

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Middle School
Principal Name:	Mr. James Rawls
Date Submitted:	
Revision Date(s):	5/8/25; 5/22/25; 6/12/25

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Cooper Middle School
<i>Team Lead</i>	Rodney Wheeler
<i>Position</i>	Assistant Principal
<i>Email</i>	Rodney.wheeler@cobbk12.org
<i>Phone</i>	770-819-2438
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: Cooper Middle School sought the recommendations, advice, and approval from all stakeholders during SIP Committee meetings.

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:	May 8, 2025	May 22, 2025	June 12, 2025
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Position/Role	Printed Name	Signature
Principal	James Rawls	5/8, 5/22, 6/12
Asst. Principal	Rodney Wheeler	5/8, 5/22, 6/12
Asst. Principal	Christian Waldon	5/8, 5/22, 6/12
Asst. Principal	Portia Shaw	5/8, 5/22, 6/12
Parent Facilitator	Caleeah Jarrett	5/8, 5/22, 6/12
Academic Coach	Dayan Shannon	5/8, 5/22, 6/12
Academic Coach	Charles Polk	5/8, 5/22, 6/12
Academic Coach	Japonika Francis	5/8, 5/22, 6/12
Academic Coach/Teacher Rep (2026)	Gerrilyn Sumlin	5/8, 5/22, 6/12
Media Center Specialist	Stephen Atchison	5/8, 5/22, 6/12
Teacher Representative	Christina Williams	5/8, 5/22, 6/12
Title 1 District Coach	Meta Rome	5/22
Title 1 District Coach	Kelly Bodner	5/22

Title 1 Supervisor	Patrice Jones	
Parent Representative	Curtina Martin	5/22
Parent Representative	Quintella Ezekiel	5/22
Community Representative (Refuge Church)	Reggie Fields	5/22

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 end of the 2024-2025 school year, the percentage of students in 6 th -8 th grade scoring at the Proficient and Advanced Level will increase by 5% from 44% to 49% on the ELA Milestones.		
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?	The goal was not met. The Proficient and Advanced level decreased from 44% to 42%.		
Reflecting on Outcomes			

If the goal was not met , what actionable strategies could be implemented to address the area of need?	Reflecting on strategies that worked and were most effective. Better address the students not meeting proficiency on common formatives. Find a way to discourage constant usage of AI.
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 #2	By the end of the 2024-25 school year, 6 th -8 th grade students scoring at the Proficient and Advanced Level will be 45% (an increase of 5%) on the Math Milestones.
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?	At the end of 2024-2025 school year, 6 th -8 th Grade Students scoring at the Proficient and Advanced level was at 44% (an increase of 4%) on the Math Milestones.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented	Identifying teaching strategies/best practices in CCC's to provide consistent and effective remediation for students that demonstrate lack of understanding.

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?	

Previous Year's Goal #3	By the end of the 2024-2025 school year, the percentage of students in 8 th grade scoring at proficiency on the Geography Domain will increase by 5% from 22% to 27% on 8 th Grade Georgia Studies Milestones.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	Based on the GMAS geography domain 2024-2025 scoring, proficiency increased by 20 percentage points to 42%.

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?	Spiraling geography into each unit. The 8 th grade Geography domain unit is a one-week unit. However, as a department we decided to spiral in geography in each unit. Therefore, students had more practice and review. The plan is to continue to spiral in geography next year.

Previous Year's Goal #4	By the end of the 2024-2025 school year, the percentage of students in 8 th grade scoring proficiency on the Matter domain will increase by 5%, from 44% to 49%, on 8 th Grade Physical Science Milestones.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	According to the 2024-2025 8 th grade Physical Science Milestones assessment, 51% of the students demonstrated proficiency in the “matter” domain, noting a 7% increase from the previous year’s performance of 44% proficiency.

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?	Careful implementation of the deployment/recovery process for each unit of study. The collaboration team created data sheets that tracked students not meeting priority standards within the unit and placed them for remediation with teachers yielding high percentages of student mastery on formatives for that standard. Within the deployment session, the use of best practices/strategies to deliver small group instruction for additional practice prior to reassessment was evident but could be improved.

Previous Year's Goal #5	By the end of the 2024-2025 school year, the PBIS team will work with all students and staff to decrease physical aggression offenses by 10%.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the	For the 23-24 school year our physical aggression referrals were 119. For the 24-25 school year our physical aggression referrals were 81. Which is a decrease of 32% in physical aggression referrals.

outcome of the goal?	
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	The process that we took to meet our goal was by having PDs for teachers to support with physical aggression. These PDs were focused on classroom supervision, how to help students de-escalate, and how to create a positive classroom environment. For students, we focused on bullying prevention and how to get help from teachers. We also had different incentives for students by meeting their referral goal for physical aggression such as, AIR DAY's, hall parties, lunch parties and ice cream socials.

