

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Elementary
Principal Name:	Michelle Curry
Date Submitted:	June 1, 2026
Revision Date(s):	July 27, 2026, August 27, 2026

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Bryant Elementary
<i>Team Lead</i>	Michelle Curry
<i>Position</i>	Principal
<i>Email</i>	Michelle.curry@cobbk12.org
<i>Phone</i>	770-819-2402
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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

School Response: We held a collaborative meeting with teachers, parents, community leaders and parents on the following dates in SY25-26; August 18, 25, 26, 28, September 2, 9, 10, 11, 15, 29, October 1, 3, 6, 14, 23, November 4, 21 December 16, 18, January 5, 6, 7, 8, 26, 29 February 10, 23, 24 March 2, 9, April 14, 15, 22, 29 May 5

IDENTIFICATION of STAKEHOLDERS

Stakeholders are 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 for participating in 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:	8/18, 10/3, 2/24		
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Position/Role	Printed Name	Signature
Principal	Michelle Curry	
Assistant Principal	Alyssa St. Cyr	
Assistant Principal	Anthony Cayetano	
Kindergarten Team Lead	Christine Jackson	
1 st Grade Team Lead	Kantrela Price	
2 nd Grade Team Lead	Severina Sawyer-Jones	
3 rd Grade Team Lead	Dominque White	
4 th Grade Team Lead	Nicole Peete	

5 th Grade Team Lead	Henok Tadesse	
MID Team Lead	Miriam Grant	
Specialists Team Lead	Tiphonie McClenton	
Media Specialist	Julie Glaiber	
Academic Coaches	Quanda Brown-Walker/Tania Walker	
District Coaches	Brittany Matthews/Wendy Torres	
RTI Specialist	Erika Griffin	
School Counselor	Dr. Roxan Scott	
Parent Facilitator	Sarah Wise	
Parent/Community Stakeholder	Abby Holland	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the School Improvement Plan (SIP).

Previous Year's Goal #1	<u>K Literacy Goal</u> The students scoring demonstrating or exceeding will increase by 10 percentage points from the August 2025 administration to the May 2026 administration of GKIDS (ELA section).
	<u>1st-2nd Literacy Goal</u> The students scoring near target or prepared will increase from an average 10 percentage points (August 2024 Beacon ELA to May 2025) to 20 percentage points from August 2025 BEACON ELA assessment to May 2026 BEACON ELA assessment.
	<u>3rd -5th Literacy Goal</u> The percent of students scoring proficient and distinguished will increase from <u>15% (62)</u> to <u>18% (67)</u> as measured by the 2025-2026 EOG ELA Assessment.
	Was the goal met? ☐ YES ☐ NO ☒ Partially

What data supports the outcome of the goal?	Overall Trend (1st–5th grade) • Grade-Specific Notes • Grade K: K students demonstrating or exceeding increased by 22 percentage points in ELA from August to May (GKIDS) • Grade 1: Near Target/Prepared students increased by 36 percentage points from Aug 2025-May 2026 (BEACON) • Grade 2: Near Target/Prepared students increased by 34 percentage points from Aug 2025-May 2026 (BEACON) • Grade 3: data not yet available • Grade 4: data not yet available • Grade 5: data not yet available
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Actionable Strategies: 3 rd -5 th data not available
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	Processes: Action steps: Interventions:

Previous Year's Goal #2	<u>K Math Goal</u> The students scoring Demonstrating or Exceeding will increase by 10 percentage points from August 2025 GKIDS (math section) to May 2026 GKIDS (math section).
	<u>1st -2nd Math Goal</u> The students scoring near target or prepared will increase from an average 14 percentage points (August 2024 Beacon Math to May 2025) to 30 percentage points from August 2025 BEACON math assessment to May 2026 BEACON math assessment.
	<u>3rd-5th Math Goal</u> The percent of students scoring proficient and distinguished will increase from <u>32% (135)</u> to <u>35% (140)</u> as measured by the 2025-2026 EOG Math Assessment. (pending retake data)
Was the goal met? ☒ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	Overall Trend (1st–5th grade) Grade 1st-2nd grade: Near Target/Prepared students increased an average of 30 percentage points in math from Aug 2025-May 2026 (Beacon) Grade 3rd-5th grade: Grade-Specific Notes Grade K: Kinder students demonstrating or exceeding increased by 15 percentage points in math from August to May (GKIDS) Grade 1: Near Target/Prepared students increased by 39 percentage points from Aug 2025-May 2026 (BEACON) Grade 2: Near Target/Prepared students increased by 21 percentage points from Aug 2025-May 2026 (BEACON) Grade 3: The percentage of students scoring proficient and distinguished decreased by 0.6% from 33.6% to 33% Grade 4: The percentage of students scoring proficient and distinguished increased by 7.4% from 32.6% to 40% Grade 5: The percentage of students scoring proficient and distinguished decreased by 3.6% from 31.6% to 28% **3rd-5th percent of students scoring proficient and distinguished increased from 32% to ____% on the 2025-2026 EOG Math Assessment.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented	Actionable Strategies:

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?	Processes: Action steps: Interventions:

Previous Year's Goal #3	By the end of the 2025-2026 school year, the out of school suspension will decrease from 93 to 83 as measured by schoolwide PBIS system data reports.		
Was the goal met? ☐ YES ☒ NO ☐ Partially			
What data supports the outcome of the goal?	Overall Trend (1st–5th grade) • Grade-Specific Notes • Grade K: • Grade 1: • Grade 2: • Grade 3: • Grade 4: • Grade 5: ***Data Pending***		
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Actionable Strategies: Based on PBIS data review, grade level and class specific behavior strategies will be implemented to address findings.		
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	Processes: Action steps: Interventions:		

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

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	18.2% (18%)	18.4%	
4 th Grade	23.9% (24%)	18.7	
5 th Grade	23% (25%)	26.7%	

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	35	39	25	36	46	18	30	49	21	39	43	18	32	42	26
2 nd Grade	44	26	31	39	36	25	35	43	22	38	38	24	35	42	23

