School Improvement Plan

Title I, Part A

Georgia Department of Education

School Year:	2025 - 2026
School Name:	Sedalia Park Elementary
Principal Name:	William Dryden
Date Submitted:	May 8, 2025
Revision Date(s):	5/27/25

District Name	Cobb County School District
School Name	Sedalia Park Elementary
Team Lead	William Dryden
Position	Principal
Email	William.Dryden@cobbk12.org
Phone	770-509-5162

Federal Funding Options to Be Employed in This Plan **(SWP Schools. Select all that apply.)**	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty **(Select all that apply.)**	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: The school leaders began to develop the plan through grade level Cobb Collaborative Community meetings. Each team analyzed grade level data, school data and discussed any trends and contributing factors. Ideas were shared for professional support in FY26. The MOY and EOY SY25 SIP data was analyzed for trends and patterns to lead to specific root causes. This information was used to create goals and develop action steps. The committee also reviewed school-wide instructional strategies, planned for professional development, and discussed ways to increase parent involvement.

IDENTIFICATION of STAKEHOLDERS

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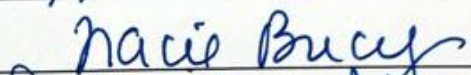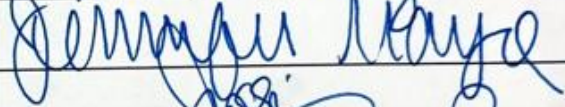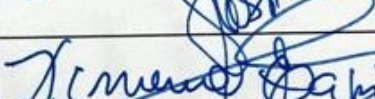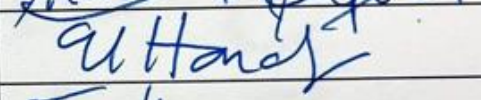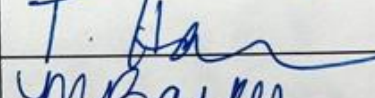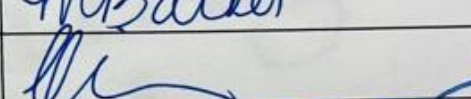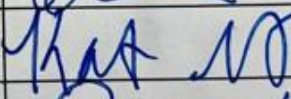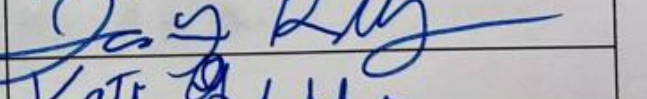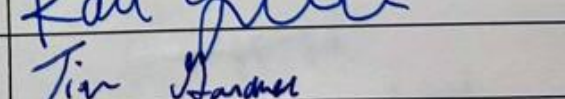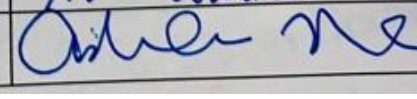
Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:	April 2, 2025	April 30, 2025	

Position/Role	Printed Name	Signature
Principal	William Dryden	
Assistant Principal	Tracie Bucy	
Academic Coach	Jennifer Mayo	
Bookkeeper	Sheila Degrossi	
Parent Facilitator	Ximena Tapia-Gonzalez	
Parent	Elaissa Hardy	
Parent	Tamara Hanna	
Parent	Marissa Barker	
Parent	Cinara Lothamer	
Parent	Kathryn Brown	
Parent	Charlotte Kelly	
Parent	Kati Gardner	
Parent	Tim Gardner	
Parent	Ashley Nelson	

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 the conclusion of the 2024-2025 school year, 60% (374) of approximately 623 students will score proficient or above in writing as measured by their grade level rubric.
	Was the goal met? ☒ YES ☐ NO ☐ Partially
What data supports the outcome of the goal?	The **EOY** data shows that **76% (436) of 574 (K-5th)** grade students scored as **Proficient or above** based on the grade level rubrics. This percentage is consistent with our MOY results. We attribute this plateau to the increased rigor of the rubrics from our midyear revisions, the utilization of grade level writing graphic organizers which were aligned to Georgia Milestones and GSE writing standards aided teachers and students in how to meet grade level expectations.
	Reflecting on Outcomes
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	• Teacher training, collaboration and calibration of the grade level rubrics ensured consistency in classrooms and across grade levels. • Data analysis at monthly CCC meetings to plan for explicit writing instruction across content areas. Additionally, teachers used this information to plan for a variety of writing abilities across students, measure growth, and place students into instructional small groups.

