and exposure to vocabulary strategies and resources. • Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction and intentional pacing of conventions. • Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs.	
GKIDS – ELA (Grade Levels & Subgroups)	Grade Levels (all students): Kindergarten (all students) • Kindergarten results in GKIDS ELA section show 47% of students are demonstrating and exceeding in Phonics.	Grade Levels (all students): Kindergarten (all students) • Kindergarten results in GKIDS ELA section show only 32% of students are demonstrating and exceeding in conventions.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Students lack background knowledge and exposure to vocabulary strategies and resources. • Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction and intentional pacing of when teaching conventions. • Teachers have inconsistent writing instruction practices across the grade levels.	
ACCESS Scores (Grade Level Reading & Writing)	EL: • 50% of EL students are scoring Entering, Emerging or Developing in the area of Speaking on Access • 52% of EL students are scoring Entering,	EL: • 53% EL students are scoring in Expanding, Bridging and Reaching on the Listening area on Access • Although 82% of ELL scored in Entering, Emerging or Developing in Writing, 39% of (104 out of 267) EL students are

	Emerging or Developing in the area of Reading on Access	scoring in Developing area on Access
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Imagine Learning has been used consistently with motivational goals for student usage. - Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs. - Students need more opportunities for speaking and listening during the instructional blocks.	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): EL: SWD:	Grade Levels (all students): EL: SWD:
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)	10% increase of vocabulary instruction during Opening and Work Session observed during instructional walks	1% increase of student engagement with vocabulary embedded activities was observed from classes walked (55% to 56%)

Commented [BM5]: Be sure to list at least 2 root cause explanations based on the strengths and weaknesses for the ACCESS scores here.

Commented [TW6R5]: Added.

Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Teachers and staff need additional training and/or ongoing support on vocabulary integration strategies. • Class instructional time should include embedded vocabulary techniques across contents consistently • Students need more opportunities to engage with vocabulary throughout instruction.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

ELA - IMPROVEMENT PLAN			
GOAL #1: ELA	<u>K Literacy Goal</u> The students scoring demonstrating or exceeding will increase by 10 percentage points from the August 2025 administration to the May 2026 administration of GKIDS (ELA section).		
	<u>1st-2nd Literacy Goal</u> The students scoring near target or prepared will increase from an average 10 percentage points (August 2024 Beacon ELA to May 2025) to 20 percentage points from August 2025 BEACON ELA assessment to May 2026 BEACON ELA assessment.		
	<u>3rd-5th Literacy Goal</u> The percent of students scoring proficient and distinguished will increase from <u>15% (62)</u> to <u>18% (67)</u> as measured by the 2025-2026 EOG ELA Assessment.		
	Root Cause(s) to be Addressed: Students lack background knowledge and exposure to vocabulary strategies and resources.		
Funding Source(s) SWP Checklist 5.e		☒ Title I Funds ☒ Local School Funds ☒ Other: _____	
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By January 2026, 100% of teachers will implement weekly vocabulary routines that includes a variety of strategies for students as evidenced by instructional walks. Implementation Plan: September-October: During grade level collaboration teachers will learn one schoolwide vocabulary strategy to implement during the instructional day. October-December: Teachers will collaborate during weekly CCCs to incorporate additional vocabulary strategies for students to practice. Begin instructional walks to monitor the implementation of the vocabulary strategy. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or	Evaluation Performance Target: By January 2026, at least 50% of 3 rd -5 th grade students will demonstrate proficiency in the area of vocabulary on the Wonders assessment. Evaluation Tool(s): - Wonders - Common Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ <u>at the end of each unit</u>	Wonders, IXL, Beacon, CTLS, Literacy Kits/Resources, Cox Campus, UFLI, Lakeshore Learning Vocabulary folder activities
Target Student Group ☒ Gen Ed ☒ EL ☒ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(iii), 2.c(iv), 2.c(v)			
1. Students will practice a			

common vocabulary strategy weekly during the literacy block.	professional learning. • January-February: Teachers will collaborate during weekly CCCs and grade level collaboration to adjust instructional strategies for vocabulary based on student data. Continue instructional walks to monitor the implementation of the vocabulary strategy. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or professional learning. • March-April: Teachers will collaborate during weekly CCCs and share/model examples of adjusted vocabulary Complete instructional walks to monitor the implementation of students practicing vocabulary strategies. Analyze and share data during CCC's. Use data to determine the next steps for instruction or professional learning. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: Instructional walk form/data PL documentation CCC agendas/notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Bi-monthly instructional walks	Data Analysis Plan: Create Wonders Assessment schedule Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
Root Cause(s) to be Addressed:	• Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction, and intentional pacing of conventions.		

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 75% of teachers will plan and implement lessons on conventions that are rigorous and aligned to instruction. Implementation Plan: Preplanning: Teachers will set up and explore Wonders Curriculum professional learning modules and resources.	Evaluation Performance Target: By January 2026, at least 50% of 3 rd -5 th grade students will increase 5 percentage points in the area of conventions on the Beacon assessment. Evaluation Tool(s): Wonder Diagnostic/Benchmark Assessments	Wonders, IXL, Beacon, CTLS, Literacy Kits/Resources, Cox Campus, UFLI, Lakeshore Learning Vocabulary folder activities
Target Student Group	Teachers will collaborate during planning to create assessments, lessons, and interventions through Wonders that address conventions.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Teachers complete a professional learning survey. Use data to determine next steps for instruction or professional learning. Grade levels will collaborate during CCCs and set an instructional goal for the team that aligns with increasing rigor.	Data Analysis Plan: Share assessment schedule with Beacon assessment windows and dates. Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates.	
2. Teachers will participate in in quarterly professional learning sessions that focus on increased rigor and standards aligned instruction.	October-December: Teachers will complete professional learning series 2 of 3 Consistent Delivery of Instruction (highlight conventions)	Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment.	