	Interpreting Texts	Constructing Texts
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Beacon ELA Data – Spring Administration	Interpreting Texts: Reading			IT: Texts: Context/Structure & Style			IT: Texts: Techniques			IT: Language: Vocabulary			Interpreting Texts: Listening			Constructing Texts			CT: Texts: Context/Structure & Style/ Techniques			CT: Texts: Research & Analysis			CT: Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	8	86	6	26	64	10	17	75	8	16	74	10	41	56	3	8	77	14	20	73	7	19	70	2	24	70	6
4 th Grade	19	72	9	26	61	13	19	63	18	25	65	11	38	53	9	21	74	5	24	65	11	20	69	11	25	66	8
5 th Grade	17	70	13	22	65	13	30	54	16	21	67	13	50	39	10	24	65	11	27	60	13	35	48	17	30	57	13

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD: **Data currently unavailable	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD: **Data currently unavailable

Beacon Assessment – ELA (Grade Levels & Student groups)	Grade Levels (all students): 1st-2nd (all students) 1st and 2nd grade Beacon results in ELA students scoring Near Target or Prepared in Foundations was 61% (1st) and 67% (2nd). 1st and 2nd grade Beacon results in ELA students scoring Near Target or Prepared in Texts was 72% (1st) and Language 67% (2nd). 3rd-5th (all students) 3rd-5th grade Beacon results in ELA students scoring Near Target or Prepared in Interpreting Text: Reading 92% (3rd), 81% (4th) and 83% (5th). EL: Spring ELA: 1st Grade- 50% scoring Near Target(44%) or Prepared(6%) 2nd Grade-46% scoring Near Target(43%) or Prepared(3%) 3rd Grade-41% scoring Near Target(41%) or Prepared(0%) 4th Grade-56% scoring Near Target(56%) or Prepared(0%)/ 5th Grade-37% scoring Near Target(37%) or Prepared(0%)/ SWD:	Grade Levels (all students): 1st-2nd (all students) - Beacon ELA results show 46% of 1st students scored Needs support in Writing and 2nd grade students are scoring Needs Support in Listening, with 32% (2nd). 3rd-5th (all students) 3rd-5th grade Beacon results in ELA students scoring Needs Support in IT: Listening was 41% (3rd), 38% (4th) and 50% (5th). Each grade has shown growth from the first administration, but a large percentage of students remain in Needs Support. EL: Spring ELA: 1st Grade-50% scoring Support Needed 2nd Grade-54% Support Needed 3rd Grade-59% scoring Support Needed 4th Grade-44% scoring Support Needed 5th Grade-63% scoring Support Needed SWD: Spring ELA: 1st Grade- 62 % scoring Support Needed
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	Spring ELA: 1st Grade- 38% scoring Near Target(23%) or Prepared(15%) 2nd Grade-14% scoring Near Target(14%) or Prepared(0%) 3rd Grade-29% scoring Near Target(29%) or Prepared(0%) 4th Grade-54% scoring Near Target(54%) or Prepared(0%) 5th Grade-50% scoring Near Target(50%) or Prepared(0%)	2nd Grade-86% scoring Support Needed 3rd Grade-71% scoring Support Needed 4th Grade- 46% scoring Support Needed 5th Grade-50% scoring Support Needed
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Students are not showing the transfer of vocabulary and listening skills from the point of instruction to application. • Teachers need to strengthen their professional knowledge of the ELA standards and teach the writing curriculum within Wonders. • Students have limited exposure to using ELA related manipulatives to support reading, speaking, listening and writing.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): • EL: SWD:	Grade Levels (all students): • EL: SWD:
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	• Teachers and students need to extend vocabulary usage and application daily during instruction. • Teachers need deeper understanding of standards and consistent implementation of instructional practices that promote scholar thinking and application. • Scholars opportunities to apply the use of manipulatives, listening/reasoning skills and purposeful writing.	
GKIDS-ELA (Grade Levels & Student groups)	Grade Levels (all students): Kindergarten (all students) • Kindergarten results in GKIDS ELA section show 59% of students are demonstrating and exceeding in Interpreting text.	Grade Levels (all students): Kindergarten (all students) Kindergarten results in GKIDS ELA section show only 28% of students are demonstrating and exceeding in constructing text. More support is needed in writing.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Teachers and students need to extend vocabulary usage and application daily during instruction. • Teachers need a deeper understanding of standards and consistent implementation of instructional practices that promote scholarly understanding of standards and consistent implementation of instructional practices that promote scholar thinking and application. • Scholars' opportunities to apply the use of manipulatives, listening/reasoning skills and purposeful writing.	

☐ Family & Community Engagement		
School Instructional Walks (Grade Level) • What instructional practices / processes are consistently observed during ELA walks? • What instructional practices / processes are consistently missing or ineffective during ELA walks?	• Utilization of the Wonders curriculum was consistent amongst the grade levels. • Planning for ELA was consistent and was visible from classroom-to-classroom K-5.	• Teachers lacked the transfer of visual instruction of vocabulary to student practice and application of the strategies. • Teachers had challenges incorporating writing into daily instruction.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Students are not showing the transfer of vocabulary and listening skills from the point of instruction to application. • Teachers need to strengthen their professional knowledge of the ELA standards and teaching the writing curriculum within Wonders. • Students are not exposed to using ELA related manipulatives to support reading, speaking, listening and writing. • Teachers, support staff, and community partners need consistent collaboration opportunities and additional resources in meeting the needs of the whole child.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey		

