

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Middle School
Principal Name:	Kristie Brown
Date Submitted:	May 28, 2025
Revision Date(s):	June 12, 2025

APPROVED

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Garrett Middle School
<i>Team Lead</i>	Kristie Brown
<i>Position</i>	Principal
<i>Email</i>	Kristie.Brown@cobbk12.org
<i>Phone</i>	770-366-3691
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

<p>In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i></p>
<p>School Response:</p> <p>The development of Garret Middle School's SY2026 Title I School Improvement Plan was a collaborative process that incorporated input from school administrators, teachers, support staff, parents, and community partners. A series of meetings and discussions were held to identify the school's most urgent needs and to gather feedback on current programs and initiatives. The CCC teams began the process by analyzing mid-year achievement data from SY2025, using multiple data sources such as the Title I Parent Survey, notes from Building Leadership Team meetings, CCC meetings with teacher teams, and results from both district and school-level assessments. After reviewing the data, school-level teams met to set goals and develop action steps designed to support those goals and promote successful student outcomes.</p>

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team <ul style="list-style-type: none"> Kristie Brown, Principal Danielle Crump, Rockette Anderson, and Robert Figueroa, Assistant Principals Janice Marshall-Roberts, SSA 	Parent Facilitator – Pamela Walker
Content or Grade Level Teachers <ul style="list-style-type: none"> Michelle Burns, Douglas Gibson, Margaret Perdue, Carlethia Wharton, Monica Hobbs, Derick Grider, John Kendall, Gabrielle Ratliff, Sheyna Hairston, Kenya Whiteside, James Shook, Gerald Krebs, 	Media Specialist – Karii Zimmerman
Local School Academic Coach <ul style="list-style-type: none"> Kayla Davis 	Public Safety Officer – Marco Gerardo
District Academic Coaches <ul style="list-style-type: none"> Sakinah Dantzler 	Business Partners – Allison Carroll, Wayne Blackstone, Precious Davis-Owens
Parent (a Non-CCSD Employee) – Nicole Williams, PTSA President	Social Workers – Bethany Miller
Student (Required for High Schools)	Community Leaders – Mayor Ollie Clemons
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists – Tanesha Cager
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers – Wellstar Cobb
	Universities or Institutes of Higher Education – Kennesaw State University

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:	4/16/25	4/22/25 (Virtual – Principal's Advisory Council)	
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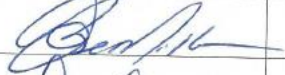



Garrett MS
BLT Meeting
April 16, 2025, 8:00 a.m. - 8:35 a.m.
Learning Commons

Printed Name	Signature	Title/Role
Kristie Brown		Principal
Carlethia Whortan		Teacher
Danell Pump		Asst Principal
Gabrielle Ratliff		Teacher
James Shook		Teacher
Thomas Smith		Student Teacher
Jay Krebs		Teacher
John Kendall		Teacher
Monica Hobbs		Teacher
Shayna Hairdon		Teacher
Douglas Gibson		Teacher
Michelle Burns		Teacher



Garrett MS
BLT Meeting
April 16, 2025, 8:00 a.m. - 8:35 a.m.
Learning Commons

Printed Name	Signature	Title/Role
Immanuel Mejia		SSW Intern.
Bethany Miller		Behavioral Worker
Derrick Grider		AVID Educator
Karin Zimmerman	Karin Zimmerman	Media Specialist
Margaret Perdue	Margaret Perdue	Math Teacher

Garrett Middle School

Principal Advisory Council

One Team, One Goal: Student Success



April 22, 2025

8:00 a.m.

Attendees:

Agenda	Notes
Welcome	<ul style="list-style-type: none">• Kristie Brown, Principal (present)• Margaret Perdue, Teacher of the Year• Nicole Williams, Parent & PTSA President (present)• Lolita Wylie, Parent & PTSA Vice President• Pamela Walker, Parent Facilitator (present)• Timothy Parham, Community Volunteer• Allison Carroll, Partner in Education• Precious Davis-Owens, Partner in Education (present)
Feedback on Communication	<ul style="list-style-type: none">• Mrs. Brown started the meeting at 8 am with Ms. Walker & Ms. Williams present. Ms. Williams mentioned that CTLS was a great tool! She emphasized it was easy to navigate & how easy it was to put things in the search spot & how quickly stuff would pop up as a result. Mrs. Brown asked if there was anything overlooked? Ms. Williams said she did not believe there was.
Support for Students (Reading, ELA, Math)	<ul style="list-style-type: none">• Mrs. Brown mentioned the SIP about Math, English & Language Arts, and tutoring. She asked Ms. Williams as a parent, was there anything else she could think of? Ms. Williams mentioned she was not aware of the ongoing tutoring. Mrs. Brown shared with us that had been advertised ongoing. She also said going forward other than posting it in CTLS they would try to push the information out in other ways to communicate.
PTSA Update	<ul style="list-style-type: none">• Ms. Williams shared with us that the recent PTA event was wonderful & well attended. She said that the PTA would cover a few of the small balls that were taken by little kids at the event. For clarification she said that because there were giveaways at the event, the students could have taken it by mistake. Nicole also mentioned the last PTA Meeting would be held 4/30th@6 pm to 6:30 to hold elections of officers for next year. Ms. Williams expressed a quorum of 15 people that was required to have the vote. She mentioned Internet Safety about an awesome program the PTA would talk about as well.

Spring School Improvement Parent Input Meeting	<ul style="list-style-type: none">• Ms. Walker mentioned Spring School Improvement Input Meeting is scheduled for April 24, 2025, during the day. She said it was an Open House where parents could drop in. She also shared that the 8th Graders were invited to the 9th Grade Transition Program at SCHS tomorrow evening.
Open Agenda Questions Suggestions	<ul style="list-style-type: none">• Mrs. Davis came into the meeting towards the end but said she would like to be more involved next year with events at the school. Mrs. Brown thanked everyone for coming.



Garrett Middle School
Spring Input Meeting
Thursday, April 24, 2025
9:30 AM to 11:30 AM & 12:30 PM to 2:30PM
Parent Resource Room

Printed Name	Signature	Title/Role
Pam Walker		Parent Facilitator
Adriana Breceda		Parent Facilitator
Griselda Cruz		Papas (Elmer) ^{7th}
Shafiqua Little		mother IPTA secretary ^(6th Gr)
Mrs. Greenlee	<u>Raeshon B-Greenlee</u>	Parent

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	By May 2025, students will increase their level of achievement to proficient or advanced from 29.8% to 40% on the ELA EOG.		
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially			
What data supports the outcome of the goal?	To achieve our SIP goal of increasing the percentage of students performing at proficient or advanced levels from 29.8% in SY 2023-2024 to 40% in SY 2024-2025, we aimed for 342 out of 856 students to reach these performance levels on the End-of-Grade Milestone assessment, but only 237 students scored proficient or advanced.		
	ELA Milestones Longitudinal Data	SY 23-24	SY 24-25
	6 th Grade	% of students scoring proficient & distinguished 35.9%	% of students scoring proficient & distinguished 26% (75 students)
	7 th Grade	22.7%	32.2% (86 students)
	8 th Grade	32%	25.2 (76 students)
	All	29.8%	27.7% (237 students)
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> Reading Classes: All students will be enrolled in a separate reading class during the 25-25 school year. Unpacking new ELA/Reading Standards: Unpack new standards and ensure alignment between the curriculum content and the standards evaluated in the End-of-Grade Milestone assessment. Data-Driven Adjustments: Use assessment and observational data to inform updates to IEP goals and ELL strategies. 		

If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	n/a
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Previous Year's Goal #2	By May 2025, students will increase their level of achievement to proficient or advanced from 26.2% to 35% on the Math EOG		
Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially			
What data supports the outcome of the goal?	To achieve our SIP goal of increasing the percentage of students performing at proficient or advanced levels from 26.2% in SY 2023-2024 to 35% in SY 2024-2025, we aimed for 299 out of 853 students to reach these performance levels on the End-of-Grade Milestone assessment. While we did not meet the 35% goal, we made significant progress, increasing the percentage of proficient and advanced students from 26.2% to 31.9%.		
	MATH Milestones Longitudinal Data	SY 23-24 % of students scoring proficient & distinguished	SY 24-25 % of students scoring proficient & distinguished
	6 th Grade	22% (59 students)	19.5% (56 students)
	7 th Grade	27% (86 students)	42.5% (108 students)
	8 th Grade	29% (83 students)	34.6% (108 students)
	All	26.2% (228 students)	31.9% (272 students)
Reflecting on Outcomes			
If the goal was not met, what actionable	<ul style="list-style-type: none">Instructional Pacing Guide: Update pacing guides to allocate sufficient time for teaching challenging standards. Include checkpoints for progress monitoring.		

strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Standards Mapping: Create a detailed alignment between the curriculum content and the standards evaluated in the End-of-Grade Milestone assessment, ensuring any gaps in coverage are identified and addressed. • Data-Driven Adjustments: Use assessment and observational data to inform updates to IEP goals and ELL strategies.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	N/A

Previous Year's Goal #3	<p>To improve Science proficiency on the EOG, by increasing the percentage of students performing at or above Level 3 in Science from 27% to 50% within the next three academic years. By the end of SY2027 the percentage of students at Level 1 will show a decrease to 27%.</p> <ul style="list-style-type: none"> • Year 1 (2024-2025) – By May 2025, achieve a 7% increase in the number of students performing at or above Level 3 (from 27% to 34%) and reduce the percentage of students at Level 1 by 6% on the EOG Assessment. • Year 2 (2025-2026) – By May 2026, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 7% on the EOG Assessment. • Year 3 (2026-2027) – By May 2027, achieve a 8% increase in the number of students performing at or above Level 3 and reduce the percentage of students at Level 1 by 8% on the EOG Assessment.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	To achieve our SIP goal of increasing the percentage of students performing at proficient or advanced levels from 27% in SY 2023-2024 to 34% in SY 2024-2025, we aimed for 97 out of 284 students to reach these performance levels on the End-of-Grade Milestone assessment.