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
6 th Grade	31	47	40
7 th Grade	33	48	42
8 th Grade	38	47.75	48

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	18	49	33	20	48	32	22	49	29	18	49	33	18	53	30	18	57	25	39	45	17	20	50	30
7 th Grade	46	42	41	15	49	37	15	54	31	17	45	38	15	45	41	18	46	36	33	43	24	19	50	31
8 th Grade	16	34	50	15	38	47	15	45	40	14	43	44	16	36	48	15	40	45	33	36	31	17	37	46

Source	Strengths	Weaknesses
SY24 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students): From SY22 to SY24 the 6th grade proficient and distinguished percentage has increased from 31% to 40%. The 7th grade proficient and distinguished has increased from 33% to 42%. The 8th grade proficient and distinguished rate has increased from 38% to 48%.</p> <p>EL: From SY22 to SY24, the 6th grade cohort proficient and distinguished percentage has increased from 8% to 15% as 8th graders SY24 ELA EOG.</p> <p>SWD: From SY22 to SY24, the 6th grade cohort proficient and distinguished percentage has increased from 4% to 15% as 8th graders SY24 ELA EOG.</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students): *From SY22 to SY24, distinguished for grades 6-8 have not increased over 10% per grade level. *Only 28% of the student scored proficient in Usage for Extended Writing</p> <p>EL: While the 6th grade cohort has shown growth from SY22 to SY24, most growth occurs during the 8th grade year. The proficiency rate has stayed at or below 15%, while the distinguished percentage is almost nonexistent at 1%.</p> <p>SWD: While the 6th grade cohort has shown growth from SY22 to SY24, most growth occurs during the 8th grade year. The proficiency rate has stayed at or below 15%, while the distinguished percentage is almost nonexistent at 1%.</p>

Beacon Assessment – ELA (Grade Levels & Subgroups)	Grade Levels (all students): <p>Based on the Beacon results in ELA, our 6th-8th grade students have demonstrated strengths in Key Ideas and Details, with 84% (828 out of 981) at Near Target or Prepared.</p> <p>EL- Total Students (65) 8th – Prepared (3); Near Target (7); Support Needed (10) 7th- Prepared (2); Near Target (9); Support Needed (14) 6th- Prepared (2); Near Target (7); Support Needed (16)</p> <p>**7th & 8th Grade had the highest number of Prepared and Near Target students.</p> <p>SWD- 6-8 Total Students (102) Prepared (10%) Near Target (49%) Support Needed (41%) **59% of students scored Near Target and Prepared.</p>	Grade Levels (all students): <p>Based on the Beacon results in ELA, 6-8 students demonstrated weakness in Conventions with 34% (330 out of 981) at the Support Needed Level.</p> <p>EL- Total Students (65) 8th – Prepared (3); Near Target (7); Support Needed (10) 7th- Prepared (2); Near Target (9); Support Needed (14) 6th- Prepared (2); Near Target (7); Support Needed (16)</p> <p>**6th Grade had the highest number of Support Needed and lowest number of Prepared and Near Target students.</p> <p>SWD- Total Students (102) Prepared (10%) Near Target (49%) Support Needed (41%) **41% of students scored Support Needed.</p>
Check the system that contributes to the root cause:: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership	Root Cause Explanation: <ul style="list-style-type: none"> EL and SWD students are progressing at a slower rate due to limited time for targeted remediation within the classroom setting. This makes it difficult to close learning gaps without sacrificing exposure to grade-level content. 	

<input type="checkbox"/> Supportive Learning Environment	<ul style="list-style-type: none"> Teachers struggle with trying to meet the various needs of all students while trying to maintain an appropriate pace with the grade-level content. 	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL: Reading 4.2 (66 total students) SWD: Reading 2.9 (15 total students)	Grade Levels (all students): EL: Writing 4.0 (66 students) SWD: Writing 3.6 (15 total students)
Check the system that contributes to the root cause:: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> Limited instruction on conventions. Grammar instruction does not follow a common structure across grade levels. 	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): 7 th Grade Common Assessment (Grammar questions): 7L1-67% EL: 7 th -75% SWD: 7 th -78%	Grade Levels (all students): 8 th Grade Common Assessment 8L1b 67% EL: 8 th -58.7% SWD: 8 th -71%
Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership	Root Cause Explanation:	

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

ELA - IMPROVEMENT PLAN			
GOAL #1: ELA	By the end of the 2025-2026 school year, the percentage of students in 6 th -8 th grade scoring at the Proficient and Advanced Level will increase by 5% from 42% to 47% (50 students) on the ELA Milestones.		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> • Slow progression rates of EL and SWD students • Grammar instruction not following a common structure among grade levels 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of the teachers will incorporate grade level grammar instruction according to the new ELA grammar standards.	Evaluation Performance Target: 686/981 (70%) students will score proficient or higher on common formative assessments in NoRedInk.	
Target Student Group	Implementation Plan: <ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ District level and in-house professional development on the new standards. ○ Develop Unit 1 plans 	Evaluation Tool(s): <ul style="list-style-type: none"> • NoRedInk Evaluation Plan: Students will be assessed:	
<input checked="" type="checkbox"/> All Students <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>			

