

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Elementary
Principal Name:	Gina McClenning
Date Submitted:	5/23/25
Revision Date(s):	6/30/25

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Clay Harmony Leland
<i>Team Lead</i>	Gina McClenning
<i>Position</i>	Principal
<i>Email</i>	Gina.mcclenning@cobbk12.org
<i>Phone</i>	770-819-0736
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: Clay-Harmony Leland sought and included advice from stakeholders through meetings with admin and coaches and also with our entire guiding coalition team for the 2025-2026 school year. The principal's advisory council gave input at the September meeting.

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 - PAGE

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

Meeting Dates:	April 29 th	May 1 st	May 6th
Meeting Dates:	May 19 th	May 20th	May 28th

Position/Role	Printed Name	Signature
Principal	Gina McClenning	<i>Gina McClenning</i>
Assistant Principal	Kevin O'Meara	<i>Kevin O'Meara</i>
Assistant Principal	Reisha McKinney	<i>Reisha McKinney</i>
Instructional Support Specialist	Paige Hughes	<i>Paige Hughes</i>
Instructional Support Specialist	Danielle Hickerson	<i>Danielle Hickerson</i>
ESOL Lead/Instructional Support Specialist	Candis Ervin	<i>Candis Ervin</i>
Instructional Support Specialist	LaShonda Abernathy (Tutt)	<i>LaShonda Abernathy-Tutt</i>

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	<p>Grades 1-2: The percentage of students in grades 1-2 scoring near target or prepared in math will increase from 48% (143 students) to 65% (192 students) as measured by Beacon.</p> <p>Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (175 students) to 48% (206 students) as measured by the 2024 – 2025 Milestones.</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Was the goal met for Grades 1-2</p> <p>Was the goal met for Grades 3-5</p> </div> <div style="width: 55%;"> <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Partially </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially </div> </div> </div>	
What data supports the outcome of the goal?	<p>The math Beacon Results for Grades 1 and 2. In grades 1 and 2 we grew from 143 students (48%) being near target or prepared in August 2024 to 266 (84%) students being near target or prepared. This was 75% growth; we exceeded our goal in first and second grade.</p> <p>The Math EOG results for Grades 3-5. In grades 3-5 we did meet the number of students that we said were going to get to proficient or higher. Our goal stated we would grow from 175 students (which was 41%) to 206 students (which would have been 48%). We exceeded them number of students by 2 students (208 students were proficient or higher) but this percentage of total students was only 43%.</p>
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	<p>In grades K-5, 93% of math teachers participated in math professional learning sessions from August to December, which increased their professional knowledge in math rituals and routines, identified misconceptions, promoted accountable talk, and implemented small-group mathematics instruction, as well as aligned assessments with the rigor of the standards. This directly impacted our students, as evidenced by classroom walkthrough data, where students actively listened to each other and were explicitly taught and required to utilize specific math vocabulary. Students were observed using math manipulatives correctly during instruction, as evidenced by classroom walks.</p>

goal and continue to be implemented to sustain progress?	
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Previous Year's Goal #2	K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 57% (258 students) to 66% (300 students) as measured by Amira.		
	3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 44% (192 students) to 50% (227 students) as measured by the 2024-2025 Milestones.		
<p>Was the goal met for grades K-2 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Partially</p> <p>Was the goal met for grades 3-5 <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially</p>			
What data supports the outcome of the goal for K-2?	The Amira assessment data from 4/21/2025 to 5/9/2025 supports the outcome for the K-2 goal.		
	Grade Level Total # of Students	# of Students On/Above in Reading	% of Students On/Above in Reading
	Kindergarten 159 Students	103 Students On/Above Level	65%
	First Grade 152 Students	106 Students On/Above Level	70%
	Second Grade 168 Students	93 Students On/Above Level	55%
	Total = 479 K-2 Students Assessed	302 Students On/Above Level	63%
What data supports the outcome of the goal for 3-5?	The Milestones assessment data from 24-25 supports the outcome for the 3-5 goal.		
	Grade Level Total # of Students	# of Students On/Above in Reading	% of Students On/Above in Reading
	Third Grade 171 Students	53 Students On/Above Level	31%
	Fourth Grade 175 Students	60 Students On/Above Level	34%
	Fifth Grade 135 Students	55 Students On/Above Level	41%
	Total = 481 Students Assessed	168 Students On/Above Level	35%
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?	K-2	3-5	
	<ul style="list-style-type: none"> Continue Professional Learning Sessions Monitor, Observe, and Provide Feedback for Small Group Reading Lessons Collect, Monitor, and Discuss Reading & Writing Data Monthly and Identify Appropriate Interventions 	<ul style="list-style-type: none"> Continue Professional Learning Sessions – <i>Specifically on writing connected to text</i> <i>Monitor</i> and Provide Feedback for Small Group Reading Lessons Collect, Monitor, and Discuss Reading & Writing Data Monthly and Identify Appropriate Interventions Collaboratively Score Writing 	

		<ul style="list-style-type: none"> Implement new Wonders Curriculum
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?	<p>We met the goal of 300 students reading on or above grade level, as measured by the Amira assessment, with 302 K-2 students reading on or above grade level, as measured by the Amira assessment.</p> <p>1. 100% of the teachers in grades K-2 participated in literacy professional learning twice a month. This action step contributed to the 302 students reading on/above grade level as measured by the Amira assessment. This action needs to continue to both enhance and sustain progress.</p>	

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	30%	30%	34%	31%
4 th Grade	31%	41%	34%	34%
5 th Grade	36%	44%	56%	40%

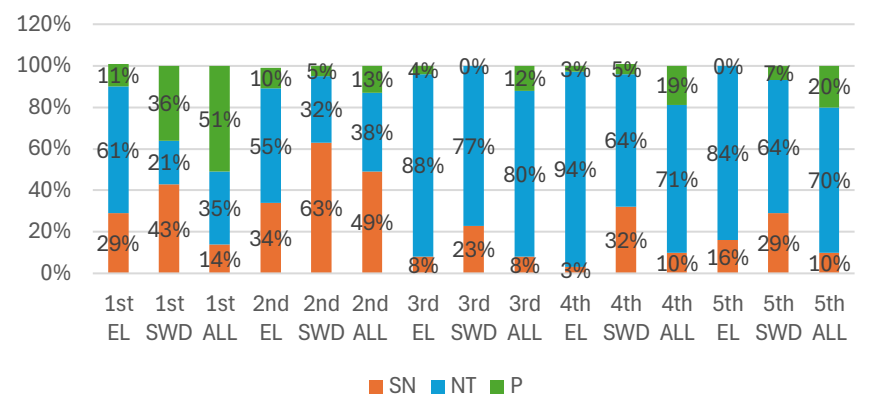
Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	14%	35%	51%	17%	43%	40%	21%	47%	32%	14%	45%	41%	21%	37%	41%
2 nd Grade	27%	26%	47%	27%	36%	38%	23%	44%	33%	24%	41%	35%	22%	41%	37%