Science Milestones Longitudinal Data	SY23-24	SY24-25
	% of students scoring proficient & distinguished	% of students scoring proficient & distinguished
8 th Grade	26.9% (76 students)	23% (65 students)

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> • Alignment with Instructional Methods: Ensure that assessments reflect the inquiry-based and hands-on strategies used in teaching. For example, incorporate performance tasks, lab reports, and open-ended questions. • Revise Test Formats: Design assessments that evaluate higher-order thinking skills rather than rote memorization, such as application, analysis, and synthesis of concepts. • Differentiated Instruction: Develop tiered lesson plans that cater to diverse learning needs, ensuring all students are challenged appropriately. For instance, offer scaffolded tasks for struggling learners and extension activities for advanced students.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	N/A

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

ELA DATA				
ELA Milestones Longitudinal Data	FY22 % of students scoring proficient & distinguished	FY23 % of students scoring proficient & distinguished	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished
6 th Grade	22.1%	27.9%	36%	26.1%
7 th Grade	21.4%	28.7%	23%	32.2%
8 th Grade	20.8%	28.1%	32%	24.3%

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
6 th Grade	32	50	18	36	44	20	29	54	17	34	49	18	30	54	16	35	47	18	46	40	14	33	47	21
7 th Grade	29	38	33	33	43	24	30	47	23	32	40	28	26	48	26	29	45	26	47	34	19	27	47	26
8 th Grade	35	37	29	34	43	24	34	45	21	32	45	23	32	43	25	30	41	29	45	35	20	34	40	27


Source	Strengths	Weaknesses
FY24 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>Overall Growth in 6th and 8th Grades:</p> <p>6th Grade showed consistent improvement:</p> <ul style="list-style-type: none"> 22.1% → 27.9% → 36% That's a total gain of nearly 14 percentage points over two years. <p>8th Grade also showed steady growth:</p> <ul style="list-style-type: none"> 20.8% → 28.1% → 32% An increase of over 11 percentage points. 	<p>For Grade Levels, ELs and SWD</p> <p>Inconsistency in 7th Grade Performance:</p> <ul style="list-style-type: none"> 7th Grade saw a drop in SY24 after an increase in SY23: 21.4% → 28.7% → 23% This regression interrupts what might otherwise appear to be a positive trend and raises concerns about instructional continuity or cohort-specific challenges. <p>EL: Persistent Achievement Gaps</p>

	<p>Evidence of Impactful Instruction (Selective Grades):</p> <ul style="list-style-type: none"> The upward trend in 6th and 8th grade scores may indicate improved instructional strategies or curriculum alignment in those grade levels. <p>EL: Clear Upward Trend</p> <ul style="list-style-type: none"> ELL students showed consistent improvement: 14.8% → 25.3% → 29.4% That's a gain of 14.6 percentage points over two years. The significant gains amongst ELL students suggest that interventions and instructional (ELlevation) strategies are positively impacting outcomes. <p>SWD: Clear Upward Trend</p> <ul style="list-style-type: none"> SWD students also showed progress: 14.9% → 21% → 22% A 7.1 percentage point increase. 	<ul style="list-style-type: none"> Despite gains, EL students remain well below general population averages (e.g., 6th grade overall in SY24 was 36% vs. ELL at 29.4%) <p>SWD: Plateauing in SWD Progress</p> <ul style="list-style-type: none"> SWD scores improved from SY22 to SY23, but only rose 1% in SY24, indicating a potential stall in growth that may require new interventions or supports.
FY25 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>Overall Growth in 7th Grade: 7th Grade Improved:</p> <ul style="list-style-type: none"> 23% → 32.2% After a decrease in level 3 and 4 during SY24, 7th grade increased by 9.2% during SY25. <p>Evidence of Impactful Instruction (Selective Grades):</p> <ul style="list-style-type: none"> The upward trend in 7th grade scores may indicate improved instructional strategies, 	<p>For Grade Levels, ELs and SWD</p> <p>Inconsistency in 6th and 8th Grade Performance:</p> <ul style="list-style-type: none"> 6th Grade saw a drop in SY25 after an increase in SY24: 36% → 26.1% 8th Grade All Student Improvement from 7th Grade: 23% → 24.3% <p>EL: Persistent Achievement Gaps</p> <ul style="list-style-type: none"> Despite gains, EL students remain well below general population averages. All 6th and 7th grade EL students scored level 1 or 2. Three 8th grade students scored level 3.

	<p>rigorous common assessments, and effective collaboration in 7th grade.</p> <p>EL: Upward Trend</p> <ul style="list-style-type: none"> • EL students are showing improvement in levels 2-4: 6th Grade – 9 students (15.3%), 7th Grade – 12 students (18.75%), 8th grade – 19 students (23.5%) • The gains amongst ELL students suggest that interventions and instructional (ELLEvation) strategies are positively impacting outcomes. <p>SWD: Upward Trend</p> <ul style="list-style-type: none"> • SWD students are showing improvement in levels 2-4: 6th Grade – 4 students (11.1%), 7th Grade – 8 students (34.8%), 8th grade – 12 students (35.3%) 	<p>SWD: SWD Progress</p> <ul style="list-style-type: none"> • SWD scores are improving but are below grade level percentages of students scoring levels 2-4. • 6th grade had the lowest percentage of SWD students scoring levels 2-4.
<p>Beacon Assessment – ELA (Grade Levels & Subgroups)</p>	<p>Grade Levels (all students):</p> <p>6th Grade:</p> <ul style="list-style-type: none"> • The highest percentages in the "Prepared" (P) category are seen in "Key Ideas & Details" and "Conventions," suggesting these are relative strengths. • "Near Target" (NT) scores are strong across most categories, especially in "Craft & Structure/Integration of Knowledge & Skills" and "Text Types and Purposes." <p>7th Grade:</p> <ul style="list-style-type: none"> • "Prepared" scores are highest in "Informational" and "Text Types and Purposes." 	<p>Grade Levels (all students):</p> <p>6th Grade:</p> <ul style="list-style-type: none"> • The highest "Support Needed" (SN) scores appear in "Key Ideas & Details" and "Craft & Structure/Integration of Knowledge & Skills," signaling areas requiring more attention. • "Research" also has a relatively high SN percentage. <p>7th Grade:</p> <ul style="list-style-type: none"> • The "Support Needed" percentages in "Key Ideas & Details" and "Vocabulary Acquisition & Use" indicate a significant area for improvement. • "Research" also presents a challenge with a higher SN percentage compared to other categories. <p>8th Grade:</p>

	<ul style="list-style-type: none"> "Near Target" dominates as the largest group across most categories, indicating overall progress toward mastery. <p>8th Grade:</p> <ul style="list-style-type: none"> Strength in "Prepared" scores is notable in "Conventions" and "Text Types and Purposes." The "Near Target" scores remain consistently strong across all categories, particularly in "Vocabulary Acquisition & Use" and "Key Ideas & Details." <p>EL: Students Near Target (NT):</p> <ul style="list-style-type: none"> 45 out of 138 students (33%) are classified as "Near Target," indicating a significant portion of ELL students are close to reaching proficiency. This suggests these students may benefit from focused interventions and support to move them into the "Prepared" category. <p>SWD: Near Target (NT) Students:</p> <ul style="list-style-type: none"> 30 out of 65 SWD students (46%) are "Near Target," indicating they are approaching proficiency. This is a positive sign and suggests that many students are within reach of achieving higher levels with targeted support and interventions. 	<ul style="list-style-type: none"> High "Support Needed" in "Craft & Structure/Integration of Knowledge & Skills" and "Research" suggests these are weaker areas. "Key Ideas & Details" also shows a notable SN percentage. <p>EL:</p> <p>High Proportion of Students Needing Support (SN):</p> <ul style="list-style-type: none"> 89 out of 138 ELL students (64%) fall into the "Support Needed" category, indicating a substantial gap in skills or comprehension that prevents them from reaching higher achievement levels. This is the most critical area for intervention. <p>Low Proportion of Students Prepared (P):</p> <ul style="list-style-type: none"> Only 4 out of 138 EL students (3%) are in the "Prepared" category, showing that many students are not achieving proficiency or mastery as per BEACON standards. <p>SWD:</p> <p>High Percentage of "Support Needed":</p> <ul style="list-style-type: none"> 31 out of 65 SWD students (48%) fall into the "Support Needed" category. This indicates a significant number of students are struggling and require intensive interventions to address foundational skills and content comprehension gaps. <p>Low "Prepared" Percentage:</p> <ul style="list-style-type: none"> Only 4 out of 65 SWD students (6%) are in the "Prepared" category. The low percentage of prepared students points to a gap in achieving mastery across this group. It highlights the need for more robust instructional strategies, resources, and support tailored to SWD.
<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 checked="" type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Instructional Gaps:</p> <ul style="list-style-type: none"> Limited differentiated instruction and scaffolding for diverse learning needs. <p>Assessment Alignment:</p> <ul style="list-style-type: none"> Misalignment between formative assessments and BEACON achievement standards, leading to gaps in monitoring progress effectively. 	

	Resource Limitations: <ul style="list-style-type: none"> Lack of access to engaging, grade-level appropriate texts and materials for EL and SWD populations. Professional Development: <ul style="list-style-type: none"> Insufficient teacher training in effective strategies for diverse learners, including ELs and SWDs. 	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): 2023 Listening Average – 5.3/6 2024 Listening Average – 4.71/6 Average listening scores on the ACCESS assessment are the highest of the four domains	Grade Levels (all students): 2023 Speaking Average – 3.27/6 2024 Speaking Average – 2.99/6 2023 Writing Average – 3.62/6 2024 Writing Average – 3.22/6 2023 Reading Average – 3.54/6 2024 Reading Average – 3.16/6 Average ACCESS speaking, writing, and reading scores showed a decrease from 2023 to 2024.
Check the system that contributes to the root cause: <input checked="" 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: Instructional Challenges <ul style="list-style-type: none"> Inexperienced or untrained ESOL teachers, particularly if there was staff turnover or hiring of long-term substitutes. Lack of differentiated instruction to meet diverse proficiency levels of English learners (ELs). Student Factors <ul style="list-style-type: none"> Attendance issues or transiency, which disproportionately affect EL students and impact their language acquisition consistency. Curriculum and Resource Limitations <ul style="list-style-type: none"> Insufficient access to appropriate instructional materials, especially those that support academic language development in reading and writing. Lack of consistent integration between content and language instruction (ELlevation strategies), which is crucial for developing both content knowledge and English proficiency. 	
ELA Common Assessments (Grade Level Reading & Writing **Priority Standards)	Literary and informational reading/writing assessments indicate that 80% or more students are performing proficiently on the following standards in each grade level:	Literary and informational reading/writing assessments indicate that 79% or less students are performing proficiently on the following standards in each grade level: <ul style="list-style-type: none"> 6th Grade: RI2 (Determine a theme and/or central idea; Summarize text), RL3 & RI3 (Making connections and distinctions), RL6 (Point of View)

	<ul style="list-style-type: none"> ○ 6th Grade: RL2 (Determine a theme and/or central idea; Summarize text), RI6 (Author's Purpose) ○ 7th grade: RL6 (Point of View), ○ 8th grade: RL1 & RI1 (Cite textual evidence), RL2 & RI2 (Determine a theme and/or central idea; Summarize text), RI3 (Making connections and distinctions) 	<ul style="list-style-type: none"> ○ 7th grade: RL3 & RI3 (Making connections and distinctions), RL2 & RI2 (Determine a theme and/or central idea; Summarize text), RI6 (Point of View) ○ 8th grade: RL3 (Making connections and distinctions) 
<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 checked="" type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Complex Text Exposure:</p> <ul style="list-style-type: none"> • Limited exposure to grade-appropriate complex texts that develop analytical reading skills. <p>Explicit Strategy Instruction:</p> <ul style="list-style-type: none"> • Inconsistent use of explicit teaching strategies, such as graphic organizers, annotation techniques, or modeling of summarizing and thematic analysis. <p>Inferential and Analytical Skills:</p> <ul style="list-style-type: none"> • Students struggle with inferential reasoning, which is foundational for determining themes, analyzing point of view, and making connections within and across texts. <p>Engagement and Relevance:</p> <ul style="list-style-type: none"> • Texts or tasks may lack relevance to students' interests and experiences, reducing motivation and engagement with the material. 	
<p>School Instructional Walks (Grade Level)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Teachers consistently utilize district-provided instructional resources and Cobb County School District Curriculum Maps, emphasizing priority standards. <p>Learning Target</p> <ul style="list-style-type: none"> • At least 90% of observed classrooms consistently implement learning targets aligned with the standards. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teachers inconsistently provide an exit ticket or formative assessment at the end of each lesson. <p>Academically Challenging Environment</p> <ul style="list-style-type: none"> • Instructional walk data indicate that only 50% of observed teachers provide rigorous learning tasks that promote extended learning.