<p>1. 6th–8th grade teachers will incorporate appropriate grammar instruction to improve writing</p>	<ul style="list-style-type: none"> • August-September: <ul style="list-style-type: none"> ○ Implement new grammar standards ○ PD for teachers on NoRedInk ○ Administer NoRedInk Diagnostic • October-December: <ul style="list-style-type: none"> ○ Weekly activities assigned in NoRedInk ○ Midyear grammar assessment ○ Data analysis • January-February: <ul style="list-style-type: none"> ○ Begin NoRedInk challenges (grade-level and schoolwide) • March-April: <ul style="list-style-type: none"> ○ Administer Short Constructed Responses in NoRedInk • May: NoRedInk post assessment <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • NoRedInk data reports <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: Monthly</p>	<p><input type="checkbox"/> Every 2 weeks</p> <p><input checked="" type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p>Data Analysis Plan:</p> <p>Data will be shared in CCC on data log. Progress will be discussed in monthly Subject Area meetings to address students who need remediation or extension.</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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Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> EL and SWD students are progressing at a slower rate due to limited time for targeted remediation within the classroom setting. This makes it difficult to close learning gaps without sacrificing exposure to grade-level content. Teachers struggle with trying to meet the various needs of all students while trying to maintain an appropriate pace with the grade-level content. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of the teachers of EL and SWD students will track the progress of EL and SWD students in the sections added to the CCC data log	Evaluation Performance Target: The Mastery rate for EL and SWD students will increase by 10% on common assessments	
Target Student Group <input type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	Implementation Plan: <ul style="list-style-type: none"> Preplanning <ul style="list-style-type: none"> Identify EL and SWD students. Create a section on the CCC data log for tracking EL and SWD students 	Evaluation Tool(s): <ul style="list-style-type: none"> Teacher reflections on ELEVATION strategy Beacon reports Common assessment data 	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<ul style="list-style-type: none"> August-September: <ul style="list-style-type: none"> PD to refresh teachers on the tools in ELLEVATION (Clever) Review accommodations for EL and SWD students Incorporate an ELEVATION strategy/activity into a lesson. October-December: <ul style="list-style-type: none"> Incorporate another ELEVATION strategy/activity Compare EL and SWD students Common assessment data to Gen Ed students at the end of the first nine weeks 	Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year (Beacon) <input checked="" type="checkbox"/> Common assessments Data Analysis Plan: Monitor the data of EL and SWD students on CCC Data Log during weekly CCC meetings. After each Beacon administration, compare the scores of EL and SWD students with Gen Ed.	
2. 6 th -8 th Grade ELA teachers will document the progress of EL and SWD students on CCC data logs (common assessments) and effectiveness of implemented instructional strategies to remediate or extend student learning.			

	<ul style="list-style-type: none"> ○ Compare Beacon score progress of EL and SWD students ○ ELLEVATION strategy reflection <ul style="list-style-type: none"> • January-February: <ul style="list-style-type: none"> ○ Data conferences with EL and SWD students ○ Continue tracking common assessment data ○ Incorporate an ELEVATION strategy/activity ○ ELLEVATION strategy reflection • March-April: <ul style="list-style-type: none"> ○ Compare final Beacon scores of EL and SWD students • May: Administer teacher and student surveys to assess the effectiveness of ELEVATION strategies/activities <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Teacher Reflections • Beacon scores • Student Conference notes <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: Monthly</p>	<p>Elevation strategies adjusted as needed based on common assessments and Beacon data.</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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MATH DATA			
MATH Milestones Longitudinal Data	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
6 th Grade	37%	35%	39%
7 th Grade	28%	40%	38%
8 th Grade	34%	45%	55%

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	55%	41%	4%	35%	52%	13%	44%	41%	15%	40%	44%	16%
7 th Grade	46%	42%	12%	34%	44%	22%	33%	47%	20%	33%	43%	24%
8 th Grade	53%	32%	15%	44%	36%	20%	37%	37%	26%	59%	33%	8%

Source	Strengths	Weaknesses
SY25 MATH Milestones (Data by grade & subgroup)	<p>Grade Levels (all students)</p> <p>Overall- 8th grade Cohort increased mastery levels drastically throughout their matriculation at CMS.</p> <p>22-23 as 6th Grade - 37% Mastery</p> <p>23-24 as 7th Grade – 40% Mastery</p> <p>24-25 as 8th Grade – 55% Mastery</p> <p>EL: The 8th grade ELL Cohort increased their average Milestone scores throughout their matriculation at CMS.</p>	<p>Grade Levels (all students)</p> <p>While this current 8th Grade Cohort has increased, most growth occurred during the 8th grade year. This inconsistent growth is difficult to replicate and indicates there is opportunity for stronger growth earlier in the students' matriculation.</p>

	<p>22-23 6th Grade Average – 469</p> <p>23-24 7th Grade Average – 474</p> <p>24-25 8th Grade Average – 487</p> <p>SWD: The 8th grade SWD Cohort increased their average Milestone scores throughout their matriculation at CMS.</p> <p>22-23 6th Grade Average – 475</p> <p>23-24 7th Grade Average – 482</p> <p>24-25 8th Grade Average – 486</p>	<p>EL: While the current 8th-grade cohort has increased, most growth occurred during the 8th-grade year. This inconsistent growth is noticeable with our overall data as well.</p> <p>SWD: While our 8th grade SWD Cohort has increased their average milestone score over the past 3 years, the number of students who reached the mastery level remained stagnant.</p> <p>22-23 – 3 students</p> <p>23-24 – 6 students</p> <p>24-25 – 3 students</p>
<p>Beacon Assessment – MATH (Grade Level & Subgroups)</p>	<p>For Grade Levels, ELs and SWD</p> <p>6-8 (all students):</p> <ul style="list-style-type: none"> Based on results in Math, our 6th-8th grade students have demonstrated strengths in Patterning and Algebraic Reasoning with 62% (41 students) scoring Near Target or Prepared. 8th Grade students demonstrated the highest percentage of prepared students in Measurement and Data Reasoning is 26% (88 out of 338 students). <p>EL- Total Students (65) 8th – Prepared (3); Near Target (2); Support Needed (15) 7th- Prepared (1); Near Target (5); Support Needed (14) 6th- Prepared (0); Near Target (4); Support Needed (21)</p>	<p>For Grade Levels, ELs and SWD</p> <p>6-8 (all students):</p> <ul style="list-style-type: none"> Based on results in Math, our 6th-8th grade students have demonstrated weaknesses in Numerical Reasoning with 49% (41 students) scoring Near Target or Prepared. 8th grade students demonstrated weakness in Geometric and Spatial Reasoning with 59% (199 out of 338 students) scoring Support Needed. <p>EL- Total Students (65) 8th – Prepared (3); Near Target (2); Support Needed (15) 7th- Prepared (1); Near Target (5); Support Needed (14) 6th- Prepared (0); Near Target (4); Support Needed (21)</p>