	Reading	Reading Text Types	Writing
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Beacon ELA Data – Spring Administration	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3rd Grade	12%	70%	18%	11%	70%	18%	11%	75%	14%	11%	73%	16%	13%	73%	14%	11%	73%	17%	22%	64%	14%	13%	73%	14%
4th Grade	15%	59%	26%	13%	65%	22%	13%	69%	18%	10%	73%	17%	15%	61%	24%	15%	66%	22%	24%	56%	20%	15%	64%	21%
5th Grade	14%	59%	27%	20%	53%	27%	11%	64%	25%	17%	56%	27%	14%	60%	26%	18%	59%	23%	25%	50%	25%	12%	64%	24%

Source	Strengths	Weaknesses
SY25 ELA Milestones (Grade Levels & Subgroups)	<p>Grade Levels (all students):</p> <p>3rd – 5th Grade: 103/171 (60%) of our 3rd graders are on grade level or above for reading and 102/175 (58%) of our 4th graders and 101/135 (75%) of our 5th graders are reading on or above grade level</p> <p>Vocabulary acquisition 104/171 (61%) of 3rd graders were proficient or higher, and 111/175 (63%) of our 4th graders were as well, and for 5th Grade, 85/135 (63%)</p> <p>4th and 5th Grade – Scored high on Craft and Structure 89/175 (51%) for 4th grade and 81/135 (60%) for 5th grade</p> <p>3rd Grade: On the extended Writing Response, 66/171 (39%) were proficient or above on Language and Convention USAGE</p>	<p>Grade Levels (all students):</p> <p>3rd - 5th Grade: Reading Literary Text 61/171 (36%) – 3rd Grade and 4th grade 78/175 (45%) 5th grade with 66/135 (49%)</p> <p>Key Ideas and Details 68/171 (40%) – 3rd Grade and 55/135 (48%) for 5th grade</p> <p>Only 16/171 (9%) of our 3rd Graders and 35/175 (20%) of our 4th grade students were proficient for IDEAS on the Extended Writing Response, and for 5th grade, as well, 38/135 (28%)</p> <p>Only 25/171 (14%) of our 3rd Graders, 30/175 (30%) of our 4th Graders, and 47/135 (35%) of our 5th Graders scored proficient on the Narrative writing response portion of the EOG based on their scores on the 4-point Narrative Writing rubric.</p>

Beacon Assessment – ELA (Grade Levels & Subgroups)	<p>Grade Levels (all students):</p> <p>Based on 1st and 2nd grade Beacon results, our students demonstrated strengths in foundations (51% prepared/35% near target in 1st grade and 47% prepared and 26% near target in 2nd) and language (1st grade had 40% prepared and 43% near target and 2nd grade had 38% prepared and 36% near target).</p> <p>First grade also showed a strength in Interpreting Texts, Language, and listening comprehension (Phonemic Awareness, Phonics, Concepts of Print), with 41% prepared and 45% near the target.</p> <p>2nd grade demonstrated a slight strength in constructing text (37% prepared and 41% near target).</p> <p>Based on 3-5 Beacon data, our student in each grade level showed a strength in reading 3-91% near or prepared 4 -90% near or prepared 5 -88% near or prepared</p> <p>Specifically, Key ideas and details were a strength within this domain for 3rd and 4th grade (88% and 85% near target or prepared, respectively), and 5th grade showed a strength in vocabulary acquisition, with 89% of students being near target or prepared.</p> <p>EL: 1st and 2nd-grade EL students outperformed the other grade levels in terms of the percentage of students scoring proficient (11% and 10%, respectively).</p> <p>SWD: First-grade SWD had the highest % of students scoring in the proficient category (36%).</p>	<p>Grade Levels (all students):</p> <p>Based on Beacon scores, first-graders showed a significant weakness in constructing text, with 21% of students needing support in this category. This is both reading and writing independently.</p> <p>While the Beacon data shows Foundations as a strength for 2nd grade, it is also the reporting category that had the highest % of students needing support, along with language, both at 27%</p> <p>Conventions of Standards of English showed a weakness across the board for our 3-5 grade students: 3- 22% needing support 4 – 24% needing support 5 – 25% needing support</p> <p>Our fourth and fifth graders showed weaknesses in Craft Structure and the integration of knowledge and ideas, specifically in the areas of text features, vocabulary, cause and effect, literal and non-literal language, and point of view (POV). Thirteen percent and 20% of our fourth and fifth graders, respectively, needed support in these areas.</p> <p>EL and SWD: Our EL (11%) & SWD (36%) in 1st grade had a significantly lower % of students proficient in ELA than the grade level. In 2nd grade, 10% of English Language (EL) students were proficient, compared to 13% of the grade level. Meanwhile, SWD scoring in need of support (64%) was significantly higher than EL alone (34%) and the grade level combined (49%). Overall, our students with disabilities and our ELA students underperformed compared to the entire grade level, and students with disabilities (SWD) consistently showed more students in the "needs support" category than EL students and the grade level combined.</p>