Previous Year's Goal #2	**By the conclusion of the 2024-2025 school year, Positive Behavior Intervention and Supports office discipline referrals (ODR's) will decrease from 11% (69) of 623 students to 8% (49) through daily classroom, cafeteria, and hallway procedural instruction during morning meeting.**
	Was the goal met? ☐ YES ☒ NO ☐ Partially
What data supports the outcome of the goal?	The ODR's increased by 62% overall between August 2024 and April 2025. Six students with disabilities accounted for 159 of 300 referrals, and 2 of these students withdrew or were transferred at the end of the first semester.
	Reflecting on Outcomes
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	• We will continue to support positive behaviors and interventions through more detailed behavior flowcharts for teachers, updated classroom, cafeteria, restroom, and hallway videos. • We are also updating our PBIS signage throughout the school with more succinct language. • After reflection, our goal should have accounted for general education and students with disabilities differently.
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?	

Previous Year's Goal #3	**By the conclusion of the 2024-2025 school year, 60% (193) of approximately 321 students in grades K-3 will score at or above benchmark on the May AMIRA end of year assessment. Additionally, 60% (181) of approximately 302 students in grades 4-5 will score in the prepared range according to the BEACON assessment by the end of the year.**

	Was the goal met?	☐ YES	☒ NO	☐ Partially

What data supports the outcome of the goal?									

Grade	Support Needed %	Near Target %	Prepared %
4th	25	65	10
5th	22	58	20
Total	23	62	15

Grade	Catch up %	On Track %	At or Above %
K	16	56	28
1	15	51	34
2	20	62	18
3	20	56	24
Total	18	56	26

The **EOY** Amira data shows that from **26% (278 students)** as measured by the Amira for students in K – 3rd grades are **At or Above Grade Level**. The **EOY** data also shows that **35% (77 students)** of the **219** students that are **On Track** scored on grade level as evidenced by their **ARM** score but fell into the **60-74th** percentile. After discussing this data with the teachers, they felt like students were well prepared for the assessment, until they reached the passage reading portion.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	- Teacher training and consistent implementation of explicit letter/sound correspondence, word building activities and decodable passages and texts that align with the phonics skills they are learning. - Teacher training and consistent implementation of Advanced Word Study lessons. - Teacher training and consistent implementation of ELLevation strategies/resources during the 120 Literacy Block to support our English Language Learners. - Teacher training and consistent implementation of the components of the 120 Literacy Block across classrooms and grade levels. - Teacher training and consistent implementation and monitoring of digital platforms.
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?	

Previous Year's Goal #4	By the end of the 2024-2025 school year, 60% (322) of approximately 536 students in grades 1-5 will score in the prepared range according to the BEACON assessment. Additionally, 60% (52) of 87 kindergarten students will score prepared on GKIDS 2.0 math assessments by the end of the year.

Was the goal met? ☐ YES ☐ NO ☒ Partially

What data supports the outcome of the goal?	

Grade	Support Needed %	Near Target %	Prepared %
1st	26	41	33
2nd	31	50	19
3rd	8	89	3
4th	50	46	4
5th	50	48	2
Total	32	56	12

Grade	Support Needed %	Near Target %	Prepared %
Kinder	4	26	70

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	- Teacher training and consistent implementation of the core package digital resources, workbooks, manipulatives, and resource library. - Teacher training and consistent implementation of math intervention. - Quarterly data discussions to identify student groups for remediation/extension and students that need to be added to Tier or moved to Tier 3. - Teacher training and consistent implementation and monitoring of digital platforms.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

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

ELA DATA				
ELA Milestones Longitudinal Data	**SY22** % of students scoring proficient & distinguished	**SY23** % of students scoring proficient & distinguished	**SY24** % of students scoring proficient & distinguished	**SY25** % of students scoring proficient & distinguished
3rd Grade	32%	38%	34%	33%
4th Grade	32%	36%	28%	28%
5th Grade	32%	41%	46%	38%

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1st Grade	33	37	30	31	43	26	30	42	28	37	33	30	35	42	24
2nd Grade	62	25	13	70	22	9	57	35	8	65	28	8	67	22	12

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
3rd Grade	11	71	18	18	61	21	21	57	22	12	69	19	20	61	20	21	65	13	45	44	11	17	69	14
4th Grade	25	62	13	33	51	22	22	61	17	22	66	12	25	61	15	25	55	20	45	40	15	32	51	17
5th Grade	25	49	25	25	51	20	20	60	21	23	55	22	20	55	25	24	52	24	39	48	13	26	54	20