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

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<u>K Literacy Goal</u> The students scoring demonstrating or exceeding will increase by 10 percentage points from the August 2026 administration to the May 2027 administration of GKIDS (ELA section). <u>1st-2nd Literacy Goal</u> The students scoring near target or prepared will increase from an average 10 percentage points (August 2025 Beacon ELA to May 2026) to 20 percentage points from August 2026 BEACON ELA assessment to May 2027 BEACON ELA assessment. <u>3rd -5th Literacy Goal</u> The percentage of students scoring proficient and distinguished will increase from <u>15% (62)</u> to <u>18% (67)</u> as measured by the 2026-2027 EOG ELA Assessment.		
Root Cause(s) to be Addressed:	Students are not demonstrating the transfer of vocabulary and listening skills from instruction to application.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By January 2027, 80% of teachers will facilitate student application of vocabulary and listening skills with the incorporation of arts integration standards that includes a variety of strategies for students as evidenced by instructional walks. Implementation Plan: • Preplanning: July-August: Teachers will create a checklist to unpack unit-aligned vocabulary, listening skills and arts integration standards. September-October: During grade level collaboration (Team CCC) teachers will plan and share the vocabulary and listening skills application	Evaluation Performance Target: By January 2027, at least 50% of 3rd-5th grade students will demonstrate proficiency in the area of Listening Skills through Wonders assessment. Evaluation Tool(s): • Wonders • Common Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly	Wonders, IXL, K-5 District Literacy Kits, Beacon, CTLS, Cox Campus, UFLI, iReady, Progress Learning, GA DOE Inspire
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. Students will show evidence of vocabulary and listening skills application daily and incorporate arts integration standards during the literacy block.	strategies to implement during the instructional day. Teams will document the incorporation of arts integration standards that aligns with team-created checklist. • October-December: Teachers will collaborate during weekly CCCs and begin to show evidence of student vocabulary and listening skills application with the incorporation of arts integration standards. Begin instructional walks to monitor the implementation of student skills application. Analyze and share teacher artifacts during CCC's. Use data to determine the next steps for instruction or professional learning. • January-February: Teachers will complete the SIP & Action Step Reflection Evidence during scheduled collaborative meetings. Teams will adjust instructional implementations for intervention & enrichment based on summary of findings. Continue instructional walks to monitor the implementation of student skills application. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles. • March-April: Teachers will complete the Staff Midyear Reflection during scheduled collaborative meetings. Teams will further adjust instructional implementations for intervention and enrichment based on summary of findings. Complete instructional walks to monitor the implementation of students' skills application. Analyze and share data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles.	☐ Every other month ☐ 3 times per year ☐ <u>At the end of each unit</u> Data Analysis Plan: Create Wonders Assessment schedule Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	• May: Review and analyze all data collected. Reflect on the implementation of the action step and begin to determine the effectiveness through CNA process. Artifacts to be Collected: Instructional walk form/data PL documentation Teacher/Student Artifacts CCC agendas/notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Bi-monthly instructional walks		
Root Cause(s) to be Addressed:	Teachers need to strengthen their professional knowledge of the ELA standards and teaching the writing curriculum within Wonders.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By February 2027 80% of teachers will engage in professional learning to strengthen instructional practices of writing in Wonders. Implementation Plan: • Preplanning: Teachers will explore writing standards	Evaluation Performance Target: By January 2027, 3rd-5th grade students will increase 5 percentage points in the area of constructing texts on the Beacon assessment from fall to spring administration. Evaluation Tool(s): • Wonders Diagnostic/Benchmark Assessments • Beacon	Wonders, IXL, K-5 District Literacy Kits, Beacon, CTLS, Cox Campus, UFLI, iReady, Progress Learning, GA DOE Inspire
Target Student Group			

☒ Gen Ed ☒ EL ☒ SWD	and writing curriculum within Wonders. They will participate in a guided introduction of professional learning modules and writing resources.		
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)	Teachers will collaborate during planning to create assessments, lessons, and interventions through Wonders that address writing.		
2. Teachers will participate in quarterly professional learning sessions that focus on ELA manipulative use and enrichment, listening standards/student application, and Wonders writing instruction.	August-September: Teachers will complete professional learning series 1 of 3 ELA manipulative use and enrichment (highlight writing) Teachers complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will collaborate during CCCs and set an instructional goal for the team that aligns with manipulative use and enrichment. October-December: Teachers will complete professional learning series 2 of 3 Listening skills & student application (highlight writing) Teachers complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share and upload artifacts to show evidence of student application of manipulative use, listening skills and student application. January-February: Teachers will complete professional learning series 3 of 3 Wonders writing instruction (highlight student application of the writing progress) Teachers will complete the SIP & Action Step Reflection Evidence during scheduled collaborative	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Share assessment schedule with Beacon assessment windows and dates. Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	

	meetings. Teams will adjust instructional implementations for intervention & enrichment based on summary of findings. Continue instructional walks to monitor the implementation of student skills application. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles. • March-April: Teachers will participate in teacher led professional learning sessions on ELA manipulative use and enrichment, listening standards and student application (highlight writing) Teachers will complete the Staff Midyear Reflection during scheduled collaborative meetings. Teams will further adjust instructional implementations for intervention & enrichment based on summary of findings. Complete instructional walks to monitor the implementation of students skills application. Analyze and share data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles. • May: Teachers will complete a professional learning survey on the PL series and sessions. Review and analyze all data collected. Reflect on the implementation of the action step and begin to determine the effectiveness through CNA process. Review and share feedback with the administration. Artifacts to be Collected: PL documentation Professional Learning Surveys		
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	CCC agendas/Meeting Notes Grade Level Artifact-Book Creator Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Quarterly		
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Root Cause(s) to be Addressed:	Students are not exposed to using ELA related manipulatives to support reading, speaking, listening and writing.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By December 2026, 50% of teachers will implement common writing instructional practices, using Wonders curriculum daily, as evidenced by instructional walks.	Evaluation Performance Target: By May 2027, 50% of students will score 80% or higher on the Wonders Progress Monitoring Assessments.	Wonders curriculum & resources, Wonders Digital Platform, RACE Strategy posters & resources, CTLS, IXL, Beacon, Literacy Kits/Resources, Cox Campus, UFLI, Lakeshore Learning Vocabulary folder activities
Target Student Group	Implementation Plan: Preplanning: Teachers will explore and plan writing benchmarks, unit assessments, and instruction using the Wonders curriculum online platform and resources.	Evaluation Tool(s): Wonders Benchmark Assessments (PMAs)	
☒ Gen Ed ☒ EL ☒ SWD	Instructional walk checklist will be shared.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ At the end of each unit	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	August-September: Teachers will collaborate during weekly CCCs to plan and teach writing using common instructional practices in the daily literacy block.	Data Analysis Plan: Review District Wonders Benchmark Assessment calendars.	
3. Teachers will implement the use of ELA-related manipulatives to enhance reading, speaking, listening and writing , and incorporate the schoolwide RACE strategy during the ELA block weekly.	Begin instructional walks to monitor the implementation of common writing practices. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or professional learning. October-December: Teachers will collaborate during weekly CCCs to plan and teach writing using common instructional practices in the daily literacy block. Teachers will refine the RACE strategy during Quarter 2 Grade Level Collaboration. Complete instructional walks to monitor the	Administer mid-year and end of year assessments and during each data CCC following administration. Teachers will analyze data during CCC's. Use data to determine next steps for writing instructional practices. Person(s) Collecting Evidence: ☒ Principal	