	<p>**7th & 8th Grade have the highest number of Near Target and Prepared students.</p> <p>SWD- 6-8 Total Students (102) Prepared (3%) Near Target (33%) Support Needed (64%) **33% of students scored Near Target.</p>	<p>6th Grade had the highest number of Support Needed and lowest number of Prepared students.</p> <p>SWD- 6-8 Total Students (102) Prepared (3%) Near Target (33%) Support Needed (64%) **3% of students scored Prepared and 64% Support Needed.</p>
<p>Check the system that contributes to the root cause::</p> <p><input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation: CMS students (6-8) struggled with the Numerical Reasoning Domain. This domain requires the capacity to interpret and analyze numerical data to make informed decisions and apply logical reasoning. Students are not tasked with ample high-level questions that require reasoning.</p>	
MATH Common Assessments	<p>Grade Levels (all students): Unit Test Mastery (for heaviest tested domains) in each Grade Level showed average score growth of over 4% when comparing Test A to Test B.</p> <p>EL: Unit Test Mastery (for heaviest tested domains) in each grade level showed average score growth of 10% when comparing Test A to Test B.</p>	<p>Grade Levels (all students): Unit Test performance (on heaviest tested domains) saw minimal gains for students moving out of 1st and 2nd bands. On average, only 7% of students that performed at a level 1 or 2 on Test A increased to a new band to a new band on Test B.</p> <p>EL: Unit Test performance (for heaviest tested domains) in each grade level saw minimal gains for students moving out of the 1st band. On average only 7% of students that</p>

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	<p>SWD: Unit Test Mastery (for heaviest tested domains) in each grade level showed average score growth of 5% when comparing Test A to Test B.</p>	<p>performed at Level 1 on Test A increased to a new band on Test B.</p> <p>SWD: Unit Test performance (for heaviest tested domains) in each grade level saw minimal gains for students moving out of the 1st band. On average only 2% of students that performed at Level 1 on Test A increased to a new band on Test B.</p>
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation: The remediation process (during and after instruction) was not strategic enough for students that demonstrated non-mastery of standards and concepts which resulted in lower growth for students performing at a Level 1 and Level 2.</p>	
<p>School Instructional Walks (Grade Level)</p>		
<p>Check the system that contributes to the root cause::</p> <p><input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p>	

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

MATH - IMPROVEMENT PLAN			
GOAL #2: MATH	By the end of the 2025-26 school year, 6 th -8 th Grade students scoring at the Proficient and Advanced Level will be 50% (a 6% increase which is equivalent to a total of 97 students) on the Math Milestones.		
Root Cause(s) to be Addressed:	The remediation process (during and after instruction) not strategic enough for students that demonstrated non-mastery of standards and concepts.		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By December 2025, 100% of Math Teachers will implement identified differentiated strategies for use during intervention.	Evaluation Performance Target: By April 2026, the percentage of students demonstrating near mastery and mastery (Level 2-Level 4) on priority standards will increase by 20%.	
Target Student Group	Implementation Plan: <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> CCC's will unpack priority standards to align to lesson planning and instruction. August-September: <ul style="list-style-type: none"> CCC's will identify and implement the most effective instructional strategies based upon assessments (formative and summative). CCC's will identify and implement the most effective remediation instructional strategies based upon 	Evaluation Tool(s): (Polk) <ul style="list-style-type: none"> Assessment data log 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"/> 4 times per year <input type="checkbox"/> _____ Data Analysis Plan:	
<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. 6 th -8 th grade Math teachers will identify and implement best practices in CCCs to provide differentiated interventions for priority standards, based on student's assessment results (formative and summative).			

	<p>assessments (formative and summative).</p> <ul style="list-style-type: none"> ○ During subject area meetings, teachers demonstrating the highest percentage of mastery on unit priority standards will share strategies and how to implement during instruction. <ul style="list-style-type: none"> ● October-January: <ul style="list-style-type: none"> ○ CCC's will evaluate remediation methods/efforts and results ○ CCC's will track students' growth towards mastery on priority standards ○ CCC's will use Beacon results to further identify domains that require remediation ○ Instructional coach walks will be conducted to monitor and ensure the implementation of intervention strategies. ● February-March: <ul style="list-style-type: none"> ○ CCC's will use data collected throughout the year to identify standards to be reinforced prior to GMAS ○ CCC's will use best practices/strategies identified and implemented throughout the year to provide reinforcement for student success on upcoming GMAS 	<p>Coaches and administrators will review and assess priority standards assessment data as well as remediation plans to identify progress towards performance target. Intervention strategies will be selected based upon that analysis.</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's will use Beacon results to further identify domains that require remediation ○ Instructional coach walks will be conducted to monitor and ensure the implementation of intervention strategies. <ul style="list-style-type: none"> ● April-May: <ul style="list-style-type: none"> ○ CCC's will use data collected from GMAS to identify successful/non-successful strategies based on student growth and performance on GMAS. ○ CCC's will use data from GMAS and common assessments to re-evaluate priority standards <p>Artifacts to be Collected: CCC Agenda Subject Area Agenda CCC Observation forms CCC Data Log</p> <p>Person(s) Monitoring Implementation: <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring: Weekly</p>		
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Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> SWDs are progressing at a slower rate than our Non-SWD. 		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
	Implementation Performance Target:	Evaluation Performance Target:	
Target Student Group	100% of the teachers of SWDs will track the progress of SWD's data in the sections added to the CCC data log Implementation Plan: <ul style="list-style-type: none"> Preplanning <ul style="list-style-type: none"> Identify SWD students. Create a section on the CCC data log for tracking SWD students August-September: <ul style="list-style-type: none"> Review accommodations for SWD students Create the SDI Framework for Co-Taught Teams Receive a PD on how to use/fill out the new SDI Framework and SWD CCC logs to track data. October-December: <ul style="list-style-type: none"> CCC's will compare SWD's Common assessment data to Gen Ed students' common assessment data 	The mastery rate for SWD students will increase at a similar growth rate of Gen. Ed students on summatives Evaluation Tool(s): <ul style="list-style-type: none"> SDI-Co-Teacher Team Lesson Plans Beacon reports Common assessment data CCC data log Evaluation Plan: <ul style="list-style-type: none"> Students will be assessed: <ul style="list-style-type: none"> <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 type="checkbox"/> Per Unit Data Analysis Plan: Once a month the team will meet to analyze formative/summative/Beacon data to identify/discuss trends and best practices. Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals	
<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. 6 th -8 th Grade Math teachers will document the progress of SWD students on CCC data logs (common assessments) and effectiveness of implemented instructional strategies to remediate or extend student learning.			