<p>Check the system that contributes to the root cause:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment 	<p>Root Cause Explanation:</p> <p>Time Constraints</p> <ul style="list-style-type: none"> Teachers may feel pressed to cover the curriculum, leaving little time for creating and implementing meaningful exit tickets or other formative assessments. <p>Misalignment of Expectations</p> <ul style="list-style-type: none"> There may be a disconnect between what is expected in terms of rigor and what teachers perceive as achievable or appropriate for their students. <p>Classroom Management</p> <ul style="list-style-type: none"> Teachers might avoid rigorous tasks due to concerns about maintaining classroom engagement or behavior. <p>Focus on Meeting Basic Standards</p> <ul style="list-style-type: none"> Emphasis on ensuring all students meet minimum proficiency levels might inadvertently discourage tasks requiring deeper cognitive engagement. 	
<p>Other Summary Data</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Survey <input checked="" type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____ 	<p>Teacher Survey</p> <ul style="list-style-type: none"> ELA/Reading: Some students demonstrated improvement in analyzing content and comprehension. Connections: Integration of cross-curricular content is underway (e.g., novel studies, reading in non-core subjects). 	<p>Teacher Survey</p> <ul style="list-style-type: none"> ELA/Reading: Consistent difficulties with main idea, inferencing, and reading comprehension—especially among students with disabilities. Professional Learning: Gaps in training on using new resources, data analysis, and student engagement strategies. Student Recognition: Current recognition systems may not fully motivate or include all deserving students. <p>Parent Survey</p> <ul style="list-style-type: none"> A desire for more supplemental learning opportunities that include hands-on experiences. Request for clearer information about Milestone testing, including grading practices and preparation strategies. Increased interest in meetings focused on the safe use of social media and technology. Concern about low attendance at parent meetings and a perceived lack of effective communication. Recommendation for teachers to place greater emphasis on building community and intentionally fostering strong relationships between the school and families.

<p>Check the system that contributes to the root cause:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment 	<p>Root Cause Explanation:</p> <p>Teacher Survey</p> <ul style="list-style-type: none"> • Lack of consistent use of reading strategies across subjects (especially in Science and Social Studies). • Inconsistent or insufficient data analysis during CCC (Collaborative Content Cycle) meetings. • Limited student endurance and focus during assessments. • Professional learning does not always align with current classroom challenges or engage all teacher levels. • Recognition systems may be narrowly defined (e.g., focused only on grades or attendance). <p>Parent Survey</p> <ul style="list-style-type: none"> • Resource or scheduling constraints may limit enrichment activities. • Lack of integration between academic content and real-world application. • Parents may not have access to user-friendly explanations of test content and scoring. • A lack of parent-focused workshops or materials about academic assessments. • Growing concerns about students' online behavior and digital safety. • Meetings may not align with parent schedules or interests. • Communication methods may not reach all families or may lack clarity.
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ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<p>By May 2026, the number of students scoring at Level 2 (Developing Learner) and above on the ELA EOG will increase from 57.4% to 67.4%.</p> <p>From Spring 2025 to Spring 2026, the average ELA BEACON scale score for each grade level will increase by at least 15 points:</p> <ul style="list-style-type: none"> 6th Grade- 464 to 479 7th Grade- 498 to 513 8th Grade- 506 to 521 		
Root Cause(s) to be Addressed:	<p>Instructional Gaps: Limited differentiated instruction and scaffolding for diverse learning needs.</p> <p>Misalignment of Expectations: There may be a disconnect between what is expected in terms of rigor and what teachers perceive as achievable or appropriate for their students.</p>		
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	<p>Implementation Performance Target:</p> <p>By October 2025, 100% of lesson plans will consistently incorporate specific differentiated strategies and scaffolding techniques tailored to student needs.</p> <p>Implementation Plan:</p> <p>Preplanning:</p> <p>During pre-planning, ELA teachers will review SY24-25 grade-level and departmental data from formative, summative, and BEACON assessments to identify areas for improvement.</p> <p>Teachers will review their SY26 student IEPs and select grade-level ELlevation strategies to implement during the first semester.</p> <p>August-September:</p> <p>Provide professional development on differentiated instruction and scaffolding techniques while facilitating weekly collaborative planning sessions for</p>	<p>Evaluation Performance Target:</p> <p>By May 2026, at least 80% of students in each grade level will score 70% or higher on assessed standards in formative and summative assessments.</p> <p>By May 2026, at least 70% of students with IEPs and EL needs in each grade level will score 60% or higher on grade-level standards on formative and summative assessments.</p> <p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> Formative and Summative Assessments Instructional Focus Walks Lesson/Unit Plans <p>Evaluation Plan:</p> <p>Students will be assessed:</p> <input checked="" type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year	<p>CTLS Assess</p> <p>CCSD Teaching and Learning Framework</p> <p>GaDOE</p> <p>DRC BEACON</p> <p>Title I Coach</p> <p>District Personnel</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>			
<p>1. Structured ELA/Reading Small Group instruction implementation along with a review of the 100 minute-literacy block, knowledge of ELA/Reading standards within each lesson/unit and lesson internalization</p>			

	<p>teachers to begin incorporating these strategies into lesson plans. Start reviewing lesson plans for evidence of differentiation and scaffolding, offering timely feedback, and conduct initial classroom walkthroughs to observe implementation and provide coaching.</p> <p>October-December: Continue supporting teachers through collaborative planning and targeted coaching, increase the frequency of lesson plan reviews to monitor progress toward performance targets, and use data from walkthroughs and lesson plan reviews to identify and address challenges.</p> <p>January-February: Teachers will participate in a mid-year reflection session to share successes and refine strategies, as well as attend a refresher training. Additional support will be provided based on teacher needs, and regular walkthroughs and lesson plan monitoring will continue.</p> <p>Teachers will participate in PL sessions to review and analyze exemplary tasks that reflect the rigor of grade-level standards. We will compare these tasks to current instructional practices, discuss alignment gaps, and brainstorm adjustments to ensure tasks meet the required rigor.</p> <p>March-April: Deeper analysis of lesson plans and classroom practices will be conducted to ensure consistency. Peer collaboration sessions will be held to share best practices and successful differentiation techniques.</p> <p>May: Finalize data collection and prepare summary reports on implementation fidelity, recognize</p>	<p><input checked="" type="checkbox"/> <u>Weekly</u></p> <p>Data Analysis Plan: Create a detailed assessment schedule with set dates.</p> <p>Establish a grade-level CCC calendar and provide a template for data analysis to support planning for interventions or enrichment.</p> <p>Review student data during CCC meetings to guide small group instruction and make informed adjustments to whole group teaching as needed.</p> <p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads</p>	
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	<p>teachers demonstrating exemplary use of differentiated strategies and scaffolding, and gather teacher feedback to inform planning for the following year.</p> <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Professional development attendance records and materials. • Reviewed lesson plans with feedback documentation. • Classroom walkthrough observation notes. • Meeting agendas and minutes from collaborative planning and reflection sessions. • Samples of student work demonstrating differentiated and scaffolded learning. <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p> <p>Weekly monitoring during August-September, bi-weekly monitoring during October-December, and monthly monitoring from January through May.</p>		
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Root Cause(s) to be Addressed:	Assessment Alignment: Misalignment between formative assessments and BEACON achievement standards, leading to gaps in monitoring progress effectively.		
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: By October 2025, 100% of English Language Arts (ELA) teachers will complete a standards alignment audit by mapping lesson plans and assessment questions to their corresponding curriculum standards to identify gaps or misaligned content.	Evaluation Performance Target: By May 2026, at least 80% of students in each grade level will achieve a score of 70% or higher on standards-based formative and summative assessments.	CTLS Assess CCSD Teaching and Learning Framework GaDOE DRC BEACON Title I Coach District Personnel
Target Student Group	Implementation Plan: Preplanning: During pre-planning, teachers will be introduced to the standards alignment audit to ensure a smooth process within their individual Cobb Collaborative Communities (CCCs). Clear expectations will be communicated through a detailed timeline, an alignment checklist, and a gap analysis rubric. August – April Teachers will embed at least one formative assessment strategy into each ELA lesson to monitor student understanding of key standards and inform real-time instructional adjustments. Collaborative evidence of this practice can be shared during team meetings. ELA teachers will perform a standards alignment audit by: <ul style="list-style-type: none"> Aligning assessment questions with corresponding curriculum standards to pinpoint gaps or misalignments. Updating lesson plans and instructional materials to resolve identified gaps. 	Evaluation Tool(s): <ul style="list-style-type: none"> Formative and Summative Assessments Instructional Focus Walks 	
<input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD		Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ 	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> 2. Increase the ELA/Reading DOK and Teaching Rigor (to include using high-leverage Formative Assessment strategies during teaching, and the creation of common formatives that are aligned to standards, with learning targets printed next to each question.)		Data Analysis Plan: Develop an assessment calendar with specific dates. Establish a grade-level CCC schedule and provide a standardized template for analyzing assessment data and planning interventions or enrichment activities. Review student performance data during CCC meetings to inform small group instruction and	

	<ul style="list-style-type: none"> Utilizing targeted formative assessments to assess the success of the alignment. <p>August-September: Teachers will complete a preliminary self-assessment to evaluate the alignment of their lesson plans and assessments, with results reviewed by the instructional leadership team to identify common gaps; they will then participate in workshops and one-on-one coaching to map their lesson plans and assessments to curriculum standards, as well as attend professional learning sessions, including "Unpacking Standards," "Depth of Knowledge (DOK)," and "Item Analysis," facilitated by the Cobb County School District (CCSD) Assessment and Personalized Learning Team.</p> <p>October-December: CCCs will collaboratively plan for Quarter Two by selecting or designing learning targets, instructional tasks, and assessments aligned with curriculum standards; teachers will conduct an initial audit of their lesson plans, align them with standards, and submit updated plans and gap analysis reports after receiving feedback from the instructional leadership team; they will also participate in review training sessions to share strategies, engage in a midpoint progress check with the leadership team, and attend the "Single Assessment Audit" professional learning session facilitated by CCSD.</p> <p>January-February: CCCs will plan for Quarter Three by ensuring all instructional targets and assessments align with curriculum standards, while teachers refine their lesson plans and assessments using insights from workshops on creating rigorous, standards-aligned</p>	<p>make necessary adjustments to whole group teaching strategies.</p> <p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
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	<p>assessments, with ongoing feedback and monitoring provided by the instructional leadership team.</p> <p>March-April: CCCs will plan for Quarter Four by ensuring alignment of learning targets, tasks, and assessments, while teachers complete final revisions of lesson plans and assessments, addressing remaining gaps with guidance from the instructional leadership team; a review session will offer opportunities for reflection and sharing best practices, culminating in the compilation of audit documentation, including gap analyses and aligned materials, to finalize the process.</p> <p>May: The instructional leadership team will evaluate the effectiveness of the audit process, share a summary report with administrators and staff highlighting key outcomes, and gather insights from teachers through a feedback survey on the standards alignment and assessment audits.</p> <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Completed alignment templates for lesson plans and assessments. • Gap analysis reports. • Professional development attendance records. • Summary report of the audit process and outcomes. <p>Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals</p>		
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	<div>☒ Academic Coaches/ Instructional Support Specialists</div> <div>Frequency of Monitoring: Monthly check-ins with the instructional leadership team will ensure the audit process remains effective, progress is tracked, and challenges are addressed.</div>		
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MATH DATA				
MATH Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
6 th Grade	18.5%	16.1%	22%	19.5%
7 th Grade	21.6%	26.1%	27%	41.4%
8 th Grade	24.9%	27.2%	29%	34%