Source	Strengths	Weaknesses
SY24 ELA Milestones (Grade Levels & Subgroups)	**For Grade Levels, ELs and SWD** • The 3rd grade cohort from SY22 has increased their **proficient and distinguished** percentage from 32% to 46% as 5th graders on the SY24 ELA EOG. • From SY22 to SY24, the 5th grade **proficient and distinguished** percentage has increased from 32% to 46% on the ELA EOG. **EL:** • SY23 achievement levels indicate that 6.5% (2 of 31) of our EL students in grade 4 are scoring in the **Distinguished Learner** level. • From SY 23 and SY 24, the 5th grade cohort increased the **Proficient Learner** percentage from 7% to 13.3% on the ELA EOG. • From SY23 and SY24, the 5th grade cohort decreased the **Beginning Learner** percentage from 71% to 53.3%. **SWD:** • SY24 SWD students are scoring in the achievement level of **Developing Learner** at a percentage of 31% (13 of 42) on the EOG.	**For Grade Levels, ELs and SWD** • From SY23 to SY24, the 4th grade **proficient and distinguished** percentage has decreased from 36% to 28% on the 4th grade ELA EOG. • From SY23 to SY24, the percentage of students in the 3rd grade cohort scoring **proficient and distinguished** dropped from 38% to 28% on the 4th grade ELA EOG. **EL:** • SY23 EL students are scoring in the achievement level of **Beginning Learner** at a percentage of 71% (22 of 31) on the EOG. • SY23 to SY24 growth was shown with the percentage of students scoring in the **Proficient Learner** category, only 13% of 5th graders scored in the proficient category. **SWD:** • SY24 SWD students are scoring in the achievement level of **Beginning Learner** at a percentage of 64% (27 of 42) on the EOG.

Beacon Assessment – ELA (Grade Levels & Subgroups)	**Grade Levels (all students):** • Based on the 1st grade Beacon results in ELA, our students have demonstrated strengths in **Literary and Informational Texts** with 70% of students scoring **Near Target** or **Prepared**. • Based on the 3rd grade Beacon results in ELA, our students have demonstrated strengths in **Key Ideas and Details** with 89% of students scoring **Near Target** or **Prepared**. • Based on the 4th grade Beacon results in ELA, our students have demonstrated strengths in **Vocabulary Acquisition & Use** with 78% of students scoring **Near Target** or **Prepared**. • Based on the 5th grade Beacon results in ELA, our students have demonstrated strengths in **Vocabulary Acquisition & Use** with 81% of students scoring **Near Target** or **Prepared**. **EL:** • The assessment scores indicate that 73 % (49 of 67) of students are scoring in the **Near Target/Prepared** areas in the **Literary Text** domain. **SWD:** • SWD students are scoring in the achievement level of **Near Target or Prepared** at a percentage of 50% (21 of 42) on the Beacon.	**Grade Levels (all students):** • Based on the 2nd grade Beacon results in ELA our students have demonstrated weaknesses in **Language** with 70% scoring in **Support Needed**. • Based on the 3rd and 4th grade Beacon results in ELA our students have demonstrated weaknesses in **Writing Conventions** with 55% scoring in **Support Needed**. **EL:** • EL students are scoring in **Support Needed** at a percentage of 48% (64 out of 133) in the **Writing Skills** domain. **SWD:** • SWD students are scoring in the achievement level of **Needs Support** at a percentage of 50% (21 of 42) on the Beacon.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Limited opportunities for teachers to engage in PL focused on teaching practices. • Limited opportunities for general education teachers and SPED teachers to plan and collaborate. • Teacher training and consistent implementation of explicit letter/sound correspondence, word building activities and decodable passages and texts that align with the phonics skills they are learning. • General Education teachers lack a knowledge base of ESOL specific strategies to assist Els in accessing grade level content.	

ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): **EL:** **2024 Listening Average- 4.10/6** **2025 Listening Average- 4.11/6** Average Listening scores on ACCESS are the highest of the four domains.	Grade Levels (all students): **EL:** **2024 Reading Average- 3.04/6** **2025 Reading Average- 2.93/6** Average ACCESS Reading scores decreased by .11 from 2024-2025. **2024 Speaking Average- 2.97/6** **2025 Speaking Average- 2.88/6** Average ACCESS Speaking score decreased by .09 from 2024-2025. **2024 Writing Average- 2.68/6** **2025 Writing Average- 2.79/6** Average ACCESS Writing scores are the lowest. of the four domains.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • ESOL teachers lack a structured protocol for developing domain specific vocabulary necessary for comprehending informational text. • General Education teachers lack a knowledge base of ESOL specific strategies to assist Els in accessing grade level content. • ESOL teachers lack tools to explicitly instruct, monitor and assess students speaking in content areas. • Student support is limited during the Reading block due to scheduling constraints.	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): **1st grade** students perform at 83% on standard: **ELAGSE1RL3** - Describe characters, settings, and major events in a story, using key details. **2nd grade** students perform at 88% on standard **ELAGSE2RF3**: Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes. **3rd grade** students perform at 69% on standard: **ELAGSE3RL3** – Describe characters in a story	Grade Levels (all students): **1st grade** students perform at 67% on standard: **ELAGSE1RL6** - Identify who is telling the story at various points in a text. **2nd grade** students perform at 66% on standard: **ELAGSE2L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words. **3rd grade** students perform at 69% on standard **ELAGSE3RL9** - Compare and contrast the themes, settings, and plots of

(e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

4th grade students perform at 75% on standard: **ELAGSE4RL2** - Summarizing ONLY.