Commented [DS1]: Can we remove the EL component in Action step 2?

	<ul style="list-style-type: none"> ○ Compare Beacon score progress of SWD students ○ CCC's will provide reflection on the effectiveness of the SDI Framework and updated CCC logs. <ul style="list-style-type: none"> • January-February: <ul style="list-style-type: none"> ○ Data conferences with SWD students ○ Continue tracking common assessment data • March-April: <ul style="list-style-type: none"> ○ Compare final Beacon scores of SWD students ○ Continue tracking common assessment data • May: CCC's will take surveys to assess the effectiveness of SDI Framework, SWD performance and specialized PD for co-Teaching Teams. <p>Artifacts to be Collected: Data Tracker/Log, SDI Framework, Reflections</p> <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><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input type="checkbox"/> CCC Leads</p>	
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	Frequency of Monitoring: Per Unit		
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Source	Strengths	Weaknesses															
SY24 Science Milestones (Grade Levels & Subgroups)	<p>From the previous year, the percentage of students performing at Level 1 (beginning) decreased by 6% and percentage performing at Level 4 (distinguished) increased by 11%</p> <table><tr><td></td><td>2023-2024</td><td>2024-2025</td></tr><tr><td>Level 1:</td><td>25%</td><td>19%</td></tr><tr><td>Level 2:</td><td>35%</td><td>29%</td></tr><tr><td>Level 3:</td><td>34%</td><td>33%</td></tr><tr><td>Level 4:</td><td>8%</td><td>19%</td></tr></table>		2023-2024	2024-2025	Level 1:	25%	19%	Level 2:	35%	29%	Level 3:	34%	33%	Level 4:	8%	19%	<p>~The majority, 84%, of SWD population performed at Level 1 (beginning) and Level 2 (developing) on GMAS.</p> <p>2024 – 2025 SWD (total students tested – 33)</p> <p>Level 1: 48%</p> <p>Level 2: 36%</p> <p>Level 3: 15%</p> <p>Level 4: 0%</p> <p>~Force and Motion domains of the GMAS showed 66% of students did not meet the domain’s target.</p>
	2023-2024	2024-2025															
Level 1:	25%	19%															
Level 2:	35%	29%															
Level 3:	34%	33%															
Level 4:	8%	19%															

Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: Lack of consistency in implementing remediation tasks/strategies for subgroup (specifically SWD) populations.	
(Grade Level Reading & Writing)	Grade Levels (all students): EL: SWD:	Grade Levels (all students): EL: SWD:
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: Given the sequencing of units (per district’s framework), force and motion are not covered until late March – April of the school year, lending minimal time for practice on concepts for subgroups before administration of GMAS.	
(Grade Level Reading & Writing)	Grade Levels (all students): EL: SWD:	Grade Levels (all students): EL: SWD:
Check the system that contributes to the root cause: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership	Root Cause Explanation:	

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

SCIENCE IMPROVEMENT PLAN			
GOAL #3: Science	By the end of the 2025-2026 school year, the percentage of students in 8 th grade scoring at the Beginning achievement levels will decrease from 19% (53 students) to 15% (41 students) on the Science Georgia Milestones assessment.		
Root Cause(s) to be Addressed:	Lack of consistency in tracking the remediation process of students scoring below proficiency.		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of the teachers of SWD students will track the progress of SWD students in the sections added to the CCC data log Implementation Plan: Preplanning: <ul style="list-style-type: none"> Teachers will identify rising subgroup populations Teachers will make modifications to student summative data charts to include components that track assessment performance data for all 	Evaluation Performance Target: By January 2026, 80% of SWD in the 8 th grade will increase summative Test A achievement scores by 3%, indicated by Test B. Evaluation Tool(s): <ul style="list-style-type: none"> Unit summative assessments (A & B) Weekly formative assessments Evaluation Plan: Students will be assessed:	
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>			