	implementation of common writing practices and the RACE strategy. Analyze and share data during CCC's. Use data to determine the next steps for instruction or professional learning. • January-February: Teachers will collaborate during weekly CCCs to plan the instructional implementation of writing and the RACE strategy. Complete instructional walks to monitor the implementation of common writing practices and the RACE strategy. Analyze and share data at the midyear monitoring point. Use data to determine next steps for instruction or professional learning. • March-April: Teachers will collaborate during weekly CCCs to plan the instructional implementation of writing and the RACE strategy. Complete instructional walks to monitor the implementation of common writing practices and the RACE strategy. Analyze and share data during CCC's. Use data to determine next steps for instruction or professional learning. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: Instructional walk form/data PL documentation CCC agendas/notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals	☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	☒ Academic Coaches Frequency of Monitoring: Bi-monthly instructional walks		
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Root Cause(s) to be Addressed:	Teachers, support staff and community partners need consistent collaboration opportunities and additional resources in meeting the needs of the whole child.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By January 2027 100% of instructional support staff and teachers will plan to address student instructional needs through monthly collaboration.	Evaluation Performance Target: By March 2027, ELL students in grades (1 st -5 th grade will increase 10 percentage points to Near Target or Prepared on the Beacon ELA. By March 2027, ELL students enrolled in Imagine Learning program will increase 10 percentage points in the Intermediate or Advanced Level area on Imagine program (Literacy).	Imagine Learning, ESOL curriculum, Wonders, IXL, Beacon, CTLS, Literacy Kits/Resources, Cox Campus, UFLI, Lakeshore Learning Vocabulary folder activities
Target Student Group	Implementation Plan:	Evaluation Tool(s):	CPI (Crisis Prevention & Intervention)
☒ Gen Ed ☒ EL ☒ SWD	- Preplanning: Instructional support staff and teachers will collaborate to create schedules. Review previous years data and discuss Beginning of Year assessments. - August-September: Instructional Support staff will attend grade levels CCCs monthly to create a plan for student instructional needs based on beginning of the year data.	- Imagine Learning Program - ESOL Curriculum	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Instructional Support staff will attend Q1 collaboration with their respective grade levels.	Evaluation Plan:	
4. Instructional staff and community partners will participate in collaborative opportunities to address student needs quarterly.	October-December: Instructional Support staff will attend grade levels CCCs monthly to create a plan for student instructional needs based on current data.	Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____	
	Instructional Support staff will attend Q2 collaboration with their respective grade levels.	Data Analysis Plan:	
	January-February: Instructional Support staff will attend grade levels CCCs monthly to create a plan for student instructional needs based on current data.	Share assessment schedule with Beacon assessment windows and dates. Create and share school wide calendar with Data CCC	

	Instructional Support staff will attend Q3 collaboration with their respective grade levels. - March-April: Instructional Support staff will attend grade-level meetings at CCCs monthly to create a plan for addressing levels at CCCs monthly to create a plan for student instructional needs based on current data. Instructional Support staff will attend Q4 in collaboration with their respective grade levels. - May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: CCC agendas/notes Quarterly Collaboration Artifacts Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Monthly	and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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MATH DATA

MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	Not Reported (30%)	33.6%	33%
4 th Grade	Not Reported (39%)	32.6%	40%
5 th Grade	Not Reported (25%)	31.6%	28%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kindergarten (Winter Administration)	30	53	17	44	42	14	60	23	17	52	37	12
1st Grade	21	48	31	20	42	38	11	36	53	20	48	32
2nd Grade	32	47	21	33	46	21	45	35	20	22	38	40
3rd Grade	9	87	4	9	90	1	18	79	3	22	75	3
4th Grade	39	60	1	38	58	4	39	61		51	47	2
5th Grade	49	49	1	57	43		50	44	6	65	35	

Source	Strengths	Weaknesses
FY26 MATH Milestones (Grade Level & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:

Beacon Assessment – Math (Grade Level & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): 1st-2nd (all students) - Based on the 1st and 2nd Grade Math Beacon results, both grade levels have 55% or more scoring Near Target or Prepared amongst all categories, with demonstrated strengths in Measurement & Data Reasoning with 89% (1st Grade) and in Numerical Reasoning with 68% (2nd Grade) scoring Near Target or Prepared. 3rd-5th (all students) - Based on the 3rd- 5th Grade Math Beacon results, 3rd grade has 75% or higher scoring Near Target or Prepared amongst all categories, with demonstrated strengths in Numerical Reasoning with 91% (3rd Grade) and 61% (4th Grade) and 51% (5th Grade) scoring Near Target or Prepared. EL: 1st Grade- 50% scoring Near Target(44%) or Prepared(6%) 2nd Grade- 65% scoring Near Target(51%) or Prepared(14%) 3rd Grade- 88% scoring Near Target(88%) or Prepared(0%) 4th Grade- 50% scoring Near Target(50%) or Prepared(0%) 5th Grade- 37% scoring Near Target(37%) or Prepared(0%) SWD: 1st Grade- 61% scoring Near Target(38%) or Prepared(23%) 2nd Grade- 23% scoring Near Target(15%) or Prepared(8%) 3rd Grade- 43% scoring Near Target(43%) or Prepared(0%)	For Grade Levels, ELs and SWD Grade Levels (all students): 1st-2nd (all students) - Based on the 1st and 2nd Grade Math Beacon results, 45% (2nd grade) scoring Support Needed in Measurement & Data Reasoning and 32% (1st Grade) scoring Prepared in Geometric & Spatial Reasoning compared to other categories. 3rd-5th (all students) - Based on the 3rd- 5th Grade Math Beacon 22% (3rd Grade), 51% (4th Grade) and 65% (5th Grade) scoring Support Needed in Geometric & Spatial Reasoning EL: 1st Grade- 50% scoring Support Needed 2nd Grade- 35% Support Needed 3rd Grade- 13% scoring Support Needed 4th Grade- 50% scoring Support Needed 5th Grade- 63% scoring Support Needed SWD: 1st Grade- 38% scoring Support Needed 2nd Grade- 77% Support Needed 3rd Grade- 57% scoring Support Needed