		<div>1-5 ELA Demographic Comparison</div>  <table><caption>1-5 ELA Demographic Comparison Data</caption><thead><tr><th>Grade</th><th>Category</th><th>SN (%)</th><th>NT (%)</th><th>P (%)</th></tr></thead><tbody><tr><td>1st</td><td>EL</td><td>29%</td><td>61%</td><td>11%</td></tr><tr><td>1st</td><td>SWD</td><td>43%</td><td>21%</td><td>36%</td></tr><tr><td>1st</td><td>ALL</td><td>14%</td><td>35%</td><td>51%</td></tr><tr><td>2nd</td><td>EL</td><td>34%</td><td>55%</td><td>10%</td></tr><tr><td>2nd</td><td>SWD</td><td>63%</td><td>32%</td><td>5%</td></tr><tr><td>2nd</td><td>ALL</td><td>49%</td><td>38%</td><td>13%</td></tr><tr><td>3rd</td><td>EL</td><td>8%</td><td>88%</td><td>4%</td></tr><tr><td>3rd</td><td>SWD</td><td>23%</td><td>77%</td><td>0%</td></tr><tr><td>3rd</td><td>ALL</td><td>8%</td><td>80%</td><td>12%</td></tr><tr><td>4th</td><td>EL</td><td>3%</td><td>94%</td><td>3%</td></tr><tr><td>4th</td><td>SWD</td><td>32%</td><td>64%</td><td>5%</td></tr><tr><td>4th</td><td>ALL</td><td>10%</td><td>71%</td><td>19%</td></tr><tr><td>5th</td><td>EL</td><td>16%</td><td>84%</td><td>0%</td></tr><tr><td>5th</td><td>SWD</td><td>29%</td><td>64%</td><td>7%</td></tr><tr><td>5th</td><td>ALL</td><td>10%</td><td>70%</td><td>20%</td></tr></tbody></table>	Grade	Category	SN (%)	NT (%)	P (%)	1st	EL	29%	61%	11%	1st	SWD	43%	21%	36%	1st	ALL	14%	35%	51%	2nd	EL	34%	55%	10%	2nd	SWD	63%	32%	5%	2nd	ALL	49%	38%	13%	3rd	EL	8%	88%	4%	3rd	SWD	23%	77%	0%	3rd	ALL	8%	80%	12%	4th	EL	3%	94%	3%	4th	SWD	32%	64%	5%	4th	ALL	10%	71%	19%	5th	EL	16%	84%	0%	5th	SWD	29%	64%	7%	5th	ALL	10%	70%	20%
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<div>Check the system that contributes to the root cause:</div> <div><input checked="" type="checkbox"/> Coherent Instruction</div> <div><input type="checkbox"/> Professional Capacity</div> <div><input type="checkbox"/> Effective Leadership</div> <div><input type="checkbox"/> Supportive Learning Environment</div>	<div>Root Cause Explanation:</div> <div><ul style="list-style-type: none">Teachers lack instructional routines and resources for teaching differentiated small group reading instruction.Teachers need professional learning for how to successfully instruct differentiated reading groups.Teachers need PL in the kinds of differentiation there are – Content, Process, Product, Environment and ways to do this.Teachers need consistent and adequate feedback for differentiated small group reading instruction to inform practices.</div>																																																																																	
<div>ACCESS Scores</div> <div>(Grade Level Reading & Writing)</div>	<div>Grade Levels (all students):</div> <div>Based on our 2025 ACCESS scores, reading is a strength in grades 2nd-5, with the following showing the number and % of students meeting qualifications for the innovative model.</div> <div>2nd- In 2025, 24 of 34 students (71%) scored 3.0 and above.</div> <div>3rd- In 2025, 20 of 33 students (61%) scored 3.0 and above.</div> <div>4th- In 2025, 36 of 40 students (90%) scored 3.0 and above.</div> <div>5th- In 2025, 17 of 20 (85%) students scored 3.0 and above. 14 of the 20 scored above 4.0.</div> <div>Writing was also a strength, as reflected in our 2025 ACCESS scores for 2-5 grades. 102 out of 189 (54%) of our students scored 3.0 or above.</div>	<div>Grade Levels (all students):</div> <div>Based on our 2025 ACCESS scores, our 2nd highest range in reading was 1.0-1.4, with 21 out of 189.</div> <div>Kindergarten & 1st- In 2025, 26 of 28 Kindergarten students scored 1.0-1.9. In 2025, 20 of 34 1st grade students scored in the range of 1.5-2.4. While students are engaging in consistent, systematic phonics instruction, there is a need for students to read books aloud independently, in pairs, and small groups.</div> <div>Writing: Students struggle with organizing their writing, meaningful vocabulary usage, and writing conventions.</div> <div>Kindergarten- 27 of 28 students scored below 3.0</div> <div>First grade- 29 of 34 students scored below 3.0</div> <div>Second grade - 13 of 34 students scored 2.9 and below.</div>																																																																																

	<p>WRITING</p> <p>2nd- In 2025, 21 of 34 (62%) students scored 3.0-3.9</p> <p>3rd- In 2025, 23 of 33 (70%) students scored 3.0 and above.</p> <p>4th- In 2025, 37 of 40 (93%) students scored 3.5 and above. 24 of 40 students (60%) scored 4.0 and above.</p> <p>5th- In 2025, 12 of 20 (60%) students scored above 4.0 in writing.</p> <p>SWD: 2 out of 7 5th grade SWD exited ESOL.</p> <p>9 of 20 students scored 3.0 and above in reading.</p> <p>10 of 20 students scored 3.0 and above in writing.</p>	
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> • Our classroom teachers cannot provide explicit vocabulary instruction using effective strategies for EL students. • Our ESOL endorsed teachers lack continuous training and feedback to inform classroom instruction. • Our teachers need more training on implementing evidence-based strategies and resources for the EL student (Ellevation) 	
<p>ELA Common Assessments (Grade Level Reading & Writing)</p>	<p>Grade Levels (all students):</p> <p>Based on feedback from K-5 on the summative common assessment, phonics was a strength in K-2.</p> <p>In 3rd and 4th grades, they identify character traits, main ideas, and details as strengths.</p> <p>EL: No clear strengths identified for EL students outside of the strengths listed above for all of the following.</p> <p>SWD: No clear strengths identified outside of the strengths for ALL listed above.</p>	<p>Grade Levels (all students):</p> <p>Based on feedback from K-5 on summative common assessment feedback in K-2 areas for improvement, focused on reading comprehension and writing connected to text.</p> <p>k-5 vocabulary</p> <p>EL:</p> <p>Limited vocabulary, writing deficits</p> <p>SWD:</p> <p>Vocabulary & decoding skills, listening, and reading comprehension</p>