	Teachers complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share the artifact previously selected during CCCs and set a new instructional goal for the team that aligns with consistent delivery of instruction. • January-February: Teachers will complete professional learning series 3 of 3 Intentional Pacing (highlight conventions) Teachers complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share the artifact previously selected during CCCs and set a new instructional goal for the team that aligns with intentional pacing. • March-April: Teachers will participate in teacher led professional learning sessions on Rigorous and Aligned Instruction (highlight conventions) Teachers complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share the artifact previously selected during CCCs and select a new strategy learned from the Teacher-Led PL that shows individual examples of Rigorous and Aligned instruction in their classroom. • May: Teachers will complete a professional learning survey on the PL series and sessions. Review and share feedback with the administration. Artifacts to be Collected: PL documentation Professional Learning Surveys CCC agendas/Meeting Notes	Person(s) Collecting Evidence: ☐Principal ☒Assistant Principals ☒Academic Coaches/ Instructional Support Specialists ☒CCC Leads	
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	Grade Level Artifact-Book Creator Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Quarterly	
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Root Cause(s) to be Addressed:	Teachers have inconsistent writing instruction practices across the grade levels.		
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, 50% of teachers will implement common writing instructional practices, using Wonders curriculum daily, as evidenced by instructional walks. Implementation Plan: Preplanning: Teachers will explore and plan writing benchmarks, unit assessments and instruction using the Wonders curriculum online platform and resources. Instructional walk checklist will be shared.	Evaluation Performance Target: By May 2026, 50% of students will score 80% or higher on the Wonders Progress Monitoring Assessments. Evaluation Tool(s): Wonders Benchmark Assessments (PMAs) Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ At the end of each unit	Wonders curriculum & resources, Wonders Digital Platform, RACE Strategy posters & resources, CTLS, IXL, Beacon, Literacy Kits/Resources, Cox Campus, UFLI, Lakeshore Learning Vocabulary folder activities
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>			
3. Teachers will implement common writing instructional practices and incorporate the schoolwide RACE strategy during the ELA block weekly.	Begin instructional walks to monitor the implementation of common writing practices. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or professional learning. October-December: Teachers will collaborate during weekly CCCs to plan and teach writing using common instructional practices in the daily literacy block. Teachers will be introduced to the RACE strategy during Quarter 2 Grade Level Collaboration.	Data Analysis Plan: Review District Wonders Benchmark Assessment calendars. Administer mid-year and end of year assessments and during each data CCC following administration. Teachers will analyze data during CCC's. Use data to determine next steps for writing instructional practices.	

	Complete instructional walks to monitor the implementation of common writing practices and the RACE strategy. Analyze and share data during CCC's. Use data to determine the next steps for instruction or professional learning. • January-February: Teachers will collaborate during weekly CCCs to plan the instructional implementation of writing and the RACE strategy. Complete instructional walks to monitor the implementation of common writing practices and the RACE strategy. Analyze and share data at the midyear monitoring point. Use data to determine next steps for instruction or professional learning. • March-April: Teachers will collaborate during weekly CCCs to plan the instructional implementation of writing and the RACE strategy. Complete instructional walks to monitor the implementation of common writing practices and the RACE strategy. Analyze and share data during CCC's. Use data to determine next steps for instruction or professional learning. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: Instructional walk form/data PL documentation CCC agendas/notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists	Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/Teachers	
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	Frequency of Monitoring: Bi-monthly instructional walks	
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Root Cause(s) to be Addressed:	Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs.		
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 January 2026 100% of instructional support staff and teachers will plan to address student instructional needs through monthly collaboration.		Imagine Learning, ESOL curriculum, Wonders, IXL, Beacon, CTLS, Literacy Kits/Resources, Cox Campus, UFLI, Lakeshore Learning Vocabulary folder activities
Target Student Group	Implementation Plan: - Preplanning: Instructional support staff and teachers will collaborate to create schedules. Review previous years data and discuss Beginning of Year assessments. - August-September: Instructional Support staff will attend grade levels CCCs monthly to create a plan for student instructional needs based on beginning of the year data. Instructional Support staff will attend Q1 collaboration with their respective grade levels.		
☐ Gen Ed ☒ EL ☐ SWD	Evaluation Performance Target: By March 2026, ELL students in grades (1 st -5 th grade will increase 10 percentage points to Near Target or Prepared on the Beacon ELA. By March 2026, ELL students enrolled in Imagine Learning program will increase 10 percentage points in the Intermediate or Advanced Level area on Imagine program (Literacy). Evaluation Tool(s): - Imagine Learning Program - ESOL Curriculum		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____		
(4) Instructional staff will plan collaboratively to address student instructional needs monthly.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____		
	Data Analysis Plan: Share assessment schedule with Beacon assessment windows and dates. Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates.		

level meetings at CCCs monthly to create a plan for addressing levels at CCCs monthly to create a plan for student instructional needs based on current data. Instructional Support staff will attend Q4 in collaboration with their respective grade levels. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: CCC agendas/notes Quarterly Collaboration Artifacts Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly	Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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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
3 rd Grade	19.9%	31.6 %	Not Reported (30%)	33.6%
4 th Grade	21.8%	17.8%	Not Reported (39%)	32.6%
5 th Grade	20.9%	11.2%	Not Reported (25%)	31.6%