	4th Grade-54% scoring Near Target(54%) or Prepared(0%) 5th Grade-50% scoring Near Target(50%) or Prepared(0%)	4th Grade- 46% scoring Support Needed 5th Grade-50% scoring Support Needed
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Students are not showing the transfer of mathematical reasoning skills (including vocabulary) from the point of instruction to application. • Teachers need to strengthen their professional knowledge of the standards and how they apply to listening and reasoning skills in math. • Students are not exposed consistently to using a variety of Math related manipulatives to support mathematical understanding and application.	
GKids Math	Grade Levels (all students): Kindergarten (all students) • Based on GKIDS Math section, Kindergarten has 59% or higher scoring Demonstrating or Exceeding amongst all categories, with students scoring 67% Demonstrating or Exceeding in Patterning & Algebraic Reasoning (Patterns & Passage of Time).	Grade Levels (all students): Kindergarten (all students) • Based on GKIDS Math section, Kindergarten has 41% scoring Demonstrating or Exceeding in Geometric & Spatial Reasoning (Shapes & Positional Language)

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family & Community Engagement	Root Cause Explanation:	
	Root Cause Explanation: - Teachers and students need to extend vocabulary usage and application daily during instruction. - Teachers need deeper understanding of standards and consistent implementation of instructional practices that promote scholar thinking and application. - Scholars opportunities to apply the use of manipulatives, listening/reasoning skill and purposeful writing.	
School Instructional Walks (Grade Level) - What instructional practices / processes are consistently observed during walks? - What instructional practices / processes are consistently missing or ineffective during walks?	- Teachers observed implemented vocabulary strategies routines, in math, that include a variety of strategies for scholars as evidenced from learning walks. - Teachers used visual/hands on manipulatives within instruction referencing RACE, the schoolwide strategy.	- Teachers lacked the transfer of visual instruction of vocabulary to student practice and application of the strategies. - Students are not using a variety of math related manipulatives consistently to support student application of mathematical reasoning.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family & Community Engagement	Root Cause Explanation:	
	- Students are not showing the transfer of mathematical reasoning skills (including vocabulary) from the point of instruction to application. - Teachers need to strengthen their professional knowledge of the standards and how they apply to listening and reasoning skills in math. - Students are not exposed consistently to using a variety of Math related manipulatives to support mathematical understanding and application. - Teachers, support staff, and community partners need consistent collaboration opportunities and additional resources in meeting the needs of the whole child.	

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	<u>K Math Goal</u> The students scoring Demonstrating or Exceeding will increase by 10 percentage points from August 2026 GKIDS (math section) to May 2027 GKIDS (math section). <u>1st -2nd Math Goal</u> The students scoring near target or prepared will increase from an average 14 percentage points (August 2025 Beacon Math to May 2026) to 30 percentage points from August 2026 BEACON math assessment to May 2027 BEACON math assessment. <u>3rd -5th Math Goal</u> The percent of students scoring proficient and distinguished will increase from <u>32% (135)</u> to <u>35% (140)</u> as measured by the 2026-2027 EOG Math Assessment. (pending retake data)		
Root Cause(s) to be Addressed:	Students are not showing the transfer of mathematical reasoning skills (including vocabulary) from the point of instruction to application.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By January 2027, 80% of teachers will facilitate student application of vocabulary and mathematical reasoning skills with the incorporation of arts integration standards that includes a variety of strategies for students as evidenced by instructional walks. Implementation Plan:	Evaluation Performance Target: By January 2027, at least 50% of 3rd-4th grade students will demonstrate proficiency in the area of Mathematical Reasoning Skills through common assessments and at least 50% of 5th grade students will demonstrate proficiency in the area of Mathematical Reasoning Skills through Reveal Math assessments.	CTLS Resources, GA DOE Inspire & State Math Resources, Math In Practice Resources, Math By the Book Resources, IXL/Progress Learning, Reveal Math, Beacon
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			

Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	• Preplanning: July-August: Teachers will create a checklist to unpack unit-aligned vocabulary, mathematical reasoning skills and arts integration standardsstandards. September-October: During grade level collaboration (Team CCC) teachers will plan and share the vocabulary and mathematical reasoning skills application strategies to implement during the instructional day. Teams will document the incorporation of arts integration standards that aligns with team-created checklist. • October-December: Teachers will collaborate during weekly CCCs and begin to show evidence of student vocabulary and mathematical reasoning skills application with the incorporation of arts integration. Begin instructional walks to monitor the implementation of student skills application. Analyze and share teacher artifacts during CCC's. Use data to determine the next steps for instruction or professional learning. • January-February: Teachers will complete the SIP & Action Step Reflection Evidence during scheduled collaborative meetings. Teams will adjust instructional implementations for intervention & enrichment based on summary of findings. Continue instructional walks to monitor the implementation of student skills application. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles. • March-April: Teachers will complete the Staff Midyear Reflection during scheduled collaborative meetings. Teams will further adjust instructional	Evaluation Tool(s): • Reveal Math • Common Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ At the end of each unit _____ Data Analysis Plan: Create Assessment schedule Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	implementations for intervention & enrichment based on summary of findings. Complete instructional walks to monitor the implementation of students skills application. Analyze and share data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles. • May: Review and analyze all data collected. Reflect on the implementation of the action step and begin to determine the effectiveness through CNA process. Artifacts to be Collected: Instructional walk form/data PL documentation Teacher/Student Artifacts CCC agendas/notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Bi-Monthly Instructional Walks		
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Root Cause(s) to be Addressed:	Teachers need to strengthen their professional knowledge of the standards and how they apply reasoning skills in math.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By February 2027 80% of teachers will engage in professional learning to strengthen instructional practices of mathematical reasoning. Implementation Plan: - Preplanning: Teachers will explore mathematical reasoning standards. They will participate in a guided introduction of professional learning modules and reasoning resources to explore interpretation and misconceptions of mathematical reasoning. Teachers will collaborate during planning to create assessments, lessons, and interventions through math resources that address mathematical reasoning with writing. August-September: Teachers will complete professional learning series 1 of 3 math manipulative use and enrichment (highlight writing) Teachers complete a professional learning survey. Use data to determine next steps for instruction or professional learning. Grade levels will collaborate during CCCs and set an instructional goal for the team that aligns with manipulative use and enrichment.	Evaluation Performance Target: By January 2027, 3 rd -5 th grade students will increase 5 percentage points in the area of Geometric and Spatial Reasoning on the Beacon assessment from fall to spring administration. Evaluation Tool(s): - GA Reveal Diagnostic/Benchmark Assessments - Beacon Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Share assessment schedule with Beacon assessment windows and dates. Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data, plan for small group/intervention and enrichment.	CTLS Resources, State Math Resources, IXL/Progress Learning, Math In Practice Resources, Math By the Book Resources, Beacon, GA DOE Inspire, GA Reveal
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. Teachers will participate in quarterly professional learning sessions that focus on Math manipulative use and enrichment, reasoning standards/student application, and writing instruction.			