5th grade students perform at 77% on standard: **ELAGSE5RL.3** - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

stories written by the same author about the same or similar characters (e.g., in books from a series).

4th grade students perform at 53% on standard: **ELAGSE4RL2** - Theme ONLY.

5th grade students perform at 55% on standard: **ELAGSE5RI.3** - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Limited professional learning opportunities focused on creating assessments and using the data from formatives/summative assessments in conjunction with district provided resources. • General Education teachers lack a knowledge base of ESOL specific strategies to assist Els in accessing grade level content.	
School Instructional Walks **(Grade Level)**	• Phonics instruction is consistently found during instructional walks in 15/17 K-2 classrooms. • Morphology instruction is consistently found during instructional walks in 11/14 classrooms in grades 3-5. • District provided resources are consistently used during phonics and morphology instruction.	• As was observed in 10/22 classrooms, the percentage of time students were observed actively speaking during the 120 Literacy Block was less than 50%. • As was observed in 4/17 classrooms, teachers were observed providing small group instruction.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Limited opportunities for students to actively speak during the 120 Literacy Block. • Teacher training and consistent implementation of the components of the 120 Literacy Block across classrooms and grade levels. • Teacher training of explicit letter/sound correspondence, word building activities and decodable passages and texts that align with the phonics skills they are learning. • Teacher training on Advanced Word Study lessons.	

	• Teacher training and consistent implementation of ELLevation strategies/resources during the 120 Literacy Block to support our English Language Learners.

Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		

Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:

ELA - IMPROVEMENT PLAN			
GOAL #1: ELA	<mark>**By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON assessment by the end of the year.**</mark>		
Root Cause(s) to be Addressed:	• ESOL teachers lack tools to explicitly instruct, monitor, and assess students speaking in content areas. • Limited opportunities for students to actively speak during the 120 Literacy Block.		
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Who? **One Action (Verb)** **What?**	**Implementation Performance Target:** 100% of teachers will implement daily strategies to improve students'	**Evaluation Performance Target: 60% of EL students will increase their ACCESS score in the speaking domain by 0.5.**	**ELLevation**

Frequency	English-speaking skills as evidenced by lesson plans and observations.	• **Evaluation Tool(s):** • <mark>WIDA Speaking Rubric</mark>	
Target Student Group ☒ All Students ☐ EL ☐ SWD	**Implementation Plan:** **Preplanning**: • ELLevation PL with the staff, updating them on recent changes.	**Evaluation Plan:** Students will be assessed: ☒ <mark>Every 2 weeks</mark> ☐ Monthly ☐ Every other month ☐ 3 times per year	
Action Step *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 1. <mark>100% of K-5 teachers will implement the quarterly Ellevation strategy daily</mark>.	**August-September**: • Quarter 1 training on the "**Inside, Outside Circle**" ELLevation strategy. • Teams will engage in collaborative planning to design opportunities for students to implement the ELLevation strategy. • Conduct monthly instructional walks to monitor implementation of the ELLevation strategy. Data will be shared with teams during CCCs. **October-December**: • Quarter 2 training on the "**Teach, Teach**" ELLevation strategy. • Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement the ELLevation strategy. • Conduct monthly instructional walks to monitor implementation of the ELLevation strategy. Data will be shared with teams during CCCs. **January-February**: • Quarter 3 training on the "**Directed Discourse**" ELLevation strategy. • Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement the ELLevation strategy. • Conduct monthly instructional walks to monitor implementation of the ELLevation strategy. Data will be shared with teams during CCCs. **March-April**: • Quarter 4 training on the "**360 Words – Move It! Make It! Mean It**!" ELLevation strategy.	**Data Analysis Plan:** • Each team in grades (K-5) will create a quarterly assessment schedule. • Create grade level CCC schedule and template for analyzing the data and planning. • Results will be analyzed during CCC's and used to plan small group and/or whole group instruction. • Data from instructional walks will be used to determine next steps for professional learning. **Person(s) Collecting Evidence:** ☒ Principal ☒ Assistant Principals ☒ Academic Coach ☒ CCC Leads	

	- Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement the ELLevation strategy. - Conduct monthly instructional walks to monitor implementation of the ELLevation strategy. Data will be shared with teams during CCCs. **May**: - Reflect on the action step and ACCESS scores. **Artifacts to be Collected:** - Lesson Plans with Ellevation Strategies - Walkthrough Data - Rubrics **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☒ Academic Coach **Frequency of Monitoring:** - <mark>Biweekly Walkthroughs</mark>