<p>Check the system that contributes to the root cause:</p> <p> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment </p>	<p>Root Cause Explanation:</p> <p>All teachers were learning to teach structured literacy through the Georgia Literacy Modules. Therefore, coherent instruction was a work in progress. We did not have the proper ELA resources to adequately teach the ELA standards within a structured literacy environment. The professional capacity was a weakness due to the lack of staff members who could assist with learning walks, thereby providing consistent feedback to help drive literacy instruction.</p> <ul style="list-style-type: none"> Teachers need continued professional learning for explicit reading instruction with a focus on small group reading instruction. Teachers need opportunities to build capacity for understanding and implementing the new ELA Standards and the new ELA curriculum with integrity. 	
<p>School Instructional Walks (Grade Level)</p>	<p>Based on the results from our district developed Instructional walks form for ELA 100% of our K-5 teach Walks form for ELA, 100% of our K-5 teachers er were utilizing a component of the 120-minute block.</p> <p>In K-2, 35 out of 76 (46%) of the walks were in phonics instruction, and 24 out of 76 (32%) were in small groups.</p> <p>97% of our K-2 teachers are utilizing the K-2 phonics lessons in CTLS.</p> <p>In 3-5, 14 out of 35 (40%) of the walkthroughs occurred during reading comprehension instruction. 14 out of 21 observations (67%) included discussion and response to text dependent questions involving increasing amounts of higher order thinking.</p>	<p>Based on the results from our school-developed Instructional walks form for ELA, our teachers showed a weakness in differentiating in small groups and explicitly teaching vocabulary.</p>
<p>Check the system that contributes to the root cause:</p> <p> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment </p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> Lack of teacher professional capacity is the root cause for less than 100% of teachers planning and preparing differentiated small group instruction in ELA and math K-5. The walkthrough schedule was not completed with consistent fidelity to ensure a comprehensive picture of the instruction taking place. Therefore, we could not gather enough data to determine an effect size or need. 	

Other Summary Data <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> __Staff Feedback__		
Check the system that contributes to the root cause: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<p>K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 63% (302 students) to 72% (345 students) as measured by Amira. <i>(We grew 42 students in 24/25- we took 3% of 42 and added it to 42 and rounded to 45 students which is 72% of K-2 population)</i></p> <p>3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 35 % (168 students) to 38% (188) as measured by the 2025-2026 Milestones.</p>		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Teachers lack planning, preparing, and implementing effective, differentiated small group reading instruction. 		
Funding Source(s) <small>SWP Checklist 5.e</small>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <small>SWP Checklist 3.a 34 CFR § 200.26</small>	Evaluation Plan <small>SWP Checklist 3.b 34 CFR § 200.26</small>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of teachers will provide differentiated small-group reading instruction daily, as required, within the 120-minute literacy block based on student data.	Evaluation Performance Target: The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 63% (302 students) to 72% (345 students) as measured by the Spring Amira assessment.	
Target Student Group	Implementation Plan: Preplanning: <ul style="list-style-type: none"> Review the 120-minute literacy block schedule and establish expectations. Begin to plan using new ELA resource Wonders 	The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 35% to 38% as measured by the 2025-2026 Milestones.	
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD		Evaluation Tool(s): <ul style="list-style-type: none"> Amira (K-2) Beacon EOG Milestones (3-5) 	
Action Step <small>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</small> 1. Teachers will implement daily differentiated small-group reading instruction based on student needs in the areas of fluency, vocabulary, comprehension, phonics, and phonemic instruction during the small group	August-September: <ul style="list-style-type: none"> Tiered training on differentiated small group reading instruction focused on how to differentiate for product (assessment), content (using data to determine needs and gaps), and process (instructional strategies – scaffolding, graphic organizers, sentence frames, leveled text) Expectations for small group lesson plans and examples, and different formats will be shared. Plans must include skills being 	Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> _EOG- 1 time_____ 	

<p>segment of the 120-minute reading block daily.</p>	<p>taught, evidence-based strategy being utilized, student names, and assessment.</p> <ul style="list-style-type: none"> ○ Expectations for data binders will be shared. Teachers will begin to keep a systematic way of tracking their data in their data binders. ○ Small group lesson plan binders and data binders will be established. ○ Initial classroom walks are performed to obtain baseline data ○ Baseline data will be used to create professional learning series throughout the remainder of the school year ○ Refresh all teachers in the use of Ellevation <p>October-December:</p> <ul style="list-style-type: none"> ○ Continue tiered training on differentiated small group reading instruction focused on how to differentiate for product (assessment), content (using data to determine needs and gaps), and process (instructional strategies – scaffolding, graphic organizers, sentence frames, leveled text) ○ CCCs' collaborative planning focused on planning for differentiated small group reading instruction ○ Implement teacher rounds for classroom walkthroughs ○ Teachers will use the district-provided ELA resource Wonders ○ Walks are performed in early December to determine a new data set and continue professional learning as needed ○ Teachers will self-reflect and identify an area of need ○ Teachers will participate in a gallery walk during 1 team meeting and 1 staff meeting of small group lesson plan binders and data binders. ○ Begin targeted PL for ESOL endorsed teachers on best practices and strategies in ELA 	<p>Data Analysis Plan: CCCs: Analyze the Beacon/Amira data to identify instructional weaknesses.</p> <p>Leadership Team: Review assessment data monthly to monitor progress toward goal. Provide professional development as needed.</p> <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads/Guiding Coalition 	
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	<ul style="list-style-type: none"> ○ Analyze Winter Amira and Beacon data to determine student growth <p>January-February:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by the school leadership team and district support staff ○ Continue monitoring small group lesson plans ○ Provide after school PL once a month for ESOL endorsed teachers continuing to focus on a specific strategy each month. <p>March-May:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by school leadership team and district support staff ○ Teachers will complete self-reflection ○ Analyze Spring Amira and Beacon data to determine student growth ○ Continue monitoring small group lesson plan binders <p>Artifacts to be Collected: Small group lesson plans Data Binders Walkthrough data Teacher reflection data CCC Minutes</p> <p>Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p>		
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	Weekly		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Teachers need opportunities to build capacity for understanding and implementing the new ELA Standards and the new ELA curriculum with integrity. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input checked="" type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of teachers will engage in CCCs every week to analyze ELA standard expectations and align instructional practices with the standards, utilizing the district-provided curriculum and resources.	Evaluation Performance Target: The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 63% (302 students) to 72% (345 students) as measured by the Spring Amira assessment. The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 35% to 38% as measured by the 2025-2026 Milestones.	
Target Student Group			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. Teachers will analyze and develop a deep understanding of ELA priority standards by unpacking each standard, developing common assessments, and choosing consistent evidence-based strategies	Implementation Plan: <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> Introduce/model teacher clarity document Review non-negotiables for instruction August-September: <ul style="list-style-type: none"> CCCs will utilize the teacher clarity document to unpack standards, develop learning targets, create success criteria, and create CFAs and CSAs. Initial classroom walks are performed to obtain baseline data Baseline data will be used to create professional learning series throughout the remainder of the school year October-December: <ul style="list-style-type: none"> CCC's collaborative planning focused on the effective use of the ELA district-provided resources 	Evaluation Tool(s): <ul style="list-style-type: none"> Common Assessments (K-5) Amira (K-2) EOG Milestones (3-5) Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year 	