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
Kindergarten	25	46	30	30	33	37	26	48	26	25	40	36
1 st Grade	29	54	17	29	27	45	24	34	42	29	48	24
2 nd Grade	39	50	11	26	49	25	53	34	13	28	45	28
3 rd Grade	8	91	1	15	84	1	17	81	2	27	70	3
4 th Grade	35	61	4	41	55	5	49	49	1	55	43	3
5 th Grade	52	42	6	58	42	0	51	43	6	68	30	1

Source	Strengths	Weaknesses
SY24 MATH Milestones (Data by grade & subgroup)	(Grades 3rd-5th) - From SY22 to SY25 3rd Grade students scoring proficient and distinguished percentage has increased from 19.9 % to 33.6% on the EOG Math. - From SY22 to SY25 5th Grade students scoring proficient and distinguished percentage has increased from 20.9% to 31.6% on the EOG Math. 3rd Grade cohort from SY23 to SY24 proficient to distinguished increased 7.4% as 4th grade students. (EOG Subgroups data unavailable, pending reports) EL: SWD:	(Grades 3rd- 5th) - The 3rd Grade students scoring proficient and distinguished percentage increased by only 3% from SY24 to SY25. - The 4th Grade students scoring proficient and distinguished percentage decreased by 6.4% from SY24 to SY25. 3rd Grade cohort from SY23 to SY25 proficient and distinguished decreased 7.4% as 5th grade students from SY24 to SY25. (EOG Subgroups data unavailable, pending reports) EL: SWD:

Beacon Assessment – Math (Grade Level & Subgroups)	1st-2nd (all students) - Based on the 1st and 2nd Grade Math Beacon results, our students have demonstrated strengths in Measurement & Data Reasoning with 76% (1st Grade) and in Numerical Reasoning with 61% (2nd Grade) scoring Near Target or Prepared. 3rd-5th (all students) - Based on the 3rd- 5th Grade Math Beacon results, our students have demonstrated strengths in Numerical Reasoning with 92% (3rd Grade) and 65% (4th Grade) and 48% (5th Grade) scoring Near Target or Prepared. EL: 1st and 2nd EL students had an average 44% increase in Near Target and Prepared on Math Beacon. 3rd – 5th EL students had an average 22% increase in Near Target and Prepared on Math Beacon. SWD: 2nd grade SWD students had a 40% increase in Near Target and Prepared on Math Beacon 3rd (26%) and 4th grade (15%) SWD students had an average 21% increase in Near Target and Prepared on Math Beacon.	1st-2nd (all students) - From 2nd Grade Math Beacon results, 53% (2nd grade) scoring Support Needed in Measurement & Data Reasoning 3rd-5th (all students) - Based on the 3rd- 5th Grade Math Beacon 27% (3rd Grade), 55% (4th Grade) and 68% (5th Grade) scoring Support Needed in Geometric & Spatial Reasoning EL: 2nd EL students had an average 44% increase in Near Target and Prepared on Math Beacon, however only 9% were in Prepared area. 3rd – 5th EL students had an average 22% increase in Near Target and Prepared on Math Beacon, however 0% were in Prepared area. SWD: 1st grade SWD students had 13% Near Prepared and Prepared in Fall with all 13% being Prepared area, however in Spring 5% decrease in Near Target and Prepared with 8% being in Near Target and Prepared area. 5th grade SWD students had 0% in Prepared area on Math Beacon.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: Students lack vocabulary strategies to support foundational concepts and mathematical connections. Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction, and intentional pacing of Mathematical Reasoning. Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs.	
GKids (Math)	Grade Levels (all students): Kindergarten (all students) Kindergarten results in GKIDS Math section students show 66% Demonstrating or Exceeding in Shapes & Positional Language.	Grade Levels (all students): Kindergarten (all students) Kindergarten results in GKIDS Math section students show 52% Demonstrating or Exceeding on Comparison & Classification

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Students lack vocabulary strategies to support foundational concepts and mathematical connections. • Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction with manipulatives and real-world applications. • Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs.	
MATH Common Assessments (Grade Level Reading & Writing)		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)	Strengths • From classes observed during peer instructional environment, 97% had math vocabulary word walls present.	Weakness • From classes observed during instructional walks, 15% of tasks promoted reasoning and problem solving.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Students lack vocabulary strategies to support foundational concepts and mathematical connections. • Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction, and intentional pacing of Mathematical Reasoning. • Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