	October-December: Teachers will complete professional learning series 2 of 3 Reasoning skills & student application (highlight writing) Teachers complete a professional learning survey. Use data to determine the next steps for instruction or professional learning. Grade levels will share and upload artifacts to show evidence of student application of manipulative use, listening skills and student application. January-February: Teachers will complete professional learning series 3 of 3 writing instruction with math focus (highlight student application of the writing progress) Teachers will complete the SIP & Action Step Reflection Evidence during scheduled collaborative meetings. Teams will adjust instructional implementations for intervention & enrichment based on summary of findings. Continue instructional walks to monitor the implementation of student skills application. Analyze and share baseline data during CCC's. Use data to determine the next steps for instruction or individual/small group coaching cycles. March-April: Teachers will participate in teacher led professional learning sessions on math manipulative use and enrichment, reasoning standards and student application (highlight writing) Teachers will complete the Staff Midyear Reflection during scheduled collaborative	Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads
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	meetings. Teams will further adjust instructional implementations for intervention & enrichment based on summary of findings. Complete instructional walks to monitor the implementation of students' skills application. Analyze and share data during CCC's. Use data to determine the next steps for instruction or individual/small-group coaching cycles. • May: Teachers will complete a professional learning survey on the PL series and sessions. Review and analyze all data collected. Reflect on the implementation of the action step and begin to determine the effectiveness through the CNA process. Review and share feedback with the administration. Artifacts to be Collected: PL Documentation Professional Learning Surveys CCC Agendas/Meeting Notes Grade Level Artifact Book Creator Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:
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Root Cause(s) to be Addressed:	Students are not exposed consistently to using a variety of Math related manipulatives to support mathematical understanding and application.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By December 2026, 50% of teachers will implement the use of manipulatives within math block weekly as evidenced by instructional walks. Implementation Plan: Preplanning: Teachers will verify access to grade-level manipulatives as outlined by Cobb K-5 Math Manipulatives and Resources Core Package. Teachers will outline the initial timeframe for use of manipulatives as aligned to the Framework, Scope, and Sequence.	Evaluation Performance Target: By February 2027, 75% of math classes will engage with classroom math manipulatives kit from K-5 Core Package as evident by instructional walk data. Evaluation Tool(s): - Instructional Walk Data - Grade Level Manipulative Usage Form	CTLS Resources, State Math Resources, IXL, Math In Practice Resources, Math By the Book Resources, Beacon, RACE strategy posters and resources
Target Student Group	August-December: Teachers will explore and collaborate during CCC	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month	CPI (Crisis Prevention & Intervention)
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

3. Teachers will implement the use of a variety of math manipulatives to enhance mathematical reasoning and RACE as a schoolwide strategy during math instruction weekly.	on the use of math manipulatives for the upcoming math unit of instruction in the math block. Teachers will refine the RACE strategy during Quarter 2 Grade Level Collaboration. (October/November) Begin instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze and share baseline data during CCCs. Use data to determine next steps for manipulative usage and/or implementation. (December) Complete instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze, reflect on implementation performance target status and share data. Use data to determine next steps for manipulative usage and RACE strategy implementation. • January-February: Teachers will explore and collaborate during CCC on the use of math manipulative and RACE strategy implementation for upcoming math unit of instruction into math block. Complete instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze and share data during midyear monitoring point. Use data to determine next steps for manipulative usage and/or implementation. • March-April:	☐ 3 times per year Data Analysis Plan: Grade Level Teams will review manipulatives implementation timeline during quarterly grade level collaboration. During CCC, Grade Level Teams will explore and model manipulative usage. Grade Level Teams will reflect on manipulative after usage to plan for the next steps of instructional use. Academic Coaches will monitor manipulative usage and timely upload of manipulative usage forms. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	Teachers will collaborate during weekly CCC to incorporate additional math manipulatives for students to practice. Complete instructional walks to monitor the implementation of the use of manipulatives and RACE strategy during math block. Analyze and share data during CCCs. Use data to determine next steps for manipulative usage and/or implementation. • May: Review and analyze all data collected. Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation. Artifacts to be Collected: Instructional walk form/data PL documentation CCC agendas/notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Weekly		
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Root Cause(s) to be Addressed:	Teachers, support staff and community partners need consistent collaboration opportunities and additional resources in meeting the needs of the whole child.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By January 2027, 100% of instructional support staff and teachers will plan to address student instructional needs through monthly collaboration.	Evaluation Performance Target: By March 2027, ELL students enrolled in Imagine Learning program will increase 10 percentage points in the On Grade and Above Grade Level area on Imagine program.	CTLS Resources, Imagine Learning Program, , State Math Resources, IXL, Math In Practice Resources, Math By the Book Resources, Beacon,
Target Student Group	Implementation Plan: Preplanning: Instructional support staff and teachers will collaborate to create schedules and review previous year's data, discuss beginning of year assessments	Evaluation Tool(s): - Imagine Learning Program - ESOL curriculum	
☐ Gen Ed ☐ EL ☐ SWD	August-September: Instructional Support Staff will attend grade level CCCs monthly to create a plan for student instructional needs based on beginning of year's data.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☒ Every other month ☐ 3 times per year	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Instructional support staff will attend Q1 collaboration with their respective grade levels.	Data Analysis Plan: Share assessment schedule with Beacon assessment windows and dates.	
4.Instructional staff and community partners will participate in collaborative opportunities to address student needs quarterly.	October-December: Instructional Support Staff will attend grade level CCCs monthly to create a plan for student instructional needs based on current data.	Create and share school wide calendar with Data CCC and grade level quarterly collaboration dates. Complete data gallery walks during quarterly collaborations to analyze data,	

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

(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Levels & Student Groups)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level) What instructional practices / processes are consistently observed during walks?		