<p>1. 6th-8th Grade science teachers will document the progress of SWD students on CCC data logs (common assessments) and effectiveness of implemented instructional strategies to remediate or extend student learning.</p>	<p>students, specifically the identity of SWD and EL populations</p> <ul style="list-style-type: none"> • Begin developing digital learning/remediation modules in CTLS that address priority standards by unit <p>August-September:</p> <ul style="list-style-type: none"> • Create the SDI Framework for Co-taught teams • Continue developing digital learning/remediation modules in CTLS that address priority standards by unit • Receive PD on SDI framework/CCC data log/best practices with students with disabilities <p>October-December:</p> <ul style="list-style-type: none"> • Monitor student participation and analyze assessment data • Continue PD on best practices for students with disabilities • CCC's reflect on the effectiveness of SDI framework, data charts, and strategies on SWD performance <p>January-February:</p> <ul style="list-style-type: none"> • Use data analysis to make modifications to remediation modules and practice <p>March-April:</p> <ul style="list-style-type: none"> • Create and administer student evaluation survey of the effectiveness, usability of learning/remediation modules and student self-assessment of growth/performance <p>May:</p>	<p> <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 type="checkbox"/> <u>Per Unit</u> </p> <p>Data Analysis Plan:</p> <p>During CCC's the instructional coach will meet with content team members to analyze summative assessment data for subgroups</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 type="checkbox"/> CCC Leads </p>	
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	<ul style="list-style-type: none"> Compare student performance results on modules to the unit formative/summative/GMAS assessment data to determine the efficiency of the remediation modules <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> SWD tracking/CCC data logs SWD student self-assessment logs <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>Monthly</p>		
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Root Cause(s) to be Addressed:	66% of 8 th grade students performed below domain target in the “force and motion” domains of the GMAS.		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of 8th grade teachers will introduce force and motion concepts during the beginning versus the end of the academic year to improve student mastery of these standards	Evaluation Performance Target: By May 2026, the percent of students showing non-mastery of force and motion standards on EOG assessment will decrease from 66% to 60%.	
Target Student Group	Implementation Plan: Preplanning: <ul style="list-style-type: none"> Teachers will identify priority standards. and vocabulary for force and motion unit Teachers will identify opportunities in sequence/pacing guide within the first semester that allow the inclusion and practice of these concepts (force and motion) Develop a student self-assessment tracking form to monitoring performance on force and motion concepts August-September: <ul style="list-style-type: none"> Begin integrating force and motion vocabulary within current unit of study Assign students extension/homework/practice on force and motion Model how to keep track of performance of force and motion concepts using student self-assessment tracking form 	Evaluation Tool(s): <ul style="list-style-type: none"> EOG Milestones assessment Summative unit assessments (A & B) Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> <u>Per unit</u>	
<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. To implement a spiral review of force and motion concepts in each unit of study			

	<p>October-December:</p> <ul style="list-style-type: none"> Assess and analyze student performance on force and motion concepts by including field test questions on summative unit assessments <p>January-February:</p> <ul style="list-style-type: none"> Continue assessing and monitoring student performance on force and motion concepts by including field questions on each summative unit assessment Administer a comprehensive pre-test of practice questions used to pre-teach force and motion concepts prior to launching the unit on force and motion <p>March-April:</p> <ul style="list-style-type: none"> According to sequencing/pacing guide, fully implement all force and motion priority standards, remediation, and extension lessons using differentiated strategies determined by small group reflection and standard tracking form data <p>May:</p> <ul style="list-style-type: none"> Evaluate student performance summative unit test (A & B) on force and motion domains <p>Artifacts to be Collected:</p> <p>Data Tracker/Log Student self-assessment tracking form</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>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>Per unit</p>		
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OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
SY24 6th–8th Grade	<p>The strength for the 24-25 school year 6th-8th grade was a decrease in all behavior referrals. During the 23-24 school year we had 605 office referrals. During the 24-25 school year we had 494 office referrals. Which is a decrease of 18%.</p>	<p>The weakness for 6th-8th grade was an increase in our classroom disruption referrals. During the 23-24 school year we had 119 referrals. During the 24-25 school year we had 153 classroom referrals. Which is an increase of 28%.</p>

Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: The root cause of classroom disruption was due to students being more social with their friends because of our new no cell phone policy.	
(Office referrals) 6 th -8 th	The strength for the 24-25 school year 6 th -8 th grade was a decrease in our physical aggression referrals. During the 23-24 school year we had 119 physical aggression referrals. During the 24-25 school year we only had 81 physical aggression referrals. Which is a decrease of 32%.	The weakness for 6 th -8 th grade was an increase in insubordination referrals. During the 23-24 school year we had 103 insubordination office referrals. During the 24-25 school year we had 108 insubordination office referrals. Which is an increase of 5%.
Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: Lack of consistency regarding student rewards/incentives for positive behavior...specifically insubordination.	
(Office referrals)		
Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	

School Instructional Walks (Grade Level)		
Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
Other Summary Data <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Parent Survey <input type="checkbox"/> Professional Learning Survey <input type="checkbox"/> _____		
Check the system that contributes to the root cause:: <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation:	
PBIS- IMPROVEMENT PLAN		
GOAL #4: PBIS	By the end of the 2025-2026 school year, the PBIS team will work with staff to decrease the percentage of student classroom disruption behavior incidents (from 153 to 138) by 10%.	
Root Cause(s) to be Addressed:	Lack of consistency regarding student rewards/incentives for positive behavior...specifically insubordination.	