<p>to teach each standard in weekly CCC meetings.</p>	<ul style="list-style-type: none"> ○ Continue to utilize the teacher clarity document to unpack standards, develop learning targets, create success criteria, and create CFAs and CSAs. ○ Implement teacher rounds for classroom walkthroughs ○ Walks are performed in early December to determine a new data set and continue professional learning as needed ○ Teachers will self-reflect and identify an area of need <ul style="list-style-type: none"> ● January-February: <ul style="list-style-type: none"> ○ Analyze common assessment data to determine student growth ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by school leadership team and district support staff ● March-May: <ul style="list-style-type: none"> ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by school leadership team and district support staff ○ Teachers will complete self-reflection ○ Analyze Spring data to determine student growth <p>Artifacts to be Collected: Walkthrough data Common assessment data Teacher reflection data CCC Minutes</p> <p>Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p>	<p><input checked="" type="checkbox"/> _EOG- 1 time_____</p> <p>Data Analysis Plan: CCCs: Analyze the Common Assessment data to identify instructional weaknesses.</p> <p>Leadership Team: Review assessment data monthly (Beacon and Amira) to monitor progress toward goal. Provide professional development as needed.</p> <p>Person(s) Collecting Evidence: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads</p>	
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	Frequency of Monitoring: Weekly		
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Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
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Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
(4) (Insert action step here)			

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 (preliminary) % of students scoring proficient & distinguished
3 rd Grade	34%	35%	32%	36%
4 th Grade	41%	41%	53%	50%
5 th Grade	27%	32%	37%	43%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder	28%	56%	15%	42%	35%	22%	34%	48%	18%	34%	47%	19%
1 st Grade	20%	57%	23%	14%	30%	56%	11%	28%	61%	14%	51%	35%
2 nd Grade	27%	47%	25%	30%	38%	32%	26%	35%	39%	18%	39%	42%
3 rd Grade	9%	87%	4%	12%	83%	5%	11%	83%	6%	17%	79%	5%
4 th Grade	23%	67%	10%	35%	63%	3%	41%	57%	2%	49%	49%	2%
5 th Grade	35%	55%	11%	45%	48%	7%	40%	48%	11%	56%	42%	2%

Source	Strengths	Weaknesses
SY25 MATH Milestones (Data by grade & subgroup)	Based on the milestone assessment, our 3rd and 4th-grade students showed a strength in geometric and spatial reasoning. In 3 rd grade, attributes of a polygon were the strength in this domain (73% approaching and met the target), while area and perimeter were a weakness (only 49% approaching/met). In 4 th grade, all areas of the domain were a strength (angle measurement 77%, and area, perimeter, and polygons with 81% approaching/met target).	Based on the milestone assessment, our 3 rd - to 5 th -grade students demonstrated a weakness in the numerical reasoning domain, with the lowest percentage of students falling in the approaching or met target in this domain (3rd grade: 44%, 4th grade: 62%, and 5th grade: 54%). More specifically, 3 rd grade struggled in representing fractions (43% approaching and met), 4 th grade struggled with comparing and rounding numbers (62% approaching and met), and addition and subtraction of whole numbers (60% approaching/met), and 5 th grade struggled with place value and decimal domain (54% approaching and met). Third grade demonstrated overall strength in Geometric & Spatial Reasoning but showed a weakness within this domain in Area and Perimeter (49%, approaching the target). The 5th grade demonstrated a weakness in Geometric and Spatial reasoning, specifically with polygons and volume (48% approached or met the target).