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
6 th Grade	68	29	3	52	42	6	55	35	10	57	37	6
7 th Grade	50	41	9	39	44	17	43	41	16	43	45	12
8 th Grade	59	27	13	48	32	19	47	37	16	64	30	7

Source	Strengths	Weaknesses
SY24 MATH Milestones (Data by grade & subgroup)	<p>Grade Levels (all students):</p> <p>Recovery from Dip in 6th Grade:</p> <ul style="list-style-type: none"> 6th Grade saw a dip in SY23 (16.1%) but rebounded to 22% in SY24—higher than the starting point in SY22 (18.5%). <p>Consistent Growth in Most Areas:</p> <ul style="list-style-type: none"> 7th Grade: Increased steadily from 21.6% → 26.1% → 27% 8th Grade: Showed regular gains from 24.9% → 27.2% → 29%. <p>ELL Students:</p> <ul style="list-style-type: none"> Improved every year from 20.7% → 21.7% → 27.5% 	<p>Grade Levels (all students):</p> <p>6th Grade:</p> <ul style="list-style-type: none"> The drop in SY23 (to 16.1%) followed by a rise in SY24 suggests inconsistent instructional effectiveness or curriculum misalignment in 6th grade math. <p>Slower Progress for SWD:</p> <ul style="list-style-type: none"> Though showing improvement, SWD students remain the lowest-performing group and are improving at a slower rate (only a 3.6-point gain over three years). <p>Achievement Gaps Remain:</p> <ul style="list-style-type: none"> Despite improvement, all subgroups (especially SWD) still trail behind general population scores.

	<p>SWD Students:</p> <ul style="list-style-type: none"> Also showed gradual gains from 15% → 17.6% → 18.6% <p>ELL Performance Closing the Gap:</p> <ul style="list-style-type: none"> ELL students ended SY24 at 27.5%, which is close to the general 6th (22%) and 7th grade (27%) performance—indicating effective supports or instruction. 	
<p>SY25 MATH Milestones (Data by grade & subgroup)</p>	<p>Grade Levels (all students):</p> <p>Consistent Growth in 7th and 8th Grade:</p> <ul style="list-style-type: none"> 7th Grade: Increased significantly from 27% → 42.4% 8th Grade: Showed regular gains from 29% → 34%. <p>EL Students:</p> <ul style="list-style-type: none"> Continued improvement in students scoring levels 2-4 6th Grade – 23 Students (39%) 7th Grade – 40 students (62.5%) 8th Grade – 36 students (44.4%) <p>SWD Students:</p> <ul style="list-style-type: none"> Continued improvement in students scoring levels 2-4 (especially from 6th to 8th grade) 6th Grade – 10 Students (27.8%) 7th Grade – 11 students (47.8%) 8th Grade – 19 students (55.9%) 	<p>Grade Levels (all students):</p> <p>6th Grade:</p> <ul style="list-style-type: none"> The slight drop students scoring proficient or advanced in SY24 (to 19.5%) suggests less rigorous assignments and assessments and curriculum misalignment in 6th grade math. <p>Slower Progress for SWD:</p> <ul style="list-style-type: none"> Though showing improvement, SWD students remain the lowest-performing group in 6th and 7th grade. <p>Achievement Gaps Remain:</p> <ul style="list-style-type: none"> Despite improvement, all subgroups still trail behind general population scores.
<p>Beacon Assessment – MATH (Grade Level & Subgroups)</p>	<p>6th Grade</p> <p>Numerical Reasoning:</p> <ul style="list-style-type: none"> 29% of students are classified as Near Target, indicating a substantial number have foundational skills and are close to meeting expectations. <p>Patterning & Algebraic Reasoning:</p>	<p>6th Grade</p> <p>Numerical Reasoning:</p> <ul style="list-style-type: none"> 68% of students need support, indicating that the majority are struggling with core numerical concepts and problem-solving. <p>Patterning & Algebraic Reasoning:</p>

	<ul style="list-style-type: none"> This domain has the highest percentage of students Near Target (42%), suggesting it may be slightly easier for students or better addressed in the curriculum. <p>Measurement & Data Reasoning:</p> <ul style="list-style-type: none"> 35% of students are Near Target, which shows a moderate number of students are approaching mastery. <p>Geometric & Spatial Reasoning:</p> <ul style="list-style-type: none"> Slightly stronger performance in Near Target (37%) compared to other domains. <p>7th Grade</p> <p>Numerical Reasoning:</p> <ul style="list-style-type: none"> Improvement from 6th grade, with 41% Near Target and 9% Prepared. <p>Patterning & Algebraic Reasoning:</p> <ul style="list-style-type: none"> The percentage of students classified as Prepared increases to 17%, showing growth and potential success in mastering algebraic reasoning. <p>Measurement & Data Reasoning:</p> <ul style="list-style-type: none"> 41% are Near Target and 16% Prepared, suggesting steady progress in this domain. <p>Geometric & Spatial Reasoning:</p> <ul style="list-style-type: none"> The highest proportion Near Target (45%), indicating growing comfort with geometric reasoning. <p>8th Grade</p> <p>Numerical Reasoning:</p> <ul style="list-style-type: none"> Growth is evident as 27% of students are Near Target and 13% are Prepared. <p>Patterning & Algebraic Reasoning:</p> <ul style="list-style-type: none"> The highest Prepared percentage (19%) among all domains for 8th grade, suggesting that some students are achieving mastery in this area. <p>Measurement & Data Reasoning:</p>	<ul style="list-style-type: none"> 52% of students still require support, indicating a significant challenge with recognizing and working with patterns or algebraic relationships. <p>Measurement & Data Reasoning:</p> <ul style="list-style-type: none"> 55% of students need support, highlighting challenges in interpreting, representing, or analyzing data. <p>Geometric & Spatial Reasoning:</p> <ul style="list-style-type: none"> 57% of students require support, indicating difficulties in understanding shapes, spatial relationships, and geometry. <p>7th Grade</p> <p>Numerical Reasoning:</p> <ul style="list-style-type: none"> Half (50%) still need support, indicating persistent gaps in foundational numerical skills. <p>Patterning & Algebraic Reasoning:</p> <ul style="list-style-type: none"> 39% of students need support, which is an improvement over 6th grade but still represents a significant challenge. <p>Measurement & Data Reasoning:</p> <ul style="list-style-type: none"> 43% of students still need support, showing consistent issues with interpreting data and measurement concepts. <p>Geometric & Spatial Reasoning:</p> <ul style="list-style-type: none"> 43% of students need support, which, while an improvement over other grades, still highlights room for growth. <p>8th Grade</p> <p>Numerical Reasoning:</p> <ul style="list-style-type: none"> 59% of students need support, indicating that while improvements occur, a majority face challenges in higher-level numerical reasoning. <p>Patterning & Algebraic Reasoning:</p> <ul style="list-style-type: none"> 48% of students still need support, a concerning proportion struggling with algebraic patterns and relationships. <p>Measurement & Data Reasoning:</p> <ul style="list-style-type: none"> 47% need support, showing persistent gaps in understanding measurement and data analysis.
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	<ul style="list-style-type: none"> Stable improvements with 37% Near Target and 16% Prepared. <p>Geometric & Spatial Reasoning:</p> <ul style="list-style-type: none"> Reasonable percentage Near Target (30%), showing some progress. <p>EL:</p> <ul style="list-style-type: none"> Improvement in Preparedness: There is a noticeable increase in the percentage of students who are "Prepared" from Fall to Spring. The percentage rose from 3% in Fall to 9% in Spring. Reduction in Support Needed: The percentage of students needing support decreased from 94% in Fall to 91% in Spring, indicating some progress. <p>SWD:</p> <ul style="list-style-type: none"> Consistent Preparedness: The percentage of students who are "Prepared" increased from 1% in Fall to 3% in Spring, showing some progress. Reduction in Support Needed: There is a slight decrease in the percentage of students needing support, from 85% in Fall to 79% in Spring. 	<p>Geometric & Spatial Reasoning:</p> <ul style="list-style-type: none"> The highest percentage needing support (64%) in this grade and domain, indicating a major area of concern. <p>EL:</p> <ul style="list-style-type: none"> High Percentage Needing Support: Despite the improvement, a significant majority (91%) of ELL students still need support by Spring. Slow Progress: The rate of improvement is relatively slow, with only a 3% decrease in students needing support over the academic year. <p>SWD:</p> <ul style="list-style-type: none"> High Support Needs: A large proportion (79%) of SWD students still require support by Spring. Minimal Increase in Near Target: The percentage of students "Near Target" remains low, with only a slight increase from 15% in Fall to 18% in Spring.
<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 checked="" type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> Curriculum Misalignment: The fluctuation in scores might also indicate that the curriculum was not fully aligned with the assessment standards or the students' learning needs. This misalignment can lead to gaps in knowledge and skills, affecting overall performance. Language Barriers: The high percentage (91%) of ELL students needing support suggests that language barriers are significantly impacting their ability to engage with the curriculum and assessments. Resource Allocation: Ensuring adequate allocation of resources, including specialized instructional materials and support staff, is essential for supporting SWD students. Continuous Monitoring: Continuous monitoring and adjustment of IEPs to ensure they are effectively meeting the needs of SWD students is crucial for their success. 	
<p>MATH Common Assessments (Grade Level-Numerical Reasoning **Domain chosen due to low achievement on the SY25 BEACON Assessment)</p>	<p>Numerical reasoning assessments indicate that 80% or more students are performing proficiently on the following standards in each grade level:</p> <ul style="list-style-type: none"> 7th grade: NR.1.1 (Additive Inverses), NR.1.9 (Multiply and Divide Rational Numbers) 	<p>Numerical reasoning assessments indicate that 79% or less students are performing proficiently on the following standards in each grade level:</p> <ul style="list-style-type: none"> 6th Grade: NR.1.1 (Add and Subtract Fractions), NR.1.3 (Multi-digit decimals) NR.2.1 (Mean), NR.2.4 (Data sets)