MATH - IMPROVEMENT PLAN			
GOAL #2: MATH	K Math Goal The students scoring Demonstrating or Exceeding will increase by 10 percentage points from August 2025 GKIDS (math section) to May 2026 GKIDS (math section).		
	1st -2nd Math Goal The students scoring near target or prepared will increase from an average 14 percentage points (August 2024 Beacon Math to May 2025) to 30 percentage points from August 2025 BEACON math assessment to May 2026 BEACON math assessment.		
	3rd -5th Math Goal The percent of students scoring proficient and distinguished will increase from <u>32% (135)</u> to <u>35% (140)</u> as measured by the 2025-2026 EOG Math Assessment.		
Root Cause(s) to be Addressed:	Students lack vocabulary strategies to support foundational concepts and mathematical connections.		
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 January 2026, 100% of teachers will implement daily vocabulary routines that include a variety of strategies for students as evidenced by instructional walks.	Evaluation Performance Target: By February 2026, at least 50% of students in each grade level (K-5 th) will score proficient or higher on end of unit common assessment.	CTLS Resources, State Math Resources, Math In Practice Resources, Math By the Book Resources, IXL, GA DOE Inspire, Beacon
Target Student Group	Implementation Plan:	Evaluation Tool(s): Common Assessments	
☒ Gen Ed ☒ EL ☒ SWD	September-October: During grade level collaboration teachers will learn one schoolwide initial vocabulary strategy to implement during the instructional day. October-December:	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. Students will practice various vocabulary strategies daily during math instruction.	Teachers will collaborate during weekly CCC to incorporate additional vocabulary strategies for students to practice. Begin instructional walks to monitor the implementation of students' vocabulary strategies. Analyze and share baseline data during CCCs. Use data to determine the next steps for instruction or Professional Learning. • January-February: Teachers will collaborate during weekly CCC to incorporate additional vocabulary strategies for students to practice. Complete instructional walks to monitor the implementation of students' vocabulary strategies. Analyze and share data during midyear monitoring point. Use data to determine the next steps for instruction or Professional Learning. • March-April: Teachers will collaborate during weekly CCC to incorporate additional vocabulary strategies for students to practice. Complete instructional walks to monitor the implementation of students' vocabulary strategies. Analyze and share data during CCCs. Use data to determine the next steps for instruction or Professional Learning. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.	☐ Every other month ☐ 3 times per year ☒ <u>End of each unit</u> Data Analysis Plan: Grade Level Teams will identify common unit assessment dates during quarterly grade level collaboration. Grade Level Teams/Assessment Teams create common unit assessments. Grade Level Teams will review and analyze common unit assessment data after administering to plan for next steps of intervention and enrichment. Academic Coaches/Admin will monitor assessment schedule, team completion of assessments and timely upload of common unit assessments Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ Teachers/CCC Leads	
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	Artifacts to be Collected: Instructional walk form/data PL documentation CCC agendas/notes Person(s) Monitoring Implementation: ☒Principal ☒Assistant Principals ☒Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Bi-Monthly Instructional Walks		
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Root Cause(s) to be Addressed:	Teachers need support and professional learning to increase instructional rigor, consistent delivery of instruction and intentional pacing of Mathematical 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 February 2026, 75% of teachers will plan and implement mathematical reasoning lessons that are rigorous and aligned to instruction. Implementation Plan: Preplanning: Teachers will explore district and state math curriculum resources. Teachers will collaborate during planning to create assessments, lessons and interventions that incorporate mathematical reasoning.	Evaluation Performance Target: By March 2026, 50% of students (3 rd - 5 th grade) will score proficient or higher on formative assessments/checkpoints. Evaluation Tool(s): - Common Assessments - CTLS Formative Assessments - IXL	CTLS Resources, State Math Resources, IXL, Math In Practice Resources, Math By the Book Resources, Beacon, GA DOE Inspire
Target Student Group	August-September: Teachers will participate in PL Series 1 of 3: Increasing the Rigor (Mathematical Reasoning). Teachers will complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will collaborate during CCCs and set an instructional goal for the team that aligns with increasing rigor.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ By Midpoint of Unit	
☒ 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. Teachers will participate in professional learning to increase rigorous and aligned instruction quarterly.	October-December: Teachers will participate in PL Series 2 of 3: Consistent Delivery of Instruction (Mathematical Reasoning).	Data Analysis Plan: Grade Level Teams will identify dates of formative assessments/checkpoints during quarterly grade level collaborations.	

	Teachers will complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share artifacts previously selected during CCCs and set a new instructional goal for the team that aligns with consistent delivery of instruction. • January-February: Teachers will participate in PL Series 3 of 3: Intentional Pacing (Mathematical Reasoning). Teachers will complete a professional learning survey. Use data to determine next steps for instruction or professional learning. Grade levels will share artifacts previously selected during CCCs and set a new instructional goal for the team that aligns with intentional pacing. • March-April: Teachers will participate in teacher-led PL sessions on rigorous and aligned instruction. Teachers will complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share artifacts previously selected during CCCs and select a new strategy learned from the teacher-led PL sessions that shows individual examples of Rigorous and Aligned instruction in their classroom. • May:	Grade Level Teams/Assessment Teams will pull formative assessments from CTLS/State resources that align with current unit during CCCs. Grade Level Teams will review and analyze formative assessment data after administering to plan for next steps of intervention and enrichment. Academic Coaches/Admin/CCC Leads will monitor assessment schedule, team completion of assessments and timely upload of formative assessments. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/Teachers	
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	Teachers will complete a professional learning survey on PL series and sessions. Review and share feedback with the administration. Artifacts to be Collected: PL Documentation Professional Learning Surveys CCC Agendas/Meeting Notes Grade Level Artifact Book Creator Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:			
Root Cause(s) to be Addressed:	Teachers are inconsistent in the use of math manipulatives across grade levels.			
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, 50% of teachers will implement the use of manipulatives within math block weekly as evidenced by instructional walks. Implementation Plan: Preplanning: Teachers will verify access to grade level manipulatives as outlined by Cobb K-5 Math	Evaluation Performance Target: By February 2026, 75% of math classes will engage with classroom math manipulatives kit from K-5 Core Package as evident by instructional walk data. Evaluation Tool(s): - Instructional Walk Data - Grade Level Manipulative Usage Form	CTLS Resources, State Math Resources, IXL, Math In Practice Resources, Math By the Book Resources, Beacon, RACE strategy posters and resources	