Root Cause(s) to be Addressed:	- Limited professional learning opportunities focused on creating assessments and using the data from formatives/summative assessments in conjunction with district provided resources. - Limited opportunities for teacher to engage in PL focused on teaching practices.		
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Who? **One Action (Verb)** **What?** **Frequency**	**Implementation Performance Target:** 100% of grade-level teams will construct at least one common formative assessment per Wonders unit.	**Evaluation Performance Target:** <mark>**By December 2025, at least 50% of students in grades 1-5 will score 70% or higher on each common summative assessment.**</mark>	**Wonders** **Design in Five**
Target Student Group	**Implementation Plan:**		

☒ All Students ☐ EL ☐ SWD	• **Preplanning**:	**Additionally, by May 2025, at least 75% of students will score 70% or higher on each common summative assessment.**
Action Step *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**August-September**: • Professional learning on the Design in Five process. Teachers will vet a previous assessment to establish a baseline in conjunction with the Design in Five Qualities rubric. Teachers will reflect on the process using the Assessment Practices Strengths and Next-Steps Reflection form. Admin and coach will provide feedback to teachers and teams to improve their assessment work. • Data from each team's common formative assessment will be analyzed, and teams will plan an instructional response. We will celebrate our strengths and deepen our understanding of any areas of need in the Design in Five process. • Teachers will use this information to construct a common formative assessment	**Evaluation Tool(s):** • Unit Assessments for each grade level **Evaluation Plan:** Students will be assessed: ☒ Every 6 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year
1. 100% of teacher will use bi-weekly common formative assessment data to plan differentiated [small group] instruction.		**Data Analysis Plan:** • Create an assessment schedule. • Create a grade-level CCC schedule and template for analyzing the assessments. • Results from the CCC meetings will be used to adjust assessments prior to administration. • Analyze Beacon data
	October-December: • CCCs will focus on the purpose of the assessment and how to create accurate learning targets. Discussion will also include who will use the information, how they will use it, and what type of information will be assessed.	
	January-February: • CCCs will focus on matching an appropriate assessment method with the learning goal.	**Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☒ Academic Coach ☒ CCC Leads
	March-April: • CCCs will focus the assessment results and how to provide accurate student feedback. May: • Reflect on the action step, process, and data.	
	Artifacts to be Collected: • Copies of common assessments	

	• Meeting Agendas • CCC minutes **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☒ Academic Coach **Frequency of Monitoring:** • The Design in Five Qualities Rubric will be used to evaluate the common formative assessments designed by 1-5 teachers. The BOY evaluation will take place in October, the MOY in January and the EOY in April.		

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
3rd Grade	48%	46%	35%	41%
4th Grade	39%	45%	32%	34%
5th Grade	27%	37%	27%	41%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	56	38	7	57	24	19	50	44	6	39	35	26
1st Grade	26	47	27	20	32	48	19	35	45	27	40	33
2nd Grade	37	47	16	40	40	21	38	38	23	31	40	30
3rd Grade	16	75	9	13	77	9	24	69	7	20	74	6
4th Grade	43	48	9	46	46	8	47	47	6	46	49	5
5th Grade	47	48	6	48	49	3	39	53	8	52	40	5

Source	Strengths	Weaknesses
SY24 MATH Milestones (Data by grade & subgroup)	- From SY22 to SY23 the 5th grade **proficient and distinguished** percentage increased from 27% to 37% on the Math EOG. - Students in grades 3-5 demonstrate strengths in the domain of **Geometric & Spatial Reasoning** in the SY24 Math EOG. **SWD:** - SY24 SWD students are scoring in the achievement level of **Beginning Learner** at a percentage of 29% (12 of 42) on the EOG.	- The 3rd grade cohort from SY22 decreased their **proficient and distinguished** percentage by 21% as 5th graders on the SY24 Math EOG. - The 3rd grade cohort from SY23 decreased their **proficient and distinguished** percentage by 14% as 4th graders on the SY24 Math EOG. **SWD:** - SY24 SWD students are scoring in the achievement level of **Beginning Learner** at a percentage of 61% (26 of 42) on the EOG.