Funding Source(s) SWP Checklist 5.e	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____			
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources	
	Implementation Performance Target: By the first day of school (August 4 th , 2025), 100% of teachers will have received PBIS training for students to receive PBIS rewards.	Evaluation Performance Target: By December 2025, 100% of students will have at least four chances to celebrate their behavior.	PBIS in the classroom	
Target Student Group	Implementation Plan: <ul style="list-style-type: none"> • Preplanning: District training • August-September: Staff will award students PBIS points when they display one of our core values of Accountability, Integrity, and Respect. • October-December: Students will have monthly celebrations for having the lowest number of referrals, highest reduction of referrals in targeted areas (classroom disruption and insubordination). • January-February: Conducted by grade level administrators, students will participate in a grade level assembly to refresh Cooper's Core Values of Accountability, Integrity and Respect at the start of 2nd semester. Staff will also have PD over classroom disruption and insubordination strategies. • March-April: Students will have celebrations for having the lowest number of referrals, greatest referral reduction in targeted areas (classroom disruption and insubordination). 	Evaluation Tool(s): <ul style="list-style-type: none"> • Each grade level will have behavior data pulled to determine if students are meeting their behavior goal. 		
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD				Evaluation Plan: Students will be assessed: <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 type="checkbox"/> _____
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)				Data Analysis Plan: The PBIS Team will meet monthly to analyze data and give updates to monitoring and implementation.
1. Create more opportunities for students to celebrate positive behavior to increase student buy-in.				

	<ul style="list-style-type: none"> May: Grade levels who meet yearlong goals will participate in Super A.I.R. Day to celebrate achievement. <p>Artifacts to be Collected: Pre-planning agenda, PPT, surveys from trainings, District discipline report</p> <p>Person(s) Monitoring Implementation:</p> <p><input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring: Monthly</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 type="checkbox"/> CCC Leads</p>	
Root Cause(s) to be Addressed:	The root cause of classroom disruption was due to students being more social with their friends because of our new no cell phone policy.		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target:</p> <p>By January 2026, teachers with the highest referrals will receive support/interventions from grade level PBIS representative, PBIS Coach, grade-level AP, District Coach etc.</p>	<p>Evaluation Performance Target:</p> <p>By January 2026, teachers with the highest number of classroom disruption and insubordination referrals will receive support/interventions from grade level PBIS representative, PBIS Coach, Grade-Level AP, District Coach etc.</p>	<p>Counselors -Teachers -PBIS Team -PBIS Coach Admin</p>
Target Student Group <input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD	<p>Implementation Plan:</p>		

	<ul style="list-style-type: none"> • Preplanning: Staff meeting held to review 2024-2025 discipline data and participate in a PBIS Team/District PBIS Coach PL. • During the 1st 2 weeks of school, students will participate in PBIS lessons focusing on classroom disruption and insubordination. 		
<p>Action Step</p> <p><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>		<p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> • Classroom walkthrough data • CSIS Discipline Data 	
<p>2. Teachers with the highest discipline referrals of classroom disruption and insubordination will receive a multi-tier intervention from grade level PBIS representative, PBIS Coach, grade-level AP, and District PBIS Coach.</p>	<ul style="list-style-type: none"> • August-September: Teachers will participate in PDs focused on classroom disruption and insubordination. • October-December: District PBIS coach will deliver an intervention PD to staff based upon 1st semester discipline data. • January-February: During 2nd semester preplanning, teachers with the highest referrals in classroom disruption and insubordination will receive support/interventions from grade level PBIS representative, PBIS Coach, grade-level AP, District Coach etc. • March-April: Follow-up PD will be conducted to support teachers with continued classroom disruption needs. • May: Teachers will complete a PD survey for the 2025-2026 school year. <p>Artifacts to be Collected: Data for referral reports and teacher reflections.</p> <p>Person(s) Monitoring Implementation:</p>	<p>Evaluation Plan: Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks</p> <p><input checked="" type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Every other month</p> <p><input type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p>Data Analysis Plan:</p> <ul style="list-style-type: none"> • PBIS and Admin team will review discipline data monthly/weekly. <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 type="checkbox"/> CCC Leads</p>	

	<div><input type="checkbox"/> Principal</div> <div><input type="checkbox"/> Assistant Principals</div> <div><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</div> <div>Frequency of Monitoring:</div>		
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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.	09/17/2025		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" 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.	10/06/2025 - 10/10/2025		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline February 16, 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.	02/10/2026		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
4. Required TWO Building Capacity Opportunities (Do not need to be listed in the Policy) - Deadline September 19, 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	09/16/2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	01/28/2026		
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: Rising 6 th Grade families are introduced to expectations and learning opportunities offered in middle school. Rising 9 th Grade families are introduced to expectations and learning opportunities offered in middle school, high school, post-secondary environments	March 2026 Day TBD April 2026 Day TBD		<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

<p>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></p>	<p><u>List documents translated for parents:</u> Compact, Policy, Annual Title 1 Meeting Handouts, Fall Input Survey, Spring Input Survey, Transition Documents, Newsletters, Training Material and Documentation, CTLS Communication</p>	<div> <input type="checkbox"/> 1 <input type="checkbox"/> 4 </div> <div> <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 </div> <div> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div>
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School Developed Family Engagement Activities <i>(Required for “Shall’s” 2 and 6)</i>							
School Developed Family Engagement Activities <u>(Must be listed in the school policy)</u>	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Parent -Teacher Conferences – Receive updates on your child’s progress in class and on assessments during Conference Week. Parents may always request conferences with their child’s teacher, as needed.	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		Title I	10/14/2025 - 10/17/2025	-Parent sign in -Parent survey completion at the end of the presentation -Parent Q&A	Rodney Wheeler (Title 1 Admin)
Transforming Community and Family Engagement Series - A dynamic educational initiative designed to strengthen the partnership between schools, families, and communities.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		Title I	10/2025 Day TBD 12/2025 Day TBD	-Parent sign in -Parent survey completion at the end of the presentation -Parent Q&A	Rodney Wheeler/ Caleah Lang (Parent Facilitator)
Transforming Community and Family Engagement Series - A dynamic educational initiative designed to strengthen the partnership between schools, families, and communities.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		Title I	02/2026 Day TBD 04/2026 Day TBD	-Parent sign in -Parent survey completion at the end of the presentation -Parent Q&A	Rodney Wheeler/ Caleah Lang (Parent Facilitator)