Target Student Group ☒ Gen Ed ☐ EL ☐ SWD	Manipulatives and Resources Core Package. Teachers will outline the initial timeframe for use of manipulatives as aligned to Framework and Scope and Sequence.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)	• August-December: Teachers will explore and collaborate during CCC on the use of math manipulative implementation for upcoming math unit of instruction into math block.		
3. Teachers will implement the usage of math manipulatives and RACE as a schoolwide strategy during math instruction weekly.	Teachers will be introduced to the RACE strategy during Quarter 2 Grade Level Collaboration. (October/November 2025) Begin instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze and share baseline data during CCCs. Use data to determine next steps for manipulative usage and/or implementation. (December 2025) Complete instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze, reflect on implementation performance target status and share data. Use data to determine next steps for manipulative usage and RACE strategy implementation. • January-February: Teachers will explore and collaborate during CCC on the use of math manipulative and RACE strategy implementation for upcoming math unit of instruction into math block. Complete instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze and share data during midyear monitoring point. Use data to determine next steps for manipulative usage and/or implementation.	Data Analysis Plan: Grade Level Teams will review manipulatives implementation timeline during quarterly grade level collaboration. During CCC, Grade Level Teams will explore and model manipulative usage. Grade Level Teams will reflect on manipulative after usage to plan for the next steps of instructional use. Academic Coaches will monitor manipulative usage and timely upload of manipulative usage forms. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

• March-April: Teachers will collaborate during weekly CCC to incorporate additional math manipulatives for students to practice. Complete instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze and share data during CCCs. Use data to determine next steps for manipulative usage and/or implementation. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: Instructional walk form/data PL documentation CCC agendas/notes Person(s) Monitoring Implementation: ☒Principal ☒Assistant Principals ☒Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Weekly	
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Root Cause(s) to be Addressed:	Support staff and teachers need consistent collaboration opportunities to plan for student instructional needs.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title 1 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 January 2026, 100% of instructional support staff and teachers will plan to address student instructional needs through monthly collaboration.	Evaluation Performance Target: By March 2026, ELL students enrolled in Imagine Learning program will increase 10 percentage points in the On Grade and Above Grade Level area on Imagine program.	CTLS Resources, Imagine Learning Program, State Math Resources, IXL, Math In Practice Resources, Math By the Book Resources, Beacon,
Target Student Group	Implementation Plan: Preplanning: Instructional support staff and teachers will collaborate to create schedules and review previous year's data, discuss beginning of year assessments	Evaluation Tool(s): - Imagine Learning Program - ESOL curriculum	
☐ Gen Ed ☒ EL ☐ SWD	August-September: Instructional Support Staff will attend grade level CCCs monthly to create a plan for student instructional needs based on beginning of year's data.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☒ Every other month ☐ 3 times per year ☐ _____	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Instructional support staff will attend Q1 collaboration with their respective grade levels.	Data Analysis Plan: Share assessment schedule with Beacon assessment windows and dates.	
4. Instructional staff will plan collaboratively to address student instructional needs monthly.	October-December: Instructional Support Staff will attend grade level CCCs monthly to create a plan for student instructional needs based on	Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates.	

	current data. Instructional support staff will attend Q2 collaboration with their respective grade levels. January-February: Instructional Support Staff will attend grade level CCCs monthly to create a plan for student instructional needs based on current data. Instructional support staff will attend Q3 collaboration with their respective grade levels. March-April: Instructional Support Staff will attend grade level CCCs monthly to create a plan for student instructional needs based on current data. Instructional support staff will attend Q4 collaboration with their respective grade levels. May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching in needed for full implementation.	Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/Teachers	
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	Artifacts to be Collected: CCC agendas/notes Quarterly collaboration artifacts Person(s) Monitoring Implementation: ☒Principal ☒Assistant Principals ☒Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly	
OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
SY24 (Name of Assessment) (Data by grade & subgroup)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN			
GOAL #3: PBIS	By the end of the 2025-2026 school year, the out of school suspension will decrease from 93 to 83 as measured by schoolwide PBIS system data reports.		
Root Cause(s) to be Addressed:	Students need to increase morale for school upkeep and safety to align with ROAR expectations.		
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 October 2025, the PBIS Team will provide diverse opportunities to highlight ROAR expectations using the BES media platform daily. Implementation Plan: Preplanning: PBIS Teacher refresher: transitioning, morning meetings. Introduce the PBIS Reward System to parents - Provide an overview of the PBIS framework and explain how the reward platform fits into the larger behavioral support system. - Establish clear guidelines for how parents and staff should interact with the platform, such as how often to check it and how to use it for reinforcing positive behaviors at home and school. August-September: The PBIS team will meet with staff at the grade levels to establish the PBIS goal for the month. There will also be a goal to keep the grade-level common area clean. October-December: Provide training to staff: Restorative Practices - Introduce the concept of Restorative Practices, including its core values: relationship-building,	Evaluation Performance Target: Evaluation Performance Target: By May 2026, the PBIS Team will increase student and staff engagement with ROAR expectations by integrating daily messaging through the BES media platform, as measured by: - A minimum of 90% of school days feature ROAR content on the media platform (tracked via media schedule logs). - A 10% decrease in minor behavior referrals related to ROAR expectations from the previous school year Evaluation Tool(s): Media Content Purpose: Track the frequency and consistency of daily ROAR messaging. Tool: Google Sheet or school media platform archive. Measured Metric: Number and percentage of school days with ROAR content. ☒ Student Survey Purpose: Assess student awareness and understanding	Resources Needed: Technology & Equipment Access to BES media production tools (e.g., video camera, microphones, editing software). Personnel PBIS Team members designated to coordinate media messaging. Media teacher/specialist or student media team for production support. Administrator or designee to approve and oversee