Beacon Assessment – Math **(Grade Level & Subgroups)**	• Based on the 1st grade Beacon results in math, our students have demonstrated strengths in **Patterning and Algebraic Reasoning** with 80% of students scoring **Near Target** or **Prepared**. • Based on the 3rd grade Beacon results in math, our students have demonstrated strengths in **Patterning and Algebraic Reasoning** with 86% of students scoring **Near Target** or **Prepared**. **SWD:** • SWD students are scoring in the achievement level of **Near Target** or **Prepared** at a percentage of 30% (29 of 42) on the Beacon.	• Based on the kindergarten Beacon results in math, our students have demonstrated weaknesses in **Patterning and Algebraic Reasoning** with 56% of students scoring **Support Needed**. • Based on the 5th grade Beacon results in math, our students have demonstrated weaknesses in **Geometric and Spatial Reasoning** with 52% of students scoring **Support Needed**. **SWD:** • SWD students are scoring in the achievement level of **Needs Support** at a percentage of 70% (29 of 42) on the Beacon.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Limited opportunities for teacher to engage in PL focused on conceptual teaching practices, specifically the practices modeling the connection between concrete – representational – abstract approaches to solving math problems. • Limited opportunities are provided for teachers to engage in professional learning focused on understanding the rigor of the standards and planning learning experiences aligned to the standards.	
MATH Common Assessments	**1st grade** students perform at 94% on standard: **MA.1.MDR.6.3** - Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters. **2nd grade** students perform at 93% on standard: **2.GSR.7.3** - Partition circles and rectangles into two, three, or four equal shares. Identify and describe equal sized parts of the whole using fractional names. **3rd grade** students perform at 58% on standard - **MA.3.NR.4.4** - Recognize and generate simple equivalent fractions. **4th grade** students perform at 78% on standard: **4.GSR.7** - Building Conceptual Knowledge of Angle Measurements.	**1st grade** students perform at 72% on standard: **MA.1.NR.1.2** - Explain that the two digits of a 2-digit number represent the amounts of tens and ones. **2nd grade** students perform at 89% on standard: **2.MDR.6.1** - Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour. **3rd grade** students perform at 80% on standard: **MGSE3.MD.1** - Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.

	5th grade students perform at 72% on standard: **5.PAR.6** - Solve relevant problems by creating and analyzing numerical patterns using the given rule(s).	**4th grade** students perform at 57% on standard: **4.NR.4** - Investigating Fractions and Decimals. **5th grade** students perform at 47% on standard: **5.NR.3** - Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part-whole strategies and visual models.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Limited professional learning opportunities focused on using formative assessment data and district provided resources. • Limited professional learning opportunities focused on using formative assessment data and district provided resources to plan small group instruction. • Beacon data indicates a need for developing students' skills in the domain of Numerical Reasoning.	
School Instructional Walks **(Grade Level)**	• Teachers consistently use the district provided instructional resources. In 19 of 22 classrooms observed the use of district provided resources was evident.	• Instructional walk data indicates that differentiated small group instruction is not evident in all classrooms. In 12 of 22 classrooms, small group instruction was not observed.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Limited professional learning opportunities focused on using formative assessment data and district provided resources to plan small group instruction. • Limited walkthrough data during math, due to a focus on literacy walks.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:**	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON assessment by the end of the year.
Root Cause(s) to be Addressed:	• Limited opportunities for teacher to engage in PL focused on conceptual teaching practices, specifically the practices modeling the connection between concrete – representational – abstract approaches to solving math problems. • Beacon indicates a need for developing students' skills in the domain of Numerical Reasoning.
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☐ Local School Funds ☐ Other: _____

Components	Implementation Plan *SWP Checklist 3.a 34 CFR § 200.26*	Evaluation Plan *SWP Checklist 3.b 34 CFR § 200.26*	Resources
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ All students ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 1. 100% of 1-5 teachers will use the CRA (Concrete-Representational-Abstract) method daily to increase students' conceptual understanding of grade-level appropriate story problems as indicated by assessment data and monthly walks.	**Implementation Performance Target:** By August 2025, 100% of 1-5 teachers will implement the CRA method daily to solve real-world problems as indicated by monthly instructional walks. **Implementation Plan:** **Preplanning:** • Teachers will receive training on the CRA method. This training will focus on using math manipulatives, representational drawings, and abstract procedures to model real-world story problems. **August-September:** • Quarter 1 standards training to enhance teachers' usage of manipulatives, representational drawings, and abstract procedures to model real-world story problems. • Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement elements of the CRA. • Conduct monthly instructional walks to monitor implementation of the CRA method. Data will be shared with teams during CCCs. **October-December**: • Quarter 2 standards training to enhance teachers' usage of manipulatives, representational drawings,	**Evaluation Performance Target:** By December 2025, at least 50% of students at each grade level (1-5) will score 70% or higher on each common summative assessment. Additionally, by May 2025, at least 75% of students at each grade level (1-5) will score 70% or higher on each common summative assessment. **Evaluation Tool(s):** • Unit Assessments for each grade level **Evaluation Plan:** Students will be assessed: ☒ At the end of each unit ☐ Monthly ☐ Every other month ☐ 3 times per year **Data Analysis Plan:** • Each team in grades (1-5) will create a quarterly assessment schedule. • Create grade level CCC schedule and template for analyzing the data and planning for intervention/enrichment.	**Math Core Package**

and abstract procedures to model real-world story problems.
- Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement elements of the CRA.
- Conduct monthly instructional walks to monitor implementation of the CRA method. Data will be shared with teams during CCCs.

January-February:
- Quarter 3 standards training to enhance teachers' usage of manipulatives, representational drawings, and abstract procedures to model real-world story problems.
- Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement elements of the CRA.
- Conduct monthly instructional walks to monitor implementation of the CRA method. Data will be shared with teams during CCCs.