	<ul style="list-style-type: none">○ 8th grade: NR.1.1 (Rational and Irrational Numbers), NR.1.2 (Approximate Irrational Numbers)	<ul style="list-style-type: none">○ 7th grade: NR.1.2 (Interpret sums of Rational Numbers), NR.1.10 (Convert Rational Numbers), NR.1.11 (Multi-step problems)○ 8th grade: NR.2.2 (Square root and cube root) <table><tr><td>ELAGSE6R12</td><td>ELAGSE6R16</td><td>ELAGSE6R12</td><td>ELAGSE6R13</td><td>ELAGSE6R13</td><td>ELAGSE6R16</td></tr><tr><td>86.33 %</td><td>82.77 %</td><td>79.01 %</td><td>76.7 %</td><td>75.66 %</td><td>68.93 %</td></tr></table> <table><tr><td>ELAGSE7R16</td><td>ELAGSE7R13</td><td>ELAGSE7R13</td><td>ELAGSE7R12</td><td>ELAGSE7R16</td><td>ELAGSE7R12</td></tr><tr><td>82.37 %</td><td>77.67 %</td><td>77.4 %</td><td>73.81 %</td><td>71.33 %</td><td>61.22 %</td></tr></table> <table><tr><td>ELAGSE8R11</td><td>ELAGSE8R12</td><td>ELAGSE8R13</td><td>ELAGSE8R12</td><td>ELAGSE8R11</td><td>ELAGSE8R13</td></tr><tr><td>92.73 %</td><td>80.69 %</td><td>75.07 %</td><td>82.67 %</td><td>83.47 %</td><td>80.45 %</td></tr></table>	ELAGSE6R12	ELAGSE6R16	ELAGSE6R12	ELAGSE6R13	ELAGSE6R13	ELAGSE6R16	86.33 %	82.77 %	79.01 %	76.7 %	75.66 %	68.93 %	ELAGSE7R16	ELAGSE7R13	ELAGSE7R13	ELAGSE7R12	ELAGSE7R16	ELAGSE7R12	82.37 %	77.67 %	77.4 %	73.81 %	71.33 %	61.22 %	ELAGSE8R11	ELAGSE8R12	ELAGSE8R13	ELAGSE8R12	ELAGSE8R11	ELAGSE8R13	92.73 %	80.69 %	75.07 %	82.67 %	83.47 %	80.45 %
ELAGSE6R12	ELAGSE6R16	ELAGSE6R12	ELAGSE6R13	ELAGSE6R13	ELAGSE6R16																																	
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ELAGSE8R11	ELAGSE8R12	ELAGSE8R13	ELAGSE8R12	ELAGSE8R11	ELAGSE8R13																																	
92.73 %	80.69 %	75.07 %	82.67 %	83.47 %	80.45 %																																	
<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 checked="" type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Early Gaps in Numerical Fluency:</p> <ul style="list-style-type: none">Deficits in basic arithmetic operations (e.g., addition, subtraction, multiplication, division) persist as students advance, creating compounding difficulties with more complex standards. <p>Overemphasis on Procedural Learning:</p> <ul style="list-style-type: none">A focus on rote procedures without exploring why operations work (e.g., understanding the "why" behind fraction addition rules or the concept of mean) limits deeper learning and transferability to assessments. <p>Inconsistent Use of Technology and Tools:</p> <ul style="list-style-type: none">Limited use of digital tools, manipulatives, or software for visualizing numerical reasoning concepts (e.g., dynamic fraction models or graphing tools) may limit engagement and understanding. <p>Gaps in Differentiated Instruction:</p> <ul style="list-style-type: none">Students who fall behind early may not receive adequate remediation or differentiation to bridge foundational gaps, leading to persistent challenges in numerical reasoning. <p>Curriculum and Assessment Misalignment:</p> <ul style="list-style-type: none">Instruction may focus on range rather than depth, leaving students underprepared for the critical thinking and application-focused questions found on assessments.																																					
<p>School Instructional Walks (Grade Level)</p>	<p>Resources</p> <ul style="list-style-type: none">Teachers regularly use district-provided instructional materials and Cobb County School District Curriculum Maps, with a focus on priority standards. <p>Learning Targets</p> <ul style="list-style-type: none">Observations show that at least 95% of classrooms consistently align learning targets with the standards.	<p>Formative Assessments</p> <ul style="list-style-type: none">Exit tickets and other formative assessments are inconsistently utilized at the conclusion of lessons. <p>Academically Challenging Environment</p> <ul style="list-style-type: none">Instructional walkthroughs reveal that only 60% of observed teachers incorporate rigorous tasks that encourage deeper and extended learning.																																				

<p>Check the system that contributes to the root cause:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment 	<p>Root Cause Explanation:</p> <p>Time Constraints</p> <ul style="list-style-type: none"> Teachers often feel pressured to complete the curriculum, leaving limited time to develop and use meaningful exit tickets or other formative assessments effectively. <p>Misaligned Expectations</p> <ul style="list-style-type: none"> There may be a gap between the expected level of rigor and what teachers believe is realistic or suitable for their students. <p>Classroom Management Challenges</p> <ul style="list-style-type: none"> Concerns about maintaining student engagement and managing behavior can lead teachers to avoid assigning more rigorous tasks. <p>Priority on Basic Standards</p> <ul style="list-style-type: none"> The focus on ensuring all students achieve minimum proficiency levels may unintentionally de-emphasize activities that foster deeper cognitive engagement. 	
<p>Other Summary Data</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Survey <input checked="" type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____ 	<p>Teacher Survey</p> <ul style="list-style-type: none"> Math: Instructional delivery and resources were highlighted as effective. Professional Learning: Teachers are already engaging in shared teaching and seeking professional growth. <p>Parent Survey</p> <ul style="list-style-type: none"> Learning opportunities are enriched through field trips to destinations like the Aquarium and Ruby Falls. Teachers share weekly instructional updates via CTLS Learn. Family engagement is fostered through PTA meetings and events such as the Kick-off, International Night, and Spring Festival. 	<p>Teacher Survey</p> <ul style="list-style-type: none"> Math: Struggles persist in word problems, academic vocabulary, and critical thinking. Professional Learning: Gaps in training on using new resources, data analysis, and student engagement strategies. Student Recognition: Current recognition systems may not fully motivate or include all deserving students. <p>Parent Survey</p> <ul style="list-style-type: none"> A strong interest in additional supplemental learning opportunities that incorporate hands-on, experiential activities. A request for clearer and more detailed information about Milestone testing, including grading policies and preparation strategies. Growing interest in sessions addressing the safe use of social media and technology. Concerns about low participation in parent meetings and a perceived need for improved communication channels. Suggestions for teachers to prioritize building community and fostering stronger, more intentional relationships between the school and families.

<p>Check the system that contributes to the root cause:</p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input checked="" type="checkbox"/> Effective Leadership</p> <p><input checked="" type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Teacher Survey</p> <ul style="list-style-type: none"> • Lack of consistent use of reading strategies across subjects (especially in Science and Social Studies). • Inconsistent or insufficient data analysis during CCC (Collaborative Content Cycle) meetings. • Limited student endurance and focus during assessments. • Professional learning does not always align with current classroom challenges or engage all teacher levels. • Recognition systems may be narrowly defined (e.g., focused only on grades or attendance). <p>Parent Survey</p> <ul style="list-style-type: none"> • Resource or scheduling constraints may limit enrichment activities. • Lack of integration between academic content and real-world application. • Parents may not have access to user-friendly explanations of test content and scoring. • A lack of parent-focused workshops or materials about academic assessments. • Growing concerns about students' online behavior and digital safety. • Meetings may not align with parent schedules or interests. • Communication methods may not reach all families or may lack clarity.
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MATH - IMPROVEMENT PLAN

GOAL #2: MATH	By May 2026, the number of students scoring at Level 2 (Developing Learner) and above on the Math EOG will increase from 72.7% to 80%.		
Root Cause(s) to be Addressed:	Curriculum Misalignment: The variation in scores suggests that the curriculum is not fully aligned with assessment standards or tailored to meet students' learning needs.		
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: By October 2025, 100% of math teachers will complete a standards alignment audit by mapping lesson plans and assessment questions to their corresponding curriculum standards to identify gaps or misaligned content. Implementation Plan: Preplanning: During pre-planning, teachers will be introduced to the standards alignment audit to ensure a successful process within their individual Cobb Collaborative Communities (CCCs). Clear expectations will be communicated through a detailed timeline, an alignment checklist, and a gap analysis rubric. August – April Math teachers will complete a standards alignment audit by: <ul style="list-style-type: none"> • Mapping each assessment question to the corresponding curriculum standard to identify gaps or misaligned content. • Revising lesson plans and instructional materials to directly address identified gaps. 	Evaluation Performance Target: By May 2026, at least 80% of students in each grade level will score 70% or higher on assessed standards in formative and summative assessments. Evaluation Tool(s): <ul style="list-style-type: none"> • Formative and Summative Assessments • Instructional Focus Walks Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Develop an assessment schedule with specific dates.	CTLS Assess CCSD Teaching and Learning Framework GaDOE DRC BEACON Title I Coach District Personnel
Target Student Group			
<input checked="" 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. Implement Math strategies for increasing the rigor of assignments and assessments			

	<ul style="list-style-type: none"> Administering targeted formative assessments to measure alignment effectiveness. <p>August-September: Teachers will begin by completing a preliminary self-assessment of lesson plan and assessment alignment, after which the instructional leadership team will review the results to identify common gaps; this will be followed by workshops to guide teachers in mapping their lesson plans to curriculum standards, along with one-on-one coaching support for those needing additional assistance. Teachers will participate in the "Unpacking Standards," "Depth of Knowledge (DOK)" and "Item Analysis" professional learning sessions facilitated by the Cobb County School District (CCSD) Assessment and Personalized Learning Team.</p> <p>October-December: CCCs will engage in planning for Quarter Two to select or design learning targets, tasks, and assessments aligned with curriculum standards.</p> <p>Teachers will conduct an initial audit by reviewing and aligning lesson plans with curriculum standards. They will receive feedback from the instructional leadership team to ensure consistent progress. Additionally, teachers will participate in review training sessions to share findings and strategies. A midpoint check-in with the instructional leadership team will help review progress and address any challenges. Finally, teachers will document their work by submitting updated lesson plans and initial gap analysis reports.</p> <p>Teachers will participate in the "Single Assessment Audit" professional learning session facilitated by the</p>	<p>Create a grade-level CCC schedule along with a template for analyzing data and planning interventions or enrichment.</p> <p>Student data will be reviewed during CCC meetings to inform small group instruction and guide any necessary adjustments to whole group teaching.</p> <p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
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	<p>Cobb County School District (CCSD) Assessment and Personalized Learning Team.</p> <p>January-February: CCCs will engage in planning for Quarter Three to select or design learning targets, tasks, and assessments aligned with curriculum standards.</p> <p>Teachers will focus on aligning assessment questions with curriculum standards and refining previously aligned lesson plans based on new insights, supported by targeted workshops on creating rigorous, standards-aligned assessments, while the leadership team provides ongoing feedback and monitor progress.</p> <p>March-April: CCCs will engage in planning for Quarter Four to select or design learning targets, tasks, and assessments aligned with curriculum standards.</p> <p>Teachers will complete final revisions to lesson plans and assessments, ensuring all identified gaps are addressed with guidance from the instructional leadership team. They will participate in a review session to reflect on lessons learned and share best practices. Teachers will also compile audit documentation, including gap analyses and aligned materials, to finalize the process.</p> <p>May: The instructional leadership team will evaluate the overall effectiveness of the audit process and share a summary report with administrators and staff members, highlighting key outcomes.</p> <p>Teachers will participate in a survey to share feedback on the standards and assessment audits.</p>		
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	<p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Completed alignment templates for lesson plans and assessments. • Gap analysis reports. • Professional development attendance records. • Summary report of the audit process and outcomes. <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p> <p>To ensure the audit process remains effective, monthly check-ins with the instructional leadership team to review progress and address challenges.</p>		
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Root Cause(s) to be Addressed:	Gaps in Numerical Reasoning: Persistent gaps in basic arithmetic skills (e.g., addition, subtraction, multiplication, division) continue as students progress, leading to increasing challenges with mastering more advanced standards.		
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: By October 2025, 100% of math teachers will incorporate at least one targeted arithmetic operation into daily warm-up activities, ensuring alignment with grade-specific focus areas.	Evaluation Performance Target: By December 2025, at least 60% of students in each grade level will score 70% or higher on Numerical Reasoning standards in formative and summative assessments.	CTLS Assess
Target Student Group			
<input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD	Implementation Plan: Preplanning: During pre-planning, math teachers will review SY25 grade-level and departmental numerical reasoning data from formative, summative, and BEACON assessments to identify areas for improvement. In the department meeting, teachers will be introduced to the targeted arithmetic warm-up initiative and provided with grade-specific guidelines and examples of effective warm-up activities to support its implementation.	By May 2026, at least 80% of students in each grade level will score 70% or higher on Numerical Reasoning standards in formative and summative assessments.	GaDOE
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(iii), 2.c(iv), 2.c(v)</i>	August-September: Teachers will begin implementing daily warm-ups aligned with grade-specific arithmetic operations, supported by initial walkthroughs to observe their implementation and provide feedback. Professional learning sessions will be facilitated to share best practices for integrating targeted arithmetic skills into warm-ups, focusing on strategies for ongoing remediation and enrichment.	Evaluation Tool(s): <ul style="list-style-type: none"> Formative and Summative Assessments Instructional Focus Walks Unit/Lesson Plans 	DRC BEACON
2. Math teachers will implement at least one targeted arithmetic operation (addition, subtraction, multiplication, and division) in daily warm-ups. <ul style="list-style-type: none"> 6th Grade will apply operations with whole numbers, fractions, and decimals 7th & 8th Grades will apply operations with integers, percentages, fractions, and decimals. 		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 type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> <u>Weekly</u> 	Title I Coach
		Data Analysis Plan: Develop an assessment schedule with specific dates to ensure timely data collection and analysis.	District Personnel
		Establish a grade-level CCC schedule and provide a standardized template for analyzing student data	