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: Cooper Middle School receives Title I funding to support a variety of school needs. A large percentage of funding is allocated to personnel or additional positions (Academic Coach, Parent Facilitator, and possibly a part-time teaching position). The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b) (1-5) of ESSA. Upon the plan's implementation, it will be monitored as described in previous sections of the document. It should be noted that the plan may be revised as needed to support student needs. The School Improvement Plan is available to stakeholders such as the local educational agency, parents, and the public. The plan is published on the local school website and available in the front office of the school. The information contained in the plan is written in a uniform format and provided in parent friendly language.

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: We review the results from the Beacon and share those results with parents, students, and staff in December and with staff in May. We also share the results of the GA Milestones and End of Course Tests with staff when they are received in May and August.

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: Our students' scores on the Beacon Assessment and End of Course Tests were comparable to historical data, and we are waiting for all of our GA Milestones scores to be forwarded so that we can make those comparisons for student achievement and growth.

<p>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. <i>SWP Checklist 3(c)</i></p> <p>SCHOOL RESPONSE: The Title 1 team will have standing meeting dates throughout the school year. Adjustments will be made as needed.</p>
<p align="center">Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)</p>
<p>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. <i>SWP Checklist 2(a)</i></p>
<p>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. <i>SWP Checklist 2(b)</i></p>
<p>12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. <i>SWP Checklist 2(c)(i)</i></p>
<p>13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <i>SWP Checklist 2.c(iii)</i></p> <p>SCHOOL RESPONSE: Cooper Middle School utilizes PBIS strategies to ensure a positive school climate. Lessons created by the PBIS team are taught at the beginning of the school year by teachers in each class to ensure consistency and alignment of our PBIS expectations. Our counselors hold small group classes to support struggling students, and there are classroom and school-wide recognition programs to encourage and reward good behavior. It should also be noted that classroom disruption has been identified as the escalated behavior from the 2024-2025 school year and is a focus for the PBIS team and schoolwide.</p>
<p>14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, <u>and to recruit and retain effective teachers</u>, particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i></p> <p>SCHOOL RESPONSE: All new teachers are provided with an assigned mentor and mentor/mentee activities are held at the beginning of the school year. New teachers and staff are given an orientation by the principal along with a school tour. The academic coaches and leadership team plan and implement</p>

professional development for teachers based on their content and goals established prior to the beginning of the year. The teachers are given paid time in the summer to plan for the first unit of teaching by reviewing the priority standards, instructional strategies, and assessments, etc. A schoolwide instructional goal (student grade self-reporting) has been chosen and will be addressed with the support of the ILT and academic coaches modeling PD.

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:

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: Each year we host our rising 6th graders from our three feeder schools to spend a few hours visiting their new school during the day and a parent meeting is held that evening. Parents are able to visit classrooms, hear presentations and meet most of the teachers.

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?
Dayan Shannon	<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 checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>**Identify students needing the Reading Support classes.</p> <p>**Identifying students needing to be placed in the 3rd period ELA Literacy Class.</p> <p>**Provide ongoing support and professional development.</p> <p>**Provide support with data analysis from Beacon and other common assessments to help drive instruction.</p> <p>**Implement coaching cycles.</p> <p>**Provide resources/strategies for reading and writing for families to implement at home.</p>
Charles Polk	<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 checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>**Provide support when identifying struggling students and areas of weakness based on Beacon, GA Milestones, formative assessments, and summative assessments.</p> <p>**Support teachers in development and implementation of deployment/remediation plans.</p> <p>**Provide ongoing support and monthly professional development in implementation of other instructional strategies.</p> <p>**Provide support with data analysis of Beacon and common assessments to guide instruction and support strategies.</p> <p>**Provide feedback and support throughout lessons and instruction to meet the needs of all students.</p>

			<p>**Provide resources for parents for students struggling in math that can be applied outside the classroom.</p>
Japonika Francis	<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 checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>**Support CCC/PLC weekly with common formatives and summative and remediation or enrichment for class deployment throughout our instructional framework.</p> <p>**Facilitate quarterly focused PD and support collaborative PD with the science department chair and individual teachers who are particularly proficient in teaching strategies that yield high student achievement data.</p> <p>**Provide regular observations focusing on action steps to meet our 2025-2026 SIP goal, by providing direct feedback and direction to resources that can be used to improve curriculum and instruction.</p> <p>**Provide data share outs to calibrate school grade level and individual performance.</p>

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	By the end of the 2025-2026 school year, the percentage of students in 6 th -8 th grade scoring at the Proficient and Advanced Level will increase by 5% from 42% to 47% (50 students) on the ELA Milestones.
Goal #2	By the end of the 2025-26 school year, 6 th -8 th Grade students scoring at the Proficient and Advanced Level will be 53% (a 4% increase which is equivalent to a total of 134 students) on the Math Milestones.
Goal #3	By the end of the 2025-2026 school year, the percentage of students in 8 th grade scoring at the Beginning achievement levels will decrease from 19% (53 students) to 15% (41 students) on the Science Georgia Milestones assessment.
Goal #4	By the end of the 2025-2026 school year, the PBIS team will work with staff to decrease the percentage of student classroom disruption behavior incidents (from 153 to 138) by 10%.