March-April:
- Quarter 4 standards training to enhance teachers' usage of manipulatives, representational drawings, and abstract procedures to model real-world story problems.
- Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement elements of the CRA.
- Conduct monthly instructional walks to monitor implementation of the CRA method. Data will be shared with teams during CCCs.

May:
- Reflect on the action step and associated data.

Artifacts to be Collected:
- Instructional Walk Data
- PL Sign in Sheets
- CCC Agendas
- Lesson Plans

- Results will be analyzed during CCC's and used to plan small group and/or whole group instruction.
- Data from instructional walks will be used to determine next steps for professional learning.

Person(s) Collecting Evidence:
☐ Principal
☐ Assistant Principals
☒ Academic Coach
☒ CCC Leads

Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coach **Frequency of Monitoring:** • Monthly	

Root Cause(s) to be Addressed:	• Limited professional learning opportunities focused on using formative assessment data and district provided resources. • Limited opportunities for teachers to engage in PL focused on teaching practices.		
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		

Components	Implementation Plan *SWP Checklist 3.a 34 CFR § 200.26*	Evaluation Plan *SWP Checklist 3.b 34 CFR § 200.26*	Resources
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ All Students ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 2. **100% of teachers will utilize the weekly/bi-weekly common assessment data to inform differentiated instruction.**	**Implementation Performance Target: 100% of grade-level teams will construct at least one common formative assessment per unit.** **Implementation Plan:** **Preplanning**: **August-September**: • Professional learning on best practices for assessment creation. Teacher will deconstruct standards, identify learning targets, and utilize best practices for constructing assessment items. **October-December**: • CCCs will analyze data, determine next steps for instruction, and reteach as needed. Teams will also analyze the quality of assessment items utilizing a common assessment rubric and through the data analysis process to edit/revise assessment items as needed. **January-February**: • CCCs will analyze data, determine next steps for instruction, and reteach as needed. Teams will also analyze the quality of assessment items utilizing a common assessment rubric and through the data analysis process to edit/revise assessment items as needed. **March-April**: • CCCs will analyze data, determine next steps for instruction, and reteach as needed. Teams will also analyze the quality of assessment items utilizing a common assessment rubric and	**Evaluation Performance Target: By December 2025, at least 50% of students at each grade level (1-5) will score 70% or higher on each common summative assessment.** **Additionally, by May 2025, at least 75% of students at each grade level (1-5) will score 70% or higher on each common summative assessment.** **Evaluation Tool(s):** • Unit Assessments for each grade level **Evaluation Plan:** Students will be assessed: ☒ At the completion of each unit ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ **Data Analysis Plan:** • Create an assessment schedule. • Create grade level CCC schedule and template for analyzing the assessments. • Results from the CCC meetings will be used to adjust assessments prior to administration. • Analyze Beacon data **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals	

| | through the data analysis process to edit/revise assessment items as needed.

May:
• Reflect on the action step and associated data.

Artifacts to be Collected:
    • Copies of common assessments
    • CCC minutes
    • Common Assessment Data
    • Data Analysis

Person(s) Monitoring Implementation:
☒ Principal
☒ Assistant Principals
☒ Academic Coach

Frequency of Monitoring:
    • The Common Assessment Rubric will be used to evaluate the common assessments designed by K-5 teachers. The BOY evaluation will take place in October, the MOY in January and the EOY in April. | ☒ Academic Coach
☒ CCC Leads | |

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 3, 2025		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 15, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	March 17, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Capacity Opportunities (Do not need to be listed in the Policy) 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 17, 20265 November 12, 2025 January 28, 2026 April 22, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, <u>not just visit the school</u>) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** Rising Kindergarten Night 6-7:30PM, 5th grade visits to E. Cobb and JJ Daniel Middle schools.	April 22, 2026		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5d*	*List documents translated for parents:* • Digital Documents sent via CTLS Parent • Family Compacts • Family Policy • Flyers and surveys for Family Engagement Activities • Parent ACCESS, BEACON, AMIRA information sessions		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

				• -Math, ELA, and STEM Nights • Flyers and surveys for Title I Collaboration Meetings • Annual Title I Meeting • Fall Input/Survey Evaluation • Spring Input meeting and Survey • Flyers and surveys for student transition meetings		

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Family Engagement – STEM and Literacy Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2	Materials for each grade level's make/take literacy activities	Title I		Adult attendees sign-in Following Literacy Night, attendees complete a survey to determine the impact of the event and the provided resources. Sign- in Sheets Photographs Survey results	
Family Engagement – STEM and Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2	Materials for each grade level's make/take math activities	Title I		Adult attendees sign-in Following Math Night, attendees complete a survey to determine the impact of the event and the provided resources. Sign- in Sheets Photographs Survey results	

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

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

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

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

SCHOOL RESPONSE: **Title I funding for CCSD academic initiatives provides additional student resources and professional learning support. This support builds educator agency to improve instruction so students can overcome learning loss and make adequate progress in the core academic areas. The CCSD learning structures include Amira, iReady and BEACON assessments, Wonders, UFLI manuals, Heggerty manuals, Language Essentials for Teachers of Reading and Spelling (LETRS), DreamBox, Zearn, and Math Fluency Framework (MFF).**

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, which shall describe the means for conducting 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 Guiding Coalition (Administrative Team, Academic Coach, and Team Leaders) participate in learning walks to observe and provide feedback to educators as they implement the action plan. Teachers, team leaders, and the Instructional Leadership Team collect data through CTLS and teacher notes each quarter**.