Beacon Assessment – Math (Grade Level & Subgroups)	<p>Based on the spring administration of the Beacon assessment, our K-2 students' overall strength is in measurement & data reasoning (61% of first-grade students and 39% of second-grade students scored in prepared).</p> <p>Based on the spring administration of the beacon assessment, students in grades 3-5 showed strength in the areas of numerical reasoning (10% of fourth graders and 11% of fifth graders scored in prepared).</p> <p>EL: Our first and second-grade EL and SWD had higher scores than the same subgroups in other grade levels.</p> <p>SWD: Our first-grade SWD outperformed the grade level as a whole in the % of students scoring proficient (29%).</p>	<p>Based on the spring administration of the Beacon assessment, our K-2 students' overall weakness is in patterning & algebraic reasoning (42% of kindergarten students scoring in support needed and 30% of second-grade students scoring in support needed).</p> <p>Based on the spring administration of the beacon assessment, students in grades 3-5 showed weaknesses in the areas of measurement & data as well as geometric & special reasoning (41% of fourth grade students and 40% of fifth grade students scored in support needed for measurement & data reasoning while 49% of fourth graders and 56% of fifth graders scored in support needed for geometric & spatial reasoning).</p> <p>EL & SWD: Overall, our EL and SWD students significantly underperformed compared to their grade level in terms of the percentage of students proficient. Our 4th- and 5th-grade students with disabilities (SWDs) had the highest percentages of students needing support (63% and 79%, respectively).</p> <div><h3>1-5 MATH DEMOGRAPHIC COMPARISON</h3><div><div>Support Needed</div><div>Near Target</div><div>Proficient</div></div><table><thead><tr><th>Grade</th><th>Subgroup</th><th>Support Needed</th><th>Near Target</th><th>Proficient</th></tr></thead><tbody><tr><td>1ST</td><td>EL</td><td>25%</td><td>68%</td><td>7%</td></tr><tr><td>1ST</td><td>SWD</td><td>21%</td><td>50%</td><td>29%</td></tr><tr><td>1ST</td><td>ALL</td><td>28%</td><td>57%</td><td>23%</td></tr><tr><td>2ND</td><td>EL</td><td>24%</td><td>55%</td><td>21%</td></tr><tr><td>2ND</td><td>SWD</td><td>53%</td><td>37%</td><td>11%</td></tr><tr><td>2ND</td><td>ALL</td><td>19%</td><td>53%</td><td>27%</td></tr><tr><td>3RD</td><td>EL</td><td>10%</td><td>92%</td><td>4%</td></tr><tr><td>3RD</td><td>SWD</td><td>18%</td><td>82%</td><td>0%</td></tr><tr><td>3RD</td><td>ALL</td><td>10%</td><td>92%</td><td>4%</td></tr><tr><td>4TH</td><td>EL</td><td>45%</td><td>55%</td><td>0%</td></tr><tr><td>4TH</td><td>SWD</td><td>71%</td><td>29%</td><td>0%</td></tr><tr><td>4TH</td><td>ALL</td><td>31%</td><td>67%</td><td>2%</td></tr><tr><td>5TH</td><td>EL</td><td>63%</td><td>37%</td><td>0%</td></tr><tr><td>5TH</td><td>SWD</td><td>79%</td><td>21%</td><td>0%</td></tr><tr><td>5TH</td><td>ALL</td><td>39%</td><td>57%</td><td>4%</td></tr></tbody></table></div>	Grade	Subgroup	Support Needed	Near Target	Proficient	1ST	EL	25%	68%	7%	1ST	SWD	21%	50%	29%	1ST	ALL	28%	57%	23%	2ND	EL	24%	55%	21%	2ND	SWD	53%	37%	11%	2ND	ALL	19%	53%	27%	3RD	EL	10%	92%	4%	3RD	SWD	18%	82%	0%	3RD	ALL	10%	92%	4%	4TH	EL	45%	55%	0%	4TH	SWD	71%	29%	0%	4TH	ALL	31%	67%	2%	5TH	EL	63%	37%	0%	5TH	SWD	79%	21%	0%	5TH	ALL	39%	57%	4%
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<p>Check the system that contributes to the root cause:</p> <p> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment </p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> • All K-5 teachers lack consistent planning of differentiated small groups and using data to drive instruction. • There is a lack of vertical consistency across 3rd, 4th, and 5th grade math instruction to continual build on measurement & data reasoning. • All geometric & special reasoning standards are taught at the end of the school year after the final Beacon assessment is administered in March. • Teachers lack the professional capacity to include measurement & data and geometric & special reasoning concepts to maintain throughout the year. • Teachers need PL in using manipulatives to teach conceptual understanding. 	
<p>MATH Common Assessments (Grade Level Reading & Writing)</p>	<p>Kindergarten- students demonstrated strength in the areas of fluently adding and subtracting within 5, identifying/creating shapes, and creating/extending patterns.</p> <p>1st grade- students demonstrated strength in the areas of identifying and comparing the values of coins, comparing and ordering numbers, and fluently adding and subtracting within 10</p> <p>2nd grade- students demonstrated strengths in the areas of using tables, graphs, and charts, fluency with addition and subtraction to 100.</p> <p>3rd-grade students performed higher in the areas of exploring multiplication and understanding fractions.</p> <p>4th-grade students demonstrated strength in the areas of investigating fractions and decimals, as well as patterning and algebraic reasoning standards.</p> <p>5th-grade students demonstrated strengths in most areas across the teaching and learning framework. The most noticeable strengths were in the areas of building place value understandings using measurement & data</p>	<p>Kindergarten- students demonstrate a weakness in counting forward to 100 by 1s and 10s, backward from 20</p> <p>1st grade- students demonstrate a weakness in asking and answering questions based on gathered information, graphical displays and subtracting within 20.</p> <p>2nd grade- students demonstrate a weakness in measuring lengths and distances and adding and subtracting within 1,000</p> <p>3rd-grade students demonstrated weaknesses in relating multiplication to division & concepts of division, place value, and adding & subtracting within 10,000, as well as solving two-step word problems involving addition & subtraction.</p> <p>Fourth-grade students demonstrated a lack of understanding in the areas of numeric reasoning, particularly in applying place value concepts and adding and subtracting multi-digit whole numbers. Additionally, fourth-grade students demonstrated weaknesses in reasoning, multiplication, and division.</p> <p>The 5th grade demonstrated relative weaknesses in the areas of building conceptual Understanding of place value and working with decimals to solve problems, as well as building fraction understanding and multiplying fractions.</p>

	reasoning and investigating the volume of solid figures.	
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> Teachers lack the capacity to provide effective instruction in place value concepts. Teachers lack the capacity to plan and implement effective small-group instruction to support students who lack the prerequisite skills to master grade-level standards. Teachers need opportunities to build capacity for understanding and implementing math standards with integrity. 	
School Instructional Walks (Grade Level)	Based on the results from our school-developed Instructional walks form for Math our students were engaged and actively listening. Out of 74 walkthroughs, 30 times (41%) students were engaged on the carpet, and 35 times (47%) students were engaged during the work session. y times (54%) out of 74 walks, students were prepared with correct materials.	Based on the results from our school-developed Instructional Walks form for Math, an area of weakness was the correct use of manipulatives. Only 17 times out of 74 (23%), did students know how to use math manipulatives correctly. Based on the school-developed walk-through form, small groups or differentiation were not observed 50 out of 76 times (66%).
Check the system that contributes to the root cause: <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> Lack of teacher's professional capacity is the root cause for less than 100% of teachers planning and preparing for differentiated small group instruction in math K-5. The walkthrough schedule was not completed with consistent fidelity to ensure a comprehensive picture of the instruction taking place. Therefore, we were unable to gather sufficient data to determine an effect size or need. 	
Other Summary Data <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____	N/A	N/A