	accountability, and community. • Provide training on specific RP techniques, such as restorative circles, conferencing, and peer mediation. • Explain the difference between traditional punitive discipline and RP, highlighting the focus on healing and growth rather than punishment. • January-February: PBIS redelivery with student involvement. Staff will be provided with a script/video for redelivery after holiday break. • March-April: March Madness incentive: includes revisiting with the student council and having the students to emphasize the importance of maintain orderly and clean common areas • May: EOY celebration recognize the grade level that won the award the most during the school year.	of ROAR expectations. • Tool: Digital survey via Google Forms or Microsoft Forms (administered mid-year and end-of-year). • Measured Metric: Percentage of students who recognize and can recall ROAR expectations and media-based messaging. ? Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	messaging. Time Allocation Dedicated time during the school day or weekly schedule for planning and producing ROAR segments. PBIS Team meeting time for collaboration and review of messaging effectiveness. Materials Visual aids and graphics highlighting ROAR expectations. Scripts or templates for daily announcements. Student incentives aligned with ROAR behavior reinforcement. Training and Support Staff training on ROAR expectations/Restorative Practices and their integration into media messaging. Student training for those participating in
Target Student Group ☒ Gen Ed ☐ EL ☐ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)			
1. PBIS Team will reinforce ROAR expectations on the BES news daily. Establish a Celebration Committee • Form a team of staff members (including administrators, teachers, and support staff) responsible for planning and organizing the quarterly celebration. • Develop a student committee to Select Incentives and Rewards The students will assist with choosing the appropriate rewards or incentives for the celebration, such as certificates, extra recess time, a pizza party, or a field trip.	Artifacts to be Collected: Student Feedback Surveys or Suggestion Box Submissions Collected input from students (via paper or digital surveys) showing what types of rewards or activities they would like for winning the grade level of the month competition. Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly	Data Analysis Plan:	

• Provide Opportunities for Student Input Collect feedback from students on what rewards or activities they would enjoy for the celebration. 2. PBIS Team will reinforce ROAR expectations on the BES news daily. Establish a Celebration Committee • Form a team of staff members (including administrators, teachers, and support staff) responsible for planning and organizing the quarterly celebration. • Develop a student committee to Select Incentives and Rewards The students will assist with choosing the appropriate rewards or incentives for the celebration, such as certificates, extra recess time, a pizza party, or a field trip. • Provide Opportunities for Student Input Collect feedback from students on what rewards or activities they would enjoy for the celebration.		Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads	media production. PBIS professional development resources or consultation (if needed). Data Collection Tools Survey tools (e.g., Google Forms). Behavior tracking system (e.g., Synergy SE). Log sheets for media content tracking.
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Root Cause(s) to be Addressed:	Students display a high number of behavioral incidents that occur in the cafeteria during lunch periods.		
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: Teachers will review ROAR cafeteria expectations with class weekly. Implementation Plan: Preplanning: - Work with cafeteria monitors on a rewards system for positive behaviors in the cafeteria. - Teachers will review expectations once a week (beginning of the week) during morning meetings. Mid-week teachers and class will highlight expectations during morning meeting (i.e. students will highlight cafeteria expectations) August–September: Ensure that behavioral expectations are posted in the classroom/café and consistently referred to by the teacher. Ensure that teachers provide specific feedback to students when they demonstrate the desired behavior. October–December: - Begin classroom recognition systems aligned with schoolwide expectations (e.g., Class Dojo points, tickets). - Hold monthly PBIS celebrations for students meeting their behavior goals. - Highlight a "Behavior Expectation of the Week" schoolwide. - Provide mid-semester refresher training for teachers and cafeteria monitors on effective behavior feedback. - Review data to identify common problem areas and	Evaluation Performance Target: By the end of the 2025 school year, at least 85% of staff will implement behavior expectations consistently as observed during administrative walk-throughs, and schoolwide behavioral referrals will decrease by 20% compared to the previous school year. Additionally, 90% of students will be able to articulate the behavioral expectations for the classroom and cafeteria. Evaluation Tool(s): Administrative Walk-Through Observation Checklist (focused on posted expectations, teacher feedback, and student behavior) Behavioral Referral Data Reports (monthly comparison to prior year) Staff Self-Assessment Surveys (Semester reflection on implementation fidelity) Student Surveys or Interviews (gauging understanding of expectations) PBIS Team Progress Monitoring Logs (tracking reward system use and consistency)	Class ROAR Tracker Cafeteria Grade Level ROAR Tracker Resources for monthly café incentives
Target Student Group ☐ Gen Ed ☐ EL ☒ SWD			

	reteach expectations as needed. _____ January–February: • New Year refresher: Re-teach all schoolwide expectations after winter break. • Continue weekly reviews and student-led highlights of expectations. • Implement peer recognition (e.g., students nominate classmates for showing positive behavior). • Reinforce consistency among cafeteria monitors and staff regarding rewards and expectations. • Share behavior data with staff and discuss trends/interventions during grade-level meetings.	• Administrative Walk-Through Observation Checklist (focused on posted expectations, teacher feedback, and student behavior) • Behavioral Referral Data Reports (monthly comparison to prior year) • Staff Self-Assessment Surveys (Semester reflection on implementation fidelity) • Student Surveys or Interviews (gauging understanding of expectations) • PBIS Team Progress Monitoring Logs (tracking reward system use and consistency)	
	_____ March–April: • Conduct a schoolwide challenge or incentive program (e.g., “Golden Tray” for cafeteria behavior). • Increase leadership opportunities for students in modeling and teaching expectations. • Target any rising behavioral concerns before spring break with teaching and classroom support. • Maintain focus on consistency despite testing season and schedule disruptions.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. Students will review cafeteria expectations weekly.	_____ May: • Celebrate student growth and positive behavior with an end-of-year PBIS celebration or recognition event. • Reflect with staff on the year’s behavioral strategies—what worked, what to adjust. • Gather student and teacher feedback on the reward systems. • Plan adjustments to expectations or systems for the next school year. • Begin prepping materials for preplanning and	Data Analysis Plan: Behavioral Referral Data: • Analyze monthly referral trends by location, time, and infraction type to identify patterns and guide reteaching efforts. Implementation Fidelity: • Use walk-through checklists and staff self-assessments to monitor consistency in posting, teaching, and reinforcing expectations. Student and Staff Feedback: • Collect quarterly surveys from students on their understanding of expectations and from staff on their implementation confidence and needs.	