	<p>October-December: Teachers will refine warm-up activities based on student performance data and feedback from walkthroughs while analyzing formative assessment results to evaluate progress in arithmetic fluency. Collaborative planning sessions in CCCs will provide opportunities to share successful strategies and address challenges collectively.</p> <p>January-February: Teachers will continue implementing and improving daily warm-ups, supported by midyear reviews of lesson plans and walkthrough observations to ensure consistency and alignment. Professional development sessions will be organized to explore advanced strategies for engaging students in arithmetic practice incorporating multi-step or word problems effectively.</p> <p>March-April: CCCs will focus on reviewing data trends and planning interventions for students still struggling with targeted arithmetic operations.</p> <p>May: Conduct an end-of-year review to evaluate the effectiveness of daily warm-ups in improving arithmetic fluency.</p> <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Samples of warm-up activities. • Formative assessment results showing student progress in targeted operations. • Professional development attendance records. • Walkthrough observation notes. 	<p>and planning targeted interventions or enrichment activities.</p> <p>During CCC meetings, teachers will review student performance data on Numerical Reasoning standards to identify trends and gaps. This analysis will guide the implementation of small group instruction and inform necessary adjustments to whole group teaching strategies.</p> <p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
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	<p>Person(s) Monitoring Implementation:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p> <p>The implementation process will be monitored through weekly walkthroughs, lesson plan reviews, and biweekly CCC reviews to analyze progress and share strategies.</p>		
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Root Cause(s) to be Addressed:	Continuous Monitoring: Use assessment and observational data to inform updates to IEP goals and EL strategies.		
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: By October 2025, 100% of math teachers will review assessment and observational data for students with IEPs and EL needs to make data-informed adjustments to lesson plans, incorporating differentiated activities and scaffolds aligned with individual IEP goals and EL proficiency levels. Implementation Plan: Preplanning: During pre-planning, math teachers will review SY25 grade-level and departmental SWD and EL data from formative, summative, and BEACON assessments to identify areas for improvement. Teachers will review their SY26 student IEPs and select grade-level ELLevation strategies to implement during the first semester. August-September: Teachers will begin biweekly reviews of assessment and observational data for students with IEPs and EL needs, supported by initial walkthroughs and collaborative meetings to observe lesson plan adjustments and provide feedback. Introductory meetings will be facilitated between math teachers and special education/EL specialists to establish goals and develop targeted strategies.	Evaluation Performance Target: By May 2026, at least 70% of students with IEPs and EL needs in each grade level will score 60% or higher on grade-level standards on formative and summative assessments. Evaluation Tool(s): <ul style="list-style-type: none"> Formative and Summative Assessments Instructional Focus Walks Unit/Lesson Plans Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input type="checkbox"/> _____ Data Analysis Plan: Develop an assessment schedule with specific dates to ensure timely data collection and analysis. Establish a grade-level CCC schedule and provide a standardized template for analyzing SWD and EL student data and planning targeted intervention activities. During CCC meetings, teachers will review student performance data to identify trends and gaps. This	CTLS Assess CCSD Teaching and Learning Framework GaDOE DRC BEACON Title I Coach District Personnel
Target Student Group			
<input type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> 3. Math teachers will review assessment and observational data for students with IEPs and EL needs. Based on this data, they will: <ul style="list-style-type: none"> Adjust lesson plans to include differentiated activities and scaffolds targeting individual IEP goals and EL proficiency levels. Collaborate with special education and/or EL specialists to refine strategies, ensure alignment with goals, 			

<p>and adjust supports as needed.</p>	<p>October-December: Teachers will continue biweekly data reviews, refining lesson plans based on student progress, while participating in monthly collaboration meetings with special education and EL specialists to evaluate strategies, ensure alignment with goals, and address challenges. Classroom observations will be conducted to monitor the effective integration of differentiated activities and scaffolds.</p> <p>January-February: A midyear review of data will be conducted to assess student progress and the effectiveness of instructional adjustments. Teachers will participate in professional development sessions focused on advanced scaffolding and differentiation techniques, alongside ongoing collaboration meetings to refine strategies based on midyear findings.</p> <p>March-April: CCCs will focus on reviewing data trends and planning interventions for students still struggling with targeted skills. Teachers will continue implementing biweekly data reviews and refining instructional strategies, while CCCs engage in collaborative discussions to share successful practices and address persistent challenges. Targeted walkthroughs will be conducted to ensure consistency and fidelity in instructional adjustments.</p> <p>May: Conduct an end-of-year review to evaluate the overall effectiveness of the collaborative initiative.</p>	<p>analysis will guide the implementation of interventions and inform necessary adjustments to whole group teaching strategies.</p> <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads <input checked="" type="checkbox"/> Teachers 	
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	<p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Lesson plans with documented adjustments for IEP and EL needs. • Data review logs from biweekly assessment and observational analysis. • Walkthrough observation records highlighting differentiated activities and scaffolds. • Professional development attendance records and materials. <p>Person(s) Monitoring Implementation:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> SSA</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p> <p>The implementation process will be monitored through weekly walkthroughs, lesson plan reviews, and biweekly CCC reviews to analyze progress and share strategies.</p>		
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SCIENCE DATA

Source	Strengths	Weaknesses																														
SY25 Science Milestones (Data by grade & subgroup)	High School Physical Science Course (offered for the first time in at least 7 years) 31/32 (97%) students scored levels 2-4. 8th Grade Physical Science <table><tr><td></td><td>24-25%</td></tr><tr><td>Level 4</td><td>12.5</td></tr><tr><td>Level 3</td><td>62.5</td></tr><tr><td>Level 2</td><td>22</td></tr><tr><td>Level 1</td><td>3</td></tr><tr><td>Levels 3 + 4</td><td>75</td></tr></table>		24-25%	Level 4	12.5	Level 3	62.5	Level 2	22	Level 1	3	Levels 3 + 4	75	All Students – The number of proficient or advanced student decreased from SY24. 8th Grade Science *Includes HS Physical Science Scores <table><tr><td></td><td>24-25* (%)</td><td>23-24 (%)</td></tr><tr><td>Level 4</td><td>4</td><td>3.9</td></tr><tr><td>Level 3</td><td>19</td><td>23</td></tr><tr><td>Level 2</td><td>29.7</td><td>24.8</td></tr><tr><td>Level 1</td><td>47.2</td><td>48.2</td></tr><tr><td>Levels 3 + 4</td><td>23</td><td>26.9</td></tr></table> SWD Students – 11/34 (32.4%) students scored levels 2-4. EL Students – 16/81 (19.8) students scored levels 2-4.		24-25* (%)	23-24 (%)	Level 4	4	3.9	Level 3	19	23	Level 2	29.7	24.8	Level 1	47.2	48.2	Levels 3 + 4	23	26.9
	24-25%																															
Level 4	12.5																															
Level 3	62.5																															
Level 2	22																															
Level 1	3																															
Levels 3 + 4	75																															
	24-25* (%)	23-24 (%)																														
Level 4	4	3.9																														
Level 3	19	23																														
Level 2	29.7	24.8																														
Level 1	47.2	48.2																														
Levels 3 + 4	23	26.9																														
SY24 Science Milestones (Data by grade & subgroup)	EL: Clear Upward Trend: <ul style="list-style-type: none">ELL students showed consistent improvement: 14.6% → 17.3% → 25% That’s a gain of 10.4 percentage points over two years.The significant gains amongst ELL students suggest that interventions and instructional (ELlevation) strategies are positively impacting outcomes.	8th Grade: <table><tr><th colspan="4">Science DATA</th></tr><tr><td>Science Milestones Longitudinal Data</td><td>SY22 % of students scoring proficient & distinguished</td><td>SY23 % of students scoring proficient & distinguished</td><td>SY24 % of students scoring proficient & distinguished</td></tr><tr><td>8th Grade</td><td>26.8%</td><td>26.9%</td><td>23.9%</td></tr></table> Inconsistency in Performance <ul style="list-style-type: none">Drop in SY24 after a slight increase in SY23: 26.8% → 26.9% → 23.9%This regression disrupts what could otherwise seem like a positive trend, highlighting concerns about instructional consistency or challenges specific to the cohort.	Science DATA				Science Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	8 th Grade	26.8%	26.9%	23.9%																		
Science DATA																																
Science Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished																													
8 th Grade	26.8%	26.9%	23.9%																													