• What instructional practices / processes are consistently missing or ineffective during walks?		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: OTHER	By the end of the 2026-2027 school year, the out of school suspension will decrease from 112 to 90 as measured by schoolwide PBIS system data reports.		
Root Cause(s) to be Addressed:	Students need to increase morale for school upkeep and safety to align with ROAR expectations.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By October 2026, the PBIS Team will provide diverse opportunities to highlight ROAR expectations using the BES media platform daily. Implementation Plan: Preplanning: PBIS Teacher refresher: transitioning, morning meetings. Introduce the PBIS Reward System to parents - Provide an overview of the PBIS framework and explain how the reward platform fits into the larger behavioral support system. - Establish clear guidelines for how parents and staff should interact with the platform, such as how	Evaluation Performance Target: By May 2027, the PBIS Team will increase student and staff engagement with ROAR expectations by integrating daily messaging through the BES media platform, as measured by: - A minimum of 90% of school days feature ROAR content on the media platform (tracked via media schedule logs). - A 10% decrease in minor behavior referrals related to ROAR expectations from the previous school year Evaluation Tool(s): Media Content	Resources Needed: Technology & Equipment Access to BES media production tools (e.g., video camera, microphones, editing software). Personnel PBIS Team
Target Student Group			
☒ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. PBIS Team will reinforce ROAR expectations on the BES news daily. Establish a Celebration Committee - Form a team of staff members (including administrators, teachers, and support staff) responsible for planning and organizing the quarterly celebration. Develop a student committee to Select Incentives and Rewards The students will assist with choosing the appropriate rewards or incentives for the celebration, such as certificates, extra recess time, a pizza party, or a field trip. Provide Opportunities for Student Input Collect feedback from students on what rewards or activities they would enjoy for the celebration.	often to check it and how to use it for reinforcing positive behaviors at home and school. August-September: The PBIS team will meet with staff at the grade levels to establish the PBIS goal for the month. There will also be a goal to keep the grade-level common area clean. October-December: Provide training to staff: Restorative Practices - Introduce the concept of Restorative Practices, including its core values: relationship-building, accountability, and community. - Provide training on specific RP techniques, such as restorative circles, conferencing, and peer mediation. - Explain the difference between traditional punitive discipline and RP, highlighting the focus on healing and growth rather than punishment. - January-February: PBIS redelivery with student involvement. Staff will be provided with a script/video for redelivery after holiday break. - March-April: March Madness incentive: includes revisiting with the student council and having the students to emphasize the importance of maintain orderly and clean common areas - May: EOY celebration recognize the grade level that won the award the most during the school year. Artifacts to be Collected: Student Feedback Surveys or Suggestion Box Submissions Collected input from students (via paper or digital surveys) showing what types of rewards or activities they would like for winning the grade level of the month competition.	Purpose: Track the frequency and consistency of daily ROAR messaging. Tool: Google Sheet or school media platform archive. Measured Metric: Number and percentage of school days with ROAR content. Student Survey Purpose: Assess student awareness and understanding of ROAR expectations. Tool: Digital survey via Google Forms or Microsoft Forms (administered mid-year and end-of-year). Measured Metric: Percentage of students who recognize and can recall ROAR expectations and media-based messaging. Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists CCC Leads	members designated to coordinate media messaging. Media teacher/specialist or student media team for production support. Administrator or designee to approve and oversee messaging. Time Allocation Dedicated time during the school day or weekly schedule for planning and producing ROAR segments. PBIS Team meeting time for collaboration and review of messaging effectiveness. Materials Visual aids and graphics highlighting ROAR expectations.
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	Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly		Scripts or templates for daily announcements. Student incentives aligned with ROAR behavior reinforcement. Training and Support Staff training on ROAR expectations/Restorative Practices and their integration into media messaging. Student training for those participating in media production. PBIS professional development resources or consultation (if needed). Data Collection Tools Survey tools (e.g., Google Forms). Behavior tracking system (e.g., Synergy SE).
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			Log sheets for media content tracking.
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Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: Implementation Plan: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May:	Evaluation Performance Target: Evaluation Tool(s): • Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	
Target Student Group ☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

2. Students will review cafeteria expectations weekly.	Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	
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Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: Implementation Plan: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): • Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. Teachers will use PBIS app to reinforce ROAR behavior daily.			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<i>*Must be listed in the school policy</i>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) 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.	9/10/2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	9/10/26, 9/18/26, 10/9/26		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.	4/14/27		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does 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. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	9/1/26		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	1/27/26		
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting 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 Kindergarten Parent Meeting- Rising K Grade families are introduced to expectations and learning opportunities offered in elementary school environments. Rising 6th Grade Parent Meeting- Rising 6 th Grade families are introduced to expectations and learning opportunities offered in middle school environments.	4/13/27 3/19/27		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> 8/28/2026 School Parent and Family Engagement Policy SY26-27 School-Parent Compact K-2nd SY26-27 School-Parent Compact 3-5th SY26-27	<table border="0"> <tr> <td>☐ 1</td> <td>☐ 4</td> </tr> <tr> <td>☐ 2</td> <td>☒ 5</td> </tr> <tr> <td>☐ 3</td> <td>☐ 6</td> </tr> </table>	☐ 1	☐ 4	☐ 2	☒ 5	☐ 3	☐ 6
☐ 1	☐ 4							
☐ 2	☒ 5							
☐ 3	☐ 6							

Academic-Related School-Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

Academic-Related and School-Developed Family Engagement Activities (*Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Family Literacy Day/Night (2)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Local Community, Stakeholders, Parent Facilitator, School Committee CCC, CTLS		10/30/2026, 3/4/2027	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. - PBIS Reward points for student attendance and participation.	Academic Coaches; CCC Leads, Parent Facilitator
Family Math Day/Night (2)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			10/8/2026, 1/22/2027	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. - PBIS Reward points for student attendance and participation.	Principal Academic Coach Parent Facilitator Lead Teacher