training next year. Artifacts to be Collected: • Behavioral Referral Reports – Monthly summaries to track trends and improvements. • Walk-Through Observation Checklists – Evidence of posted expectations and consistent implementation. • Student and Staff Survey Results – Feedback on understanding and effectiveness of behavior expectations. Person(s) Monitoring Implementation: ☐Principal ☒Assistant Principals ☐Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads	
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Root Cause(s) to be Addressed:	Teachers must practice consistent transitions and routine procedures throughout the school day and building.		
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 January 2026, 80% of Teachers will use the PBIS app to document ROAR behavior daily. Implementation Plan: Preplanning: - Train teachers and staff on effective transition strategies and expectations. - Provide training on how to use the PBIS app to recognize and track positive behavior. - Establish clear expectations for transitions schoolwide (e.g., hallway, restroom, lunchroom). - Set up PBIS app categories aligned to transition expectations (e.g., "quick transitions," "voice level 0," etc.). August–September: - Teachers explicitly teach and model transition procedures in the classroom and hallway. - Begin using the PBIS app to recognize students	Evaluation Performance Target: : By the end of the school year, 90% of teachers will consistently implement smooth transition routines as observed in walk-throughs, and 80% of students will receive positive behavior recognition through the PBIS app for effective transitioning Evaluation Tool(s): Walk-Through Observation Checklists — To assess teacher consistency with transition routines. PBIS App Data Reports — To track the number and types of positive recognitions related to transitions. Behavioral Referral Data — To monitor transition-related incidents and measure reduction. Teacher and Student Surveys — To gather feedback on transition procedures and PBIS app effectiveness. Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	Professional Development Sessions: Training for teachers and staff on transition strategies and app usage. Visual Aids and Posters: Clear signage for transition expectations in hallways, classrooms, and common areas. Walk-Through Observation Tools: Checklists or digital forms for admin and PBIS team to monitor fidelity. Incentives and Rewards: Items or privileges to recognize students' positive behavior via the PBIS app.
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>			

3. Teachers will use PBIS app to reinforce ROAR behavior daily.	during transitions (track by class/grade). - Admin/PBIS team conducts informal walk-throughs to monitor transitions and app usage. - Weekly recognition of classes or students who demonstrate strong transition skills. October–December: - Continue consistent app usage; monitor for fidelity across grade levels. - PBIS team reviews transition data monthly to identify strengths and areas for reteaching. - Spotlight effective transitions during morning announcements or school newsletters. - Provide mini refreshers or modeling for teachers who need additional support. January–February: - Re-teach transition procedures after winter break. - Host a schoolwide challenge or incentive (e.g., "Transition Trophy" or "Golden Line Award"). - Continue recognizing students through the PBIS app with a focus on transitions. - Offer peer modeling opportunities for classrooms demonstrating consistent transitions. March–April: - Intensify transition expectations to prevent spring fatigue. - Celebrate classrooms or students with improved transitions based on app data.	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads	
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	• PBIS team checks app usage reports and provides feedback to staff. • Begin reviewing what transition strategies worked best to inform next year's plan. May: • Celebrate yearlong improvement in transitions with a final incentive event. • Collect teacher feedback on transition routines and PBIS app effectiveness. • Review app data to measure progress from August to May. • Use findings to inform preplanning and PD for the upcoming school year. Artifacts to be Collected: • PBIS App Reports — Data logs showing frequency and types of positive recognitions related to transitions. • Observation Walk-Through Checklists — Documentation of transition practices and PBIS app usage during classroom and hallway observations. • Teacher and Student Feedback — Surveys or reflections on transition routines and the effectiveness of the PBIS app rewards. Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals		
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☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly			
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 Annual Title I Meeting – Deadline Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 15, 2025		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 17, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	March 31, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required Two Building Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school	September 2, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	January 6, 2026		

5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, <u>not just visit the school</u>). Parents will have an opportunity to learn about the next grade level in their child's education. <u>Briefly describe the transition activities here: Kindergarten Orientation will provide new scholars an opportunity to explore the building. 5th graders will visit Lindley Middle School.</u>	March 30, 2026 March 20, 2026		☐ 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>		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Family Literacy Day/Night (2)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS		10/30/2025 1/9/2026	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. - PBIS Reward points for student attendance and participation.	Academic Coaches; CCC Leads, Parent Facilitator
Family Math Day/Night (2)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS		10/11/2025 2/26/2026	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. - PBIS Reward points for student	Academic Coaches; CCC Leads, Parent Facilitator

						attendance and participation.	
Fine Arts Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			4/2/2026	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. - PBIS Reward points for student attendance and participation.	Academic Coaches; CCC Leads, Parent Facilitator
New Parent Orientation/ Parent Vue Sessions	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			8/25/2025 1/13/2026	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator
Parent-Teacher Conferences	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			10/14/2025- 10/17/2025	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, surveys and pictures.	Teachers, Team Leads