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	<p>Grades K-2: The percentage of students in grades K-2 scoring near target or prepared in math will increase from 81% (382 students) to 85% (401 students) as measured by Beacon</p> <p>Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 43% (208 students) to 50% (242 students), as measured by the 2025 – 2026 Milestones.</p>		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Teachers lack planning, preparing, and implementing effective, differentiated small group math instruction. Teachers lack a deep understanding of the standards. Teachers lack consistency in what proficiency of the standards should look like. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target: 100% of teachers will engage in CCCs every week to analyze math standard expectations and align instructional practices with the standards, utilizing the district-provided curriculum and resources.</p> <p>Implementation Plan: Preplanning: <ul style="list-style-type: none"> Review the expectations for the math workshop Introduce a data analysis document for Beacon data to drive small group instruction. August-September: <ul style="list-style-type: none"> Tiered training on differentiated small group math instruction focused on how to differentiate for product (assessment), content (using data to determine needs and gaps), and process Metro Resa PD #1 – Using Manipulatives to teach conceptual understanding Expectations for data binders will be shared. Teachers will begin to keep a systematic way of tracking their data in their data binders. </p>	<p>Evaluation Performance Target: 401/474 (85%) of students will score near target or prepared on the Beacon math assessment and 242/494 will score on or above grade level on the Math Georgia Milestone Assessment</p> <p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> Beacon Math Assessment GA Milestone Assessment Small group lesson plan binders for math Formative assessments along the way <p>Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> ___1 time/year - EOG_____</p> <p>Data Analysis Plan: CCC's</p>	
Target Student Group			
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
100% of teachers will implement daily differentiated small-group math instruction by tailoring lessons to meet the needs of individual students, using math manipulatives and explicitly teaching math vocabulary.			

	<ul style="list-style-type: none"> ○ Small group lesson plan binders and data binders will be established. ○ Initial classroom walks are performed to obtain baseline data ○ Baseline data will be used to create professional learning series throughout the remainder of the school year <p>October-December:</p> <ul style="list-style-type: none"> ○ CCCs collaborative planning focused on differentiated small-group math instruction using manipulatives ○ Continue training on differentiated small group math instruction focused on how to differentiate for product (assessment), content (using data to determine needs and gaps), and process ○ Metro Resa PD #2 and #3– Using Manipulatives to teach conceptual understanding ○ Implement teacher rounds for classroom walkthroughs ○ Teachers will use the district-provided math resource ○ Walks are performed in early December to determine new data set and continue professional learning as needed ○ Teachers will self-reflect and identify an area of need <p>January-February:</p> <ul style="list-style-type: none"> ○ Metro Resa PD #4 – Using Manipulatives to teach conceptual understanding ○ Analyze Winter Beacon data to determine student growth ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by school leadership team and district support staff <p>March-May:</p>	<p>– Collaboratively analyze data to determine specific student needs in small groups.</p> <p>-Collaboratively create small group math instruction using manipulatives and focus on vocabulary.</p> <p>Leadership Team</p> <ul style="list-style-type: none"> -Review small group lesson plan binders bi-weekly -Review CCC assessment data monthly -Review and share walkthrough data monthly -Review Beacon data 3x per year and EOG at end of year <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads 	
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	<ul style="list-style-type: none"> ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by school leadership team and district support staff ○ Teachers will complete self-reflection ○ Analyze Spring Beacon data to determine student growth <p>Artifacts to be Collected: Small group lesson plans that reflect differentiation and the use of manipulatives</p> <p>Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring: Weekly</p>		
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Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • Teachers lack planning, preparing, and implementing effective, differentiated small group math instruction. • Teachers lack a deep understanding of the standards. • Teachers lack consistency in what proficiency of the standards should look like. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input checked="" type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources

<p>Who? One Action (Verb) What? Frequency</p>	<p>Implementation Performance Target: 100% of teachers will engage in CCCs every week to analyze math standard expectations and align instructional practices with the standards, utilizing the district-provided curriculum and resources.</p>	<p>Evaluation Performance Target: 401/474 (85%) of students will score near target or prepared on the Beacon math assessment and 242/494 will score on or above grade level on the Math Georgia Milestone Assessment</p>	
<p>Target Student Group</p>			
<p><input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD</p>	<ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ Introduce/model Marzano’s proficiency scales document • August-September: <ul style="list-style-type: none"> ○ CCCs will utilize the teacher clarity unpacking standards document ○ Initial classroom walks are performed to obtain baseline data ○ Baseline data will be used to create professional learning series throughout the remainder of the school year 	<p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> • Beacon Math Assessment • GA Milestone Assessment • Proficiency Scale Documents • CFAs 	
<p>Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<ul style="list-style-type: none"> • October-December: <ul style="list-style-type: none"> ○ CCCs collaborative planning focused on effective use of the math district provided resources ○ Implement teacher rounds for classroom walkthroughs ○ Walks are performed in early December to determine new data set and continue professional learning as needed ○ Teachers will self-reflect and identify an area of need based on walkthrough data • January-February: <ul style="list-style-type: none"> ○ Analyze common assessment data to determine student growth ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations ○ Continue teacher rounds of classroom walkthroughs • Continue classroom walkthroughs by school leadership team and district support • March-May: <ul style="list-style-type: none"> ○ Provide differentiated professional learning based on teacher self-reflections and administrative TKES observations 	<p>Evaluation Plan: Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> ____ EOG ____</p> <p>Data Analysis Plan: CCC’s -Collaboratively complete proficiency scale document to unpack math standards, choose strategies, create CFAs</p> <p>Leadership Team -Review CCC’s minutes and proficiency scales created weekly to determine progress toward goal. -Analyze mid-year data to determine if on track to meet target -Review and share walkthrough data monthly</p> <p>Person(s) Collecting Evidence: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads</p>	

	<ul style="list-style-type: none"> ○ Continue teacher rounds of classroom walkthroughs ○ Continue classroom walkthroughs by school leadership team and district support staff ○ Teachers will complete self-reflection ○ Analyze Spring data to determine student growth <p>Artifacts to be Collected: Walkthrough data Common assessment data Teacher reflection data CCC Minutes</p> <p>Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring: Weekly</p>		
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Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input checked="" type="checkbox"/> Other: _____		
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: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
4. (Insert action step here)			

OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
SY24 (Name of Assessment) (Data by grade & subgroup)		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		

Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
Other Summary Data <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____		
Check the system impacted: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: OTHER			
Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. (Insert action step here)			

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> • Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads	
Target Student Group			
<input type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			