		SWD: Inconsistency in Performance <ul style="list-style-type: none">Drop in SY24 after an increase in SY23: 16.3% → 21.3% → 11.1%This regression breaks what might otherwise be seen as a positive trend, raising questions about instructional continuity or cohort-specific issues.										
Check the system that contributes to the root cause: <input checked="" 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: Instructional Gaps: <ul style="list-style-type: none">Variability in teaching methods or curriculum implementation may have impacted consistency in performance. Cohort-Specific Challenges: <ul style="list-style-type: none">Unique challenges faced by the SY24 cohort, such as differing levels of preparedness or external disruptions (e.g., attendance, behavior). Engagement and Motivation: <ul style="list-style-type: none">Factors affecting student engagement, such as access to inclusive activities or personalized learning plans, might have led to the observed decrease.											
Science Common Assessments (Grade Level-Structure and Properties of Matter **Domain chosen due to low achievement on the SY24 Milestone Data)	Structure and Properties of Matter assessments indicate that 80% or more students are performing proficiently on the following standards in each grade level: <ul style="list-style-type: none">8th grade: P1.c (Compare and Contrast Chemical and Physical properties), P1.d (Construct an Argument)	Structure and Properties of Matter assessments indicate that 79% or less students are performing proficiently on the following standards in each grade level: <ul style="list-style-type: none">8th grade: P1.a (Compare and Contrast Pure Substances and Mixtures), P1.b (Movements of Particles), P1.e (Patterns within the Periodic Table) <table><tr><td>S8P1.d</td><td>S8P1.b</td><td>S8P1.c</td><td>S8P1.a</td><td>S8P1.e</td></tr><tr><td>82.55 %</td><td>67.62 %</td><td>80.93 %</td><td>70.16 %</td><td>72.51 %</td></tr></table>	S8P1.d	S8P1.b	S8P1.c	S8P1.a	S8P1.e	82.55 %	67.62 %	80.93 %	70.16 %	72.51 %
S8P1.d	S8P1.b	S8P1.c	S8P1.a	S8P1.e								
82.55 %	67.62 %	80.93 %	70.16 %	72.51 %								
Check the system that contributes to the root cause: <input checked="" 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: Teaching Methods: <ul style="list-style-type: none">Ineffective teaching strategies can contribute to poor student performance. Traditional methods like rote memorization might not be engaging or effective for all students. Incorporating more hands-on, inquiry-based, and differentiated instruction could help. Student Engagement: <ul style="list-style-type: none">Lack of interest or motivation in science can lead to lower performance. Students might find these topics less engaging or relevant to their lives. Assessment Design:											

	<ul style="list-style-type: none"> The way assessments are designed can impact student performance. If assessments do not align well with the instructional methods or do not accurately measure student understanding, they may not reflect true proficiency. <p>Resource Availability:</p> <ul style="list-style-type: none"> Limited access to quality instructional materials and resources can hinder effective teaching and learning. Ensuring that teachers have access to up-to-date and comprehensive resources is crucial. 	
School Instructional Walks (Grade Level)	<p>Resources</p> <ul style="list-style-type: none"> Teachers regularly use district-provided instructional materials and Cobb County School District Curriculum Maps, focusing on priority standards. <p>Learning Targets</p> <ul style="list-style-type: none"> In at least 80% of observed classrooms, learning targets aligned with the standards are consistently implemented. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> Teachers do not consistently provide an exit ticket or formative assessment at the end of each lesson. <p>Academically Challenging Environment</p> <ul style="list-style-type: none"> Data from instructional walks show that only 50% of observed teachers offer rigorous learning tasks that encourage extended learning.
<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 checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment </p>	<p>Root Cause Explanation:</p> <p>Curriculum Coverage Pressure</p> <ul style="list-style-type: none"> Teachers often feel pressured to cover the entire curriculum, which limits their ability to develop and use meaningful exit tickets or other formative assessments effectively. <p>Expectation Gaps</p> <ul style="list-style-type: none"> There may be a discrepancy between the expected level of rigor and what teachers believe is realistic or appropriate for their students. <p>Behavior and Engagement Management</p> <ul style="list-style-type: none"> Concerns about maintaining student engagement and managing behavior can lead teachers to avoid assigning more rigorous tasks. <p>Focus on Basic Proficiency</p> <ul style="list-style-type: none"> The emphasis on ensuring all students achieve minimum proficiency levels may unintentionally reduce the focus on activities that promote deeper cognitive engagement. 	
<p>Other Summary Data</p> <p> <input checked="" type="checkbox"/> Teacher Survey <input checked="" type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____ </p>	<p>Parent Survey</p> <ul style="list-style-type: none"> Learning extended beyond the classroom through field trips to locations such as the Aquarium and Ruby Falls. Teachers provide weekly instructional updates on CTLS Learn. Engagement with families through various PTA meetings and events, including the Kick-off, International Night, and Spring Festival. 	<p>Teacher Survey</p> <ul style="list-style-type: none"> Science: Critical thinking, graph reading, inferencing, endurance, and test-taking strategies are areas of concern. Professional Learning: Gaps in training on using new resources, data analysis, and student engagement strategies. Student Recognition: Current recognition systems may not fully motivate or include all deserving students. <p>Parent Survey</p> <ul style="list-style-type: none"> Desire for more supplemental learning opportunities that include hands-on experiences.

		<ul style="list-style-type: none"> • Request for clearer information about Milestone testing, including grading practices and preparation strategies. • Increased interest in meetings focused on the safe use of social media and technology. • Concern about low attendance at parent meetings and a perceived lack of effective communication. • Recommendation for teachers to place greater emphasis on building community and intentionally fostering strong relationships between the school and families.
<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 checked="" type="checkbox"/> Supportive Learning Environment </p>	<p>Root Cause Explanation:</p> <p>Teacher Survey</p> <ul style="list-style-type: none"> • Lack of consistent use of reading strategies across subjects (especially in Science and Social Studies). • Inconsistent or insufficient data analysis during CCC (Collaborative Content Cycle) meetings. • Limited student endurance and focus during assessments. • Professional learning does not always align with current classroom challenges or engage all teacher levels. • Recognition systems may be narrowly defined (e.g., focused only on grades or attendance). <p>Parent Survey</p> <ul style="list-style-type: none"> • Resource or scheduling constraints may limit enrichment activities. • Lack of integration between academic content and real-world application. • Parents may not have access to user-friendly explanations of test content and scoring. • A lack of parent-focused workshops or materials about academic assessments. • Growing concerns about students' online behavior and digital safety. • Meetings may not align with parent schedules or interests. • Communication methods may not reach all families or may lack clarity. 	

SCIENCE-IMPROVEMENT PLAN

GOAL #3: Science	By May 2026, the number of students scoring at Level 2 (Developing Learner) and above on the Science EOG will increase from 52.8% to 60%.		
Root Cause(s) to be Addressed:	Teaching Methods: Ineffective teaching strategies can negatively impact student performance. Traditional approaches, such as rote memorization, may not engage or meet the needs of all learners.		
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: By October 2025, 100% of science teachers will incorporate hands-on, inquiry-based, and differentiated instructional methods into their daily lesson plans as evidenced by lesson plan reviews, classroom observations, and increased student engagement in scientific practices and concepts. Implementation Plan: Preplanning: During pre-planning, science teachers will review SY25 grade-level and departmental data from formative, summative, and Georgia Milestones EOG assessments to identify areas for improvement. August-September: Teachers will begin incorporating hands-on, inquiry-based, and differentiated methods into their daily lesson plans, with initial classroom walkthroughs conducted to observe implementation and provide formative feedback. Collaborative planning sessions in CCCs will be facilitated to support the effective integration of these strategies into instruction. October-December: Monitoring will continue through monthly walkthroughs and lesson plan reviews, complemented	Evaluation Performance Target: By May 2026, at least 80% of students in each grade level will score 70% or higher on assessed standards in formative and summative assessments. Evaluation Tool(s): <ul style="list-style-type: none"> • Formative and Summative Assessments • Instructional Focus Walks • Unit/Lesson Plans Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> <u>At the end of each unit</u> Data Analysis Plan: Create a detailed assessment schedule with specific dates to ensure timely and consistent data collection and analysis. Develop a grade-level CCC schedule, accompanied by a standardized template, to support systematic analysis of student data and	CTLS Assess CCSD Teaching and Learning Framework GaDOE Interim Assessments Title I Coach District Personnel
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>			
1. Incorporate hands-on, inquiry-based, and differentiated instructional methods into daily lesson plans to enhance student engagement and improve academic outcomes.			

	<p>by follow-up professional learning sessions to refine inquiry-based and differentiated strategies. Student engagement data from formative assessments and classroom observation notes will be analyzed to identify areas for improvement.</p> <p>January-February: A midyear review of implementation progress will be conducted, analyzing lesson plans, student work, and observation data. Advanced training on inquiry-based learning and differentiation will be provided to address identified gaps and enhance instruction, while peer observations and collaborative discussions will be encouraged to share successful practices.</p> <p>March-April: Teachers will refine their instructional strategies based on ongoing feedback and student performance data, supported by targeted walkthroughs to ensure fidelity of implementation and identify exemplary practices for broader sharing. Collaborative planning sessions in CCCs will be facilitated to review progress, address challenges, and celebrate successes.</p> <p>May: An end-of-year evaluation of the initiative's impact will be conducted by collecting data from lesson plans, student assessments, and teacher feedback surveys. A summary report of findings will be compiled, highlighting successful strategies and identifying areas for future focus.</p> <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Student work samples demonstrating engagement with inquiry-based and differentiated activities. • Attendance records and materials from professional learning sessions. 	<p>the planning of targeted interventions or enrichment activities.</p> <p>During CCC meetings, teachers will analyze student performance data to identify trends and gaps, using this insight to guide small group instruction and make necessary adjustments to whole group teaching strategies.</p> <p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input checked="" type="checkbox"/> CCC Leads</p>	
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	<ul style="list-style-type: none"> • CCC meeting agendas, notes, and action plans. • Midyear and end-of-year evaluation reports. <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring:</p> <p>Implementation will be monitored through monthly walkthroughs and lesson plan reviews, quarterly CCC reviews to analyze progress and share strategies, and midyear and end-of-year evaluations to assess overall implementation and outcomes.</p>		
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Root Cause(s) to be Addressed:	Assessment Design: Assessment design significantly influences student performance. Misalignment between assessments and instructional methods, or assessments that fail to accurately measure student understanding, can result in an inaccurate reflection of students' true proficiency.		
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: By October 2025, 100% of science teachers will complete a standards alignment audit by mapping lesson plans and assessment questions to their corresponding curriculum standards to identify gaps or misaligned content. Implementation Plan: Preplanning: During pre-planning, science teachers will be introduced to the standards alignment audit process to ensure a successful implementation within their Cobb Collaborative Communities (CCCs). Clear expectations will be outlined using a detailed timeline, an alignment checklist, and a gap analysis rubric. August-September: Science teachers will begin by conducting a preliminary self-assessment of their lesson plans and assessment alignment to curriculum standards. The instructional leadership team will review the results to identify common gaps, followed by workshops designed to guide teachers in mapping their lesson plans to the appropriate standards. Teachers requiring additional support will receive individualized coaching.	Evaluation Performance Target: By May 2026, at least 80% of students at each grade level will achieve a score of 70% or higher on assessed standards through formative and summative assessments. Evaluation Tool(s): <ul style="list-style-type: none"> Formative and Summative Assessments Instructional Focus Walks Evaluation Plan: Students will be assessed: <input checked="" type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> <u>At the end of each unit</u> Data Analysis Plan: Establish a detailed assessment calendar with specific dates. Design a grade-level CCC schedule and provide a standardized template for data analysis and intervention/enrichment planning. During CCC meetings, analyze student performance data to inform small group instruction and make	CTLS Assess CCSD Teaching and Learning Framework GaDOE Interim Assessments Title I Coach District Personnel
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. Develop and implement standards-aligned assessments that closely match instructional methods and accurately measure student understanding, ensuring a true reflection of student proficiency.			