Fine Arts Night	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			4/1/2027	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. - PBIS Reward points for student attendance and participation	Principal Academic Coach Parent Facilitator Lead Teacher
New Parent Orientation/ Parent Vue Sessions	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			8/18/2026	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Principal Academic Coach Parent Facilitator Lead Teacher
Parent-Teacher Conferences	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4			10/13-16/26, and 10/19-23/26.	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, surveys and pictures.	Teachers, Team Leads

Multicultural Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			1/28/27	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey.	Principal Academic Coach Parent Facilitator Lead Teacher
Family Dance	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			2/26/27	-Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures, survey. -PBIS Reward points for student attendance and participation.	Academic Coaches; CCC Leads, Parent Facilitator
Incoming Kindergarten Parent Meeting	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			4/13/27	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator, Kdg Leads

Rising 6 th Grade Parent Meeting	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4			3/19/27	Activity monitored and evaluated through Invitations & Advertising Worklist, Family Engagement Events Timeline, & Six Standards to Build Parent Capacity Activity Evaluation Form -Data/ artifacts to be collected include PowerPoint slides, handouts, sign-in sheets, and pictures.	Parent Facilitator, 5 th Grade Leads
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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's 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. <i>Schoolwide Checklist 5(b)</i>
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. <i>SWP Checklist 5(c)</i>
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. <i>SWP Checklist 5(d)</i>
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. <i>SWP Checklist 5(e)</i> <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u> SCHOOL RESPONSE: This plan was developed with staff, parents, and community leaders. District initiatives (MFF, ELF, READ 180, System 44, PBIS, LETRS) were supported with Title I funds. This school year the Wonders and UFLI curriculum has been added to our district initiatives. Wonders will encompass Reading, Writing, Phonics, differentiated small groups etc. for K-5. UFLI will take the place of ELF for grades K-1st.
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. <i>SWP Checklist 4</i>
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. <i>SWP Checklist 3(a)</i> SCHOOL RESPONSE: The plan is reviewed with all stakeholders at the end of each quarter. Results are shared with staff and next steps determined to maintain progress toward meeting goals. Teams meet bi-weekly to review data as a grade level, monthly as a building leadership team and quarterly as a school for data summits to review and monitor progress.
8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. <i>SWP Checklist 3(b)</i> SCHOOL RESPONSE: Data is reviewed regularly in CCC meetings or Team meetings and instructional next steps and interventions implemented as needed. Each individual program is monitored for usage and discussions along with surveys are done with staff for feedback.
9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. <i>SWP Checklist 3(c)</i> SCHOOL RESPONSE: The schoolwide plan will be monitored throughout the year. Midyear checkpoint will take place in January 2026. Goals or resources will be adjusted as needed.
Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)
10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all student groups 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>
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>
12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. <i>SWP Checklist 2(c)(i)</i>
13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <i>SWP Checklist 2.c(iii)</i>

SCHOOL RESPONSE: We utilize a holistic approach to addressing the behavioral concerns of our scholars. We provided SEL support at the tier 1 level with the use of Quaver and Second Step. Tier 2 was supported by the counselors through group sessions and interventions (Check in/Check out). Tier 3 was supported through Check and Connect and individualized meetings with the counselors.

The PBIS team monitored and tracked the referral data from CSIS and the PBIS rewards app. This data was reported to admin. Interventions were put in place to address the behaviors through individualized interventions.

14. 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 offered: Para University, New Teacher Academy, Front office staff training, differentiated PL options for staff, Wonders and UFLI PL, MFF PL, Math 360 PL, and technology training

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

SCHOOL RESPONSE: 5th grade students have 3-4 virtual visits from middle school. The topics range from (Meeting the Principal, enrichment options, extracurricular activities and clubs). There is one physical visit to the middle school at the end of the year where they showcase their students and activities.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *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?
Academic Coach	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	- Provides monthly professional development in the instructional areas that correlate with the goals - Attend and support grade level CCC's (goals, norms, analyzing data)
Parent Facilitator(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Family Engagement and Communication: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. Workshops and Support for Parents: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children's academic success, particularly in areas such as literacy, math, and social-emotional learning. Increased Parental Involvement: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. Connecting Families with Resources: The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.

Parent Facilitator(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	• Family Engagement and Communication: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. • Workshops and Support for Parents: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children's academic success, particularly in areas such as literacy, math, and social-emotional learning. • Increased Parental Involvement: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. • Connecting Families with Resources: The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.
Push In Tutors	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	• Implementation to support scholars scoring low percentages in academic areas. • Collaborates with grade level teachers to parallel teach or remediate scholars in math, reading and writing. Works one on one with scholars or in small groups. • Creates a lesson plan that differentiates the needs of scholars based on data

School Improvement Goals
Include goals on the parent compact and policy

Goal #1	<u>K Literacy Goal</u> The students scoring demonstrating or exceeding will increase by 10 percentage points from the August 2026 administration to the May 2027 administration of GKIDS (ELA section). <u>1st-2nd Literacy Goal</u> The students scoring near target or prepared will increase from an average 10 percentage points (August 2025 Beacon ELA to May 2026) to 20 percentage points from August 2026 BEACON ELA assessment to May 2027 BEACON ELA assessment. <u>3rd-5th Literacy Goal</u> The percentage of students scoring proficient and distinguished will increase from <u>15% (62)</u> to <u>18% (67)</u> as measured by the 2026-2027 EOG ELA Assessment.
Goal #2	<u>K Math Goal</u> The students scoring Demonstrating or Exceeding will increase by 10 percentage points from August 2026 GKIDS (math section) to May 2027 GKIDS (math section). <u>1st-2nd Math Goal</u> The students scoring near target or prepared will increase from an average 14 percentage points (August 2025 Beacon Math to May 2026) to 30 percentage points from August 2026 BEACON math assessment to May 2027 BEACON math assessment. <u>3rd-5th Math Goal</u> The percent of students scoring proficient and distinguished will increase from <u>32% (135)</u> to <u>35% (140)</u> as measured by the 2026-2027 EOG Math Assessment. (pending retake data)
Goal #3	By the end of the 2026-2027 school year, the out-of-school suspension will decrease from 112 to 90 as measured by schoolwide PBIS system data reports.

Goal #4	