Pastries with Parents	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			12/05/2025	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey.	Academic Coaches; CCC Leads, Parent Facilitator
Family Dance	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			2/6/2026	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. -PBIS Reward points for student attendance and participation.	Academic Coaches; CCC Leads, Parent Facilitator
Incoming Kindergarten Parent Meeting	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			4/14/2026	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator, Kdg Leads
Rising 6 th Grade Parent Meeting	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			3/20/2026	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator, 5 th Grade Leads

English Classes for Spanish Speaking Parents	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			TBD	- Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator
Multi-Cultural Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			1/29/2026	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures. -PBIS Reward points for student attendance and participation.	
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

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

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

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) <u>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: This plan was developed with staff, parents, and community leaders. District initiatives (MFF, ELF, READ 180, System 44, PBIS, LETRS) were supported with Title I funds. This school year the Wonders and UFLI curriculum has been added to our district initiatives. Wonders will encompass Reading, Writing, Phonics, differentiated small groups etc. for K-5. UFLI will take the place of ELF for grades K-1 st .
ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

Commented [DT7]: Provide a response for all the questions highlighted in yellow.

Commented [TW8R7]: Complete

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 plan is reviewed with all stakeholders at the end of each quarter. Results are shared with staff and next steps determined to maintain progress toward meeting goals. Teams meet bi-weekly to review data as a grade level, monthly as a building leadership team and quarterly as a school for data summits to review and monitor progress.

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: Data is reviewed regularly in CCC meetings or Team meetings and instructional next steps and interventions implemented as needed. Each individual program is monitored for usage and discussions along with surveys are done with staff for feedback.

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

SCHOOL RESPONSE: The schoolwide plan will be monitored throughout the year. Midyear checkpoint will take place in January 2026. Goals or resources will be adjusted as needed.

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

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

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

SWP Checklist 2(b)

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. <i>SWP Checklist 2(c)(i)</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.). <i>SWP Checklist 2.c(iii)</i> SCHOOL RESPONSE: We utilize a holistic approach to addressing the behavioral concerns of our scholars. We provided SEL support at the tier 1 level with the use of Quaver and Second Step. Tier 2 was supported by the counselors through group sessions and interventions (Check in/Check out). Tier 3 was supported through Check and Connect and individualized meetings with the counselors. The PBIS team monitored and tracked the referral data from CSIS and the PBIS rewards app. This data was reported to admin. Interventions were put in place to address the behaviors through individualized interventions.
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> SCHOOL RESPONSE: Professional Development offered: Para University, New Teacher Academy, Front office staff training, differentiated PL options for staff, Wonders and UFLI PL, MFF PL, Math 360 PL, and technology training
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> SCHOOL RESPONSE: 5th grade students have 3-4 virtual visits from middle school. The topics range from (Meeting the Principal, enrichment options, extracurricular activities and clubs). There is one physical visit to the middle school at the end of the year where they showcase their students and activities.
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. <i>SWP Checklist 2.c(ii)</i> 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. <i>SWP Checklist 1</i>

Title I Personnel/Positions Hired to Support the School Improvement Goals <i>SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)</i>			
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Provides monthly professional development in the instructional areas that correlate with the goals Attend and support grade level CCC's (goals, norms, analyzing data)
Parent Facilitator	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Help parents understand how to access and navigate CTLS Parent and CTLS scholars to support their scholar's academic goals. Support parents with translations and interpretation to communicate with all the Staff at meetings/Events. Facilitate with parent's phone calls to support Staff, Scholars, and Administration. Help to improve the communication among school personnel and non-English speaking parents. Facilitates and participates in different school events and workshops like Math Night, Literacy Night, Science Night and shares resources in English and Spanish. Provide necessary materials and handouts for our families during conference week, meetings, and activities to help families work with their children. Translates the school resources in a language that the families can understand.
Push in Tutor	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Implementation to support scholars scoring low percentages in academic areas. Collaborates with grade level teachers to parallel teach or remediate scholars in math, reading and writing. Works one on one with scholars or in small groups.

			Creates a lesson plan that differentiates the needs of scholars based on data
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	<u>K Literacy Goal</u> The students scoring demonstrating or exceeding will increase by 10 percentage points from the August 2025 administration to the May 2026 administration of GKIDS (ELA section). <u>1st-2nd Literacy Goal</u> The students scoring near target or prepared will increase from an average 10 percentage points (August 2024 Beacon ELA to May 2025) to 20 percentage points from August 2025 BEACON ELA assessment to May 2026 BEACON ELA assessment. <u>3rd-5th Literacy Goal</u> The percent of students scoring proficient and distinguished will increase from <u>15% (62)</u> to <u>18% (67)</u> as measured by the 2025-2026 EOG ELA Assessment.
Goal #2	<u>K Math Goal</u> The students scoring Demonstrating or Exceeding will increase by 10 percentage points from August 2025 GKIDS (math section) to May 2026 GKIDS (math section). <u>1st-2nd Math Goal</u> The students scoring near target or prepared will increase from an average 14 percentage points (August 2024 Beacon Math to May 2025) to 30 percentage points from August 2025 BEACON math assessment to May 2026 BEACON math assessment. <u>3rd-5th Math Goal</u> The percent of students scoring proficient and distinguished will increase from <u>32% (135)</u> to <u>35% (140)</u> as measured by the 2025-2026 EOG Math Assessment.
Goal #3	By the end of the 2025-2026 school year, the out of school suspension will decrease from 93 to 83 as measured by schoolwide PBIS system data reports.

Goal #4	
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