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 Guiding Coalition examines student growth measures and determines if grade levels, classrooms, and student groups are progressing adequately toward the school-wide goals.**

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

SCHOOL RESPONSE: **The Guiding Coalition assesses SIP data to provide input on next steps and decide if implementation revisions are needed. If revision is required, then the Instructional Leadership Team (Administrative Team and Academic Coach) creates the revisions, shares them with Sedalia Park educators. They will also support implementation with professional learning, small group and individual coaching, and feedback.**

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: **The Sedalia Park staff works diligently to maintain a positive learning environment. The school counselors and PBIS committee play a vital role in helping to cultivate that positive environment by spearheading our school-wide positive behavior initiative: Positive Behavioral Interventions and Supports or PBIS. PBIS weaves evidence-based behavioral interventions into learning to maximize student academic and social behavior outcomes. It makes targeted behaviors less effective, efficient, and relevant and desired behavior more functional.**

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:
Professional Development
Focused professional learning and collaboration based on engaging instruction and student learning are essential to improve teaching and increase student achievement. Developing and maintaining effective Cobb Collaborative Communities that focus on learning and are results oriented is essential for meeting the needs of our students.
The following are research-based practices in professional development that support the career-long development of teaching and student learning:
- **Administration schedule time to teacher teams to build effective Cobb Collaborative Communities**
- **Develop and maintain Cobb Collaborate Community structure.**

- **Create a comprehensive assessment plan for priority standards including learning target and research-based instructional strategies.**
- **Create SMART goals related to the standard.**
- **Create common formative assessments and grading policies that are practiced across each team**
- **Create rubrics and select exemplars as artifacts for monitoring.**
- **Set time aside to allow teachers to implement new techniques learned, reflect on the impact, and plan collaboratively.**
- **Conduct Pocket PL's and book studies on topics related to our academic and socioeconomic needs (i.e Trauma-based practices, classroom management procedures, and cultural practices)**

Recruitment and Retention

Cobb County School District strives to hire the best-qualified candidate for all teaching positions. Sedalia Park personnel recruit prospective teachers through professional learning networking, administrative CCC meetings, and CCSD job fairs. Newly hired teachers participate in CCSD New Teacher Institute in mid-July. Support for new teachers during the institute and within Panther Pride, an ongoing induction program, includes pairing them with experienced teachers for individualized mentorship.

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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: **Students in grade 5 grade participate in grade 5 to 6 articulation activities. This includes students visiting feeder middle schools (East Cobb and JJ Daniell Middle Schools) to experience a day in middle school. Students have an opportunity to participate in academic and connection classes (band, chorus, orchestra, etc.), learn about extracurricular clubs, and view the cafeteria. Our Parent Facilitator and counselors collaborate with middle school personnel to greet and support rising sixth graders and their families during a spring evening orientation.**

Rising Kindergarten students are invited in with their parents every spring to learn more about kindergarten and summer strategies to help prepare for the Pre-K to Kindergarten transition. Flyers and information are posted to CTLS Parent and shared with older siblings in the building. Parents and students tour the kindergarten wing to view classrooms, meet teachers, and see other areas of the school, including the Learning Commons, carpool lane, and cafeteria. Kindergarten Families also return for Open House to gain additional support for the transition to elementary school. Our goal is to make parents and students feel comfortable as they begin their academic careers.

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

SCHOOL RESPONSE: n/a

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

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

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	☒ Goal 1 ☒ Goal 2	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	This position establishes and maintains positive relationships with families to increase student achievement. The support helps families understand what their children need to know to be successful learners. Our Parent Facilitator assists in coordinating family/community outreach sessions to ensure families are aware of available resources. She is also available to help families as the need arises during the school year. This position bridges school, family, and community to impact student achievement.
Classroom Teacher	☒ Goal 1 ☒ Goal 2	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	This position provides smaller class sizes for the grade level. The teacher increases the opportunity to tailor Tier I whole group instruction through formative assessments. This action also allows the teacher to meet more frequently with targeted small groups during Reading, Math, and Writing instructional blocks.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the ELA BEACON assessment by the end of the year.
Goal #2	By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the MATH BEACON assessment by the end of the year.