	<p>Teachers will also participate in professional learning sessions facilitated by the Cobb County School District (CCSD) Assessment Team for "Unpacking Standards," "Depth of Knowledge" and "Item Analysis."</p> <p>October-December: CCCs will plan for Quarter Two by selecting or designing learning targets, tasks, and assessments aligned with science standards. Teachers will conduct their initial audit by reviewing and aligning lesson plans with curriculum standards, receiving feedback from the instructional leadership team to ensure steady progress. Teachers will document updates through revised lesson plans and initial gap analysis reports.</p> <p>Midpoint check-ins with the instructional leadership team will provide an opportunity to evaluate progress and address challenges. Teachers will also participate in review sessions to share findings and strategies.</p> <p>In addition, teachers will engage in the "Single Assessment Audit" professional learning session facilitated by CCSD.</p> <p>January-February: CCCs will plan for Quarter Three, focusing on selecting or designing learning targets, tasks, and assessments aligned with science standards.</p> <p>Teachers will refine their previously aligned lesson plans and assessment questions based on new insights and student data. Workshops will be offered to support the creation of rigorous, standards-aligned assessments, with ongoing</p>	<p>necessary adjustments to whole group teaching strategies.</p> <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input checked="" type="checkbox"/> CCC Leads 	
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	<p>feedback and monitoring provided by the leadership team.</p> <p>March-April: CCCs will plan for Quarter Four, continuing to align learning targets, tasks, and assessments with standards.</p> <p>Teachers will complete final revisions of lesson plans and assessments, addressing all identified gaps with the support of the instructional leadership team. They will participate in a reflection session to document lessons learned and share best practices. Audit documentation, including gap analyses and aligned materials, will be compiled and submitted.</p> <p>May: The instructional leadership team will evaluate the overall effectiveness of the audit process, summarizing key outcomes in a report shared with administrators and staff.</p> <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Completed alignment templates for science lesson plans and assessments • Gap analysis reports • Professional development attendance records • Summary report of the audit process and outcomes <p>Person(s) Monitoring Implementation:</p> <p><input type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p>		
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	<p>Frequency of Monitoring: To maintain the effectiveness of the audit process, monthly check-ins with the instructional leadership team will be conducted to review progress and address challenges.</p>		
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required 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.	September 9, 2025		<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 13, 2025 to November 2, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
3. Required 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 16, 2026		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
4. Required 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.	September 16, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	February 3, 2026		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: <ul style="list-style-type: none"> Incoming 6th Grade Parent Meeting- April 2, 2026 Rising 6th Grade families are introduced to expectations and learning opportunities offered in middle school. Rising 9th Grade Parent Meeting- April 23, 2026 Rising 9th Grade families are introduced to expectations and learning opportunities offered in high school. 	Incoming 6 th Grade Parent Meeting- April 2, 2026 Rising 9 th Grade Parent Meeting - April 23, 2026		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents: Family-School Engagement Policy for Shared Student Success ***Weekly newsletters sent through CTLS Parent will be translated into the parent/guardian's preferred language.		<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 academic-related and 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
Math Curriculum Night Teachers will share math concepts with parents. The parents will have an opportunity to see what their child is learning in school.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3	CCSD Instructional Framework and Curriculum Map GaDOE Standards	District and Local	Nov 2025	The math department will survey the parents to receive feedback on learned strategies to be implemented at home for continuous learning.	Math Dept Chair
AVID Family Night – March 12, 2026 Parents get a better understanding of AVID, an in-school academic support program.	<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"/> Goal1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3	AVID Resources	District	March 12, 2026	The AVID site team will survey the parents to determine the next steps as teachers prepare students to apply for the AVID elective course.	AVID Teacher

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

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

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

SCHOOL RESPONSE:

Garrett Middle School will leverage state and local funds, along with community support, to enhance student success and well-being. Title II funding will support professional development initiatives, including staff training and professional learning opportunities. Title III resources will focus on advancing language proficiency for English learners. The school will also utilize Twenty Day funds to provide targeted tutoring for students who are not meeting state standards or showing proficiency on the Beacon Assessment.

The Positive School Culture department will play a key role in implementing the Positive Behavioral Interventions and Supports (PBIS) program, Restorative Practices, and professional learning led by positive school culture coaches and staff. Community partners, including Carroll Agency Allstate, Walton Communities, Love Bridge Church, South Cobb Rotary Club, Target, and other local organizations, will contribute by supporting PBIS rewards, offering volunteers, and providing mentors. Additionally, local food pantries and the City of Austell will assist families with essential needs such as food, housing, and other physical resources.

Together, these programs and partnerships will address the needs identified in the Comprehensive Needs Assessment (CNA) and feedback from parent and family surveys, fostering a supportive and inclusive environment for students and families.

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE:

The school leadership team convenes monthly, while Cobb Collaborative Communities (CCCs) meet weekly on Wednesday to review formative and summative assessment data, ensuring consistent monitoring of student achievement. Beacon assessments, administered three times a year through DRC Insight, provide critical data on student progress. Results are integrated into the student information system and used to evaluate Lexile and Quantile growth.

CCCs and departmental teams collaborate regularly to analyze this data. Based on their findings, the CCCs identify effective intervention strategies and establish flexible grouping to address specific learning needs, ensuring targeted support for students.

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:

The school leadership team evaluates data across all student groups (e.g., ELL, SWD, Gen-Ed) to assess the effectiveness of instructional strategies and interventions. School-based interventions are reviewed annually to determine their impact on improving student achievement and to guide future planning.

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

SCHOOL RESPONSE:

The leadership team will update the plan to address the learning needs of all student groups. Professional learning opportunities will be offered to teachers and paraprofessionals as needed to support effective implementation.

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:

Garrett Middle School will continue to implement PBIS structures, including professional learning on Sources of Strength. The school has adopted a PBIS Matrix and Flow Chart, used alongside the PBIS Rewards App, to address minor classroom infractions and promote positive behaviors. Students can earn credits through the app for demonstrating positive behaviors, which can be redeemed for items from teacher-managed stores or participation in monthly Fresh Air Friday celebrations.

The minor infraction system will help identify and address the most frequently occurring behaviors, allowing for targeted interventions. Additionally, the student support team will continue to provide mentorship opportunities among peers, fostering a supportive school community. The PBIS team serves as the foundation of this initiative, leading efforts to train teachers and staff on positive social learning strategies and effective responses to challenging behaviors.

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

SCHOOL RESPONSE:

All staff members participate in weekly Cobb Collaborative Community (CCC) meetings on Wednesday during their planning periods and scheduled time during Digital Learning Days. These meetings are supported by CCSD, Title I academic coaches, and Garrett's instructional coach, who collaborate with the CCCs to monitor instructional pacing, share effective strategies, and provide tailored professional learning opportunities. Additionally, the school offers a comprehensive new teacher orientation program before the start of each school year, complemented by an ongoing induction program that includes mentorship pairings with experienced teachers.

Cobb Collaborative Communities

Focused professional development, rooted in high standards of teaching and learning, is vital for enhancing instructional practices and boosting student achievement. Effective professional development addresses the specific needs of educators at both district and school levels, fostering professional communities dedicated to higher student outcomes. To support career-long teacher growth and student learning, the following research-based practices are implemented:

- Provide ongoing learning opportunities for all staff.
- Improve teaching and learning through targeted initiatives.
- Focus on student outcomes aligned with school and district goals.
- Allocate time for teachers to apply new techniques and engage in collaborative planning.
- Establish study groups for exploring professional literature, such as books and journal articles.
- Involve all educators, including Special Education, ESOL, paraprofessionals, and specialists in music, art, science, math, and physical education.

By fostering continuous, reflective, and coherent professional development, Garrett Middle School aims to build a culture of collaboration and excellence in teaching and learning.

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

SCHOOL RESPONSE:

Rising 6th Grade Transition Plan

Rising sixth-grade students will be introduced to middle school through transition meetings held at their elementary schools or Garrett Middle School in March and April. The sixth-grade administrator and counselor coordinate these meetings with feeder schools to ensure a smooth transition. Families are also welcome to schedule visitation days throughout the year.

As part of the transition plan, Garrett Middle School hosts a Rising 6th Grade Parent Night in late March. During this event, families and students can tour the school, meet staff and teachers, and ask questions about the upcoming school year. This initiative helps address transition concerns and ensures students feel more comfortable and confident as they prepare for middle school.

8th Grade Transition Plan

Eighth-grade students participate in informational meetings with administrators and counselors from their respective feeder high schools, South Cobb High School and Pebblebrook High School. These meetings, held in January or February, include visits to the high schools to familiarize students with the next stage of their academic journey.

Additionally, eighth-grade students receive an overview of the Magnet Programs and CITA opportunities available within CCSD during grade-level assemblies and parent meetings. Counselors organize articulation events to introduce students to innovative career paths, while Communities in Schools partners with the school to offer the Reality U program, providing practical insights into real-world decision-making.

Elective registration for high school begins in February, with students completing their selections during homeroom sessions. This comprehensive transition plan ensures that eighth graders are well-prepared for high school, both academically and socially.

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

SCHOOL RESPONSE: N/A

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

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

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
6 th Grade Math (Class Size Reduction)	<input 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	<p>This position focuses on reducing class sizes in grade 6 to offer enhanced support for students working to excel in math. The Class Size Reduction teacher will design and deliver engaging lessons using evidence-based strategies to ensure effective instruction. Utilizing assessment data, the teacher will tailor instruction and implement activities that promote both academic achievement and social development. Collaboration with colleagues on curriculum, instructional practices, and data analysis will support ongoing professional growth. Additionally, the teacher will maintain open and proactive communication with families.</p>
8 th Grade ELA (Class Size Reduction)	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>This position is dedicated to reducing class sizes in grade 8 to provide targeted support for students striving in English Language Arts (ELA). The Class Size Reduction teacher will create and implement engaging lessons grounded in evidence-based strategies to ensure effective instruction. By analyzing assessment data, the teacher will tailor instruction to meet student needs and facilitate activities that foster both academic success and social development. Collaboration with colleagues on curriculum, instructional strategies, and data-driven decision-making will drive ongoing professional growth. Furthermore, the teacher will actively engage with families to support student progress and success.</p>
8 th Grade Science (Class Size Reduction)	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" 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	<p>This position focuses on reducing class sizes in grade 8 to provide targeted support for students striving in science. The Class Size Reduction teacher will develop and deliver engaging lessons using evidence-based strategies to ensure effective instruction. By leveraging assessment data, the teacher will customize instruction and lead activities that promote both academic achievement and social growth. Collaboration with colleagues on curriculum, instructional practices, and data analysis will support continuous professional development. Additionally, the teacher will maintain open communication with families to enhance student success.</p>
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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 checked="" type="checkbox"/> Family Engagement	<p>The parent facilitator will work closely with the leadership team to develop opportunities for parents to learn about standards, assessments, available resources, and effective strategies to support their students' success.</p>

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<p>By May 2026, the number of students scoring at Level 2 (Developing Learner) and above on the ELA EOG will increase from 57.4% to 67.4%.</p> <p>From Spring 2025 to Spring 2026, the average ELA BEACON scale score for each grade level will increase by at least 15 points:</p> <ul style="list-style-type: none"> • 6th Grade- 464 to 479 • 7th Grade- 498 to 513 • 8th Grade- 506 to 521
Goal #2	By May 2026, the number of students scoring at Level 2 (Developing Learner) and above on the Math EOG will increase from 72.7% to 80%.
Goal #3	By May 2026, the number of students scoring at Level 2 (Developing Learner) and above on the Science EOG will increase from 52.8% to 60%