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: September 30, 2025 Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	August 26 th August 28 th	August 26 & August 28	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline: November 3, 2025 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 14 th – 17 th		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline: April 30, 2026 Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	April 17 th		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
4. Required TWO Building Staff Capacity Opportunities (Do not need to be listed in the Policy) – Deadlines: September 26, 2025, and February 16, 2026 Teachers will continue to learn about the value and utility of contributions of parents, including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school	Sept 3 rd	September 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	February 4 th		
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: <div> <input type="checkbox"/> Expectations for data binders systematic way of tracking their <input type="checkbox"/> Small group lesson plan binders and data binders will be established. </div> <div> will be shared. Teachers will begin to keep a data in their data binders. </div>	July 14-18 Kindergarten Camp Kinder Tours November 5 January 8 March 19		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents: Compacting Policy		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (<i>Required for “Shall’s” 2 and 6</i>)							
School Developed Family Engagement Activities (<u>Must be listed in the school policy</u>)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Publix Math Night – K-5 parents will be invited to attend an interactive and informational night designed to build parent capacity to support their children at home with literacy and math by engaging in hands-on activities addressing grade-level standards.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math and literacy games, baggies, copies, manipulatives, and refreshments	Title I, Local and/or county funds	November 13 th	Attendance will be monitored using a sign-in sheet (artifact), and a parent survey will be administered to collect data on the effectiveness and gather feedback on what parents would like to see more of.	Hickerson and Hughes
EOG Night –3rd-5th Grade Parents are Invited to Attend an Interactive Informational Night About the Georgia Milestone Assessment. Fifth-grade teachers and coaches will share information about the test, provide tips for helping their children be ready for the test, and be given time to experience the online testing platform with their students.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Computers, GaDOE Website (Resources for parents), PPT for presentation, sample of a score report, Handout – Parent Guide to Interpreting the GA Milestone student report, snacks	Local Funds Are Available for snacks; no other funding is needed.	March 31 st	Attendance will be monitored using a sign-in sheet (artifact), and a parent survey will be administered to collect data on the effectiveness and gather feedback on what parents would like to see more of.	Hickerson and Hughes
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)

3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

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

The School Improvement Plan for Clay-Harmony Leland Elementary School was developed in conjunction with other Federal service such as the federally funded nutrition program, State services such as the Early Intervention Program (EIP), and district funding that supports classroom instruction. Our school also utilizes the Early Literacy Framework in grades K-2, utilizes Imagine Learning and, Ellevation and iReady. Four staff members completed the ELL Endorsement this year. Two teachers completed their LETRS training (8 total) and support students using their learning. Our SIP is based on the needs of our students and fosters parent and community involvement.

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE:

Clay-Harmony Leland regularly monitors the implementation and results of the plan by reviewing the artifacts and evidence consistently in team meetings and Guiding Coalition Meetings. The school monitors the results of the following assessments: Amira, Beacon, Early Literacy Framework, iReady, common assessments and writing assessments quarterly. Milestones results are reviewed annually and used to identify specific students who are on the bubble of the next performance band.

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:

Clay-Harmony Leland determines if the schoolwide program has been effective by reviewing the assessment data and tracking student growth. Each grade level records quarterly reading, writing and math data on a spreadsheet. Each student's score is monitored from one quarter to the next to monitor improvement. Students on Tier 2 and Tier 3 (typically the lowest performing students) also monitored progress on their RTI goals.

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:

If the action steps taken do not yield marked improvement at end of the first semester, the team will determine the cause and reassess student and teacher needs. Changes may be made in action steps, monitoring, or support in CCCs.

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

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

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

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

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

SCHOOL RESPONSE:

Students who are not making adequate progress with Tier 1 instruction will be considered for Tier 2 interventions. Grade level T2 meetings will be held monthly to determine if students are making progress, need goals or strategies adjusted or need to move within the Tiers. Grade-level RTI leads facilitate the meetings, and administrators or coaches attend and participate in all Tier 2 (T2) meetings. Suppose the student is performing two or more levels below the average performance of students in that grade level, or the results of Amira categorize a student as at risk. In that case, the student will receive Tier 2 interventions. If adequate progress is still not made, the student may be referred for an evaluation to determine if they qualify for special education services. The Tier progress is fluid, meaning students can receive any level of support as needed.

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

SCHOOL RESPONSE:

Teachers participate in periodic professional development sessions in ELA and math conducted by Instructional Coaches or district-level coaches. Teachers also participate in training provided by the district at least twice annually. Paraprofessionals and teachers also participate in Parent Engagement training. Paraprofessionals will participate in a year-long professional development course, planned and implemented to build leadership capacity. This course aims to enhance paraprofessionals' ability to support instruction in the classroom by increasing their professional knowledge of research-based instructional strategies and behavior interventions.

<p>15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th-grade students to 6th grade, and 8th-grade students to 9th grade. <i>SWP Checklist 2.c(v)</i></p> <p>SCHOOL RESPONSE: A kindergarten camp is offered to all rising K students living in our attendance zone and registered for kindergarten. Tours will be offered for rising K parents 4 times throughout the year. Fifth grade students visit Betty Gray Middle School and Lindley Middle School and participate in an information session provided by school counselors and administration. Parents of fifth graders are also invited to the middle schools for an information session.</p>
<p>16. ONLY HIGH SCHOOL RESPONSE REQUIRED Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. <i>SWP Checklist 2.c(ii)</i></p> <p>SCHOOL RESPONSE: N/A</p>
<p align="center">Comprehensive Needs Assessment – Section 1114(b)(1)(A)</p>
<p>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></p>

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator plans and coordinates parental involvement opportunities and provides parental involvement training for staff members. She operates the Parent Resource Room, orders materials, and supplies that support ELA and Math, and provides parents with resources to support their students at home with these skills. She facilitates the creation of the Parent Compact and other required Title I documents and facilitates the completion of Title I paperwork.
Teachers	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Title I funded teachers will deliver instruction in the areas of math and ELA using evidence-based strategies to improve the performance of students performing below grade level.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<p>K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 63% (302) students) to 72% (345 students) as measured by Amira. <i>(We grew 42 students in 24/25- we took 3% of 42 and added it to 42 and rounded to 45 students which is 72% of K-2 population)</i></p> <p>3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 35 % (168 students) to 38% (188) as measured by the 2025-2026 Milestones.</p>
Goal #2	<p>Grades K-2: The percentage of students in grades K-2 scoring near target or prepared in math will increase from 81% (382 students) to 85% (401 students) as measured by Beacon</p> <p>Grades K-2: The percentage of students in grades K-2 scoring prepared in math will increase from 24% (113 students) to 30% (142 students) as measured by Beacon.</p> <p>Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 43% (208 students) to 50% (242 students), as measured by 2025 the – 2026 Milestones.</p>
Goal #3	
Goal #4	