

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Elementary
Principal Name:	Meghan Smith
Date Submitted:	5/29/26
Revision Date(s):	7/29/26, 8/11/26, 8/18/26

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Compton Elementary School
<i>Team Lead</i>	Meghan Smith
<i>Position</i>	Principal
<i>Email</i>	Meghan.smith@cobbk12.org
<i>Phone</i>	770-222-2700
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). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i> Compton Elementary developed our schoolwide plan by seeking input from various individuals who will implement the School Improvement Plan. Data was shared in Compton Guiding Coalition (building leadership team), Principal Advisory Council, and Cobb Collaborative Communities (CCCs/PLCs). The plan was developed, reviewed, and revised as needed throughout the school year after obtaining feedback from teachers, administrators, parents, and community members. Compton also received feedback from all stakeholders at our Spring Input Meeting. The groups met to reflect and review our data, school achievements and school challenges while reviewing the previous School Improvement Plan. Input was provided and next steps were determined. All members were provided with time to give input and to come to consensus on goals and actions for the 2026-2027 school year.

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

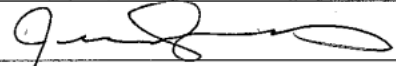
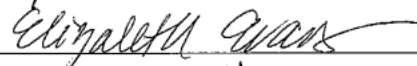
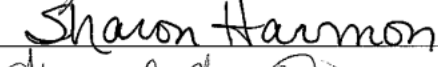
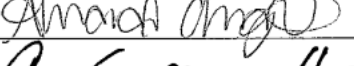
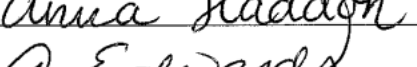
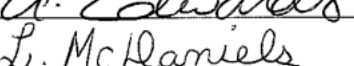
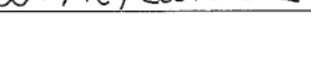
SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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:	3/30/26	
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Position/Role	Printed Name	Signature
Principal	Meghan Smith	Meghan Smith
Assistant Principal	Allie Edwards	A. Edwards
EIP Teacher	Shannon Buehler	Shannon Buehler
Academic Coach	Tim O'Neill	Tim O'Neill
EIP Teacher	Kerri Lewis	Kerri Lewis
ESOL Lead	Lauri Leonard	Lauri Leonard
School Counselor	Sarah Pincus	Sarah Pincus
Kindergarten Para	Kathy Campfield	Kathy Campfield
Physical Ed.	Patrick Stevens	Patrick Stevens
1st Grade teacher	Amanda Whitaker	Amanda Whitaker
2nd grade teacher	Emerson Rogers	Emerson Rogers
School Librarian	Kris Cable	Kris Cable
Kindergarten teacher	Katie Gonzales	Katie Gonzales

Meeting Dates:	3/30/26		
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Position/Role	Printed Name	Signature
3rd Grade Teacher	Jessica Sellers	
Multi Age Lead, Integrated teacher	Elizabeth Frans	
4th Grade	Sharon Harmon	
4th Grade	Amanda Ingenito	
5th Grade	Caleb Garrett	
EIP teacher	Anna Haddon	
Assistant Principal	Allie Edwards	
Counselor	Tonia McDaniels	

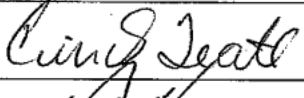
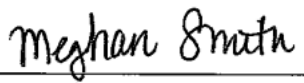
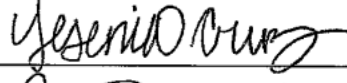
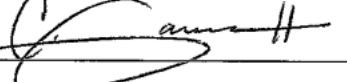
Meeting Dates:	3/31/26		
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Position/Role	Printed Name	Signature
ESOL	Wendy Sullivan	Wendy Sullivan
1st Grade Teacher	Ashley White	Ashley White
1 st Grade Teacher	Tara Harris	Tara Harris
EIP	Andrea Newton	Andrea Newton
IRR	Terri Whyte	Terri Whyte
1st Grade teacher	Amanda Whitaker	Amanda Whitaker
EIP	Kerri Lewis	Kerri Lewis
1 st Grade Teacher	Madison Knowles	Madison Knowles
Student Teacher	Brooke Cunningham	Brooke Cunningham
K Teacher	Melissa Fauscett	Melissa Fauscett
K Teacher	Amanda Faccione	Amanda Faccione
K Teacher	Katie Gonzales	Katie Gonzales
K teacher	Katlyn Kauffman	Katlyn Kauffman

Meeting Dates:	3/31/26		
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Position/Role	Printed Name	Signature
Art Bridge	Tara Allen	Tara Allen
EIP teacher	Abby Mack	Abby Mack
2nd grade	Bern Buchanan	Bern Buchanan
2nd grade IRR	Christine Ballentine	C.R. Ballentine
2nd grade teacher	Courtney Engstrom	Courtney Engstrom
2nd grade teacher	Emily Long	Emily Long
2nd grade teacher	Emerson Rogers	Emerson Rogers
2nd grade teacher	Riley Ricketts	Riley Ricketts
EIP teacher	DeShia Partin	DeShia Partin
EIP teacher	Shannon (Shea) Beehler	Shannon (Shea) Beehler

March 31, 2026
5:15 PM
Parent Resource Room

Printed Name	Signature	Title/Role
Cindy Teate		Volunteer - Lost with Kiwanis McEachern UMC
Francis Ike		Parent
Meghan Smith		Principal
Allison Edwards		Assistant Principal
Yessenia Cruz		Parent
Caleb Garrett		Teacher
Anna Haddon		teacher

Meeting Dates: 4/1/26			
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Position/Role	Printed Name	Signature
4 th grade teacher	Lindsay Sexton	Lindsay Sexton
EIP	Marissa Conrad	Marissa Conrad
4 th Grade	Amanda Irigenito	Amanda Irigenito
4 th grade	Lauren Wiseman	Lauren Wiseman
4 th Grade	Kimberlee Young	Kimberlee Young
4 th grade teacher	Alexis Huber	Alexis Huber
IRR / 8 th grade	Ruth Schubert	Ruth Schubert
5 th Grade Teacher	Kelly Meyer	Kelly Meyer
5 th Grade Teacher	Hailey Lyon	Hailey Lyon
5 th Grade Teacher	Valerie Walcott	Valerie Walcott
5 th Grade Teacher	Kellie Starling	Kellie Starling
5 th Grade Teacher	Caleb Garrett	Caleb Garrett

Meeting Dates:	4/1/26		
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Position/Role	Printed Name	Signature
Teacher	Lauren Wills	Lauren Wills
Teacher	Lisa Leiva	Lisa Leiva
Teacher	Leah Rowsey	Leah Rowsey
Teacher	Jessica Sellers	Jessica Sellers
Teacher	Hannah Bowen	Hannah Bowen

Meeting Dates:	4/2/26		
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Position/Role	Printed Name	Signature
AU-Bridge	Tara Allen	Tara Allen
Special Educator - Int.	Elizabeth Evans	Elizabeth Evans
AU-Bridge	Lauren Bolton	Lauren Bolton
AU-Bridge	Rachel Foltz	Rachel Foltz
SNPK	Emily Chiprany	Emily Chiprany
SUP	Jamie Clark	Jamie Clark

Meeting Dates:	4/2/26		
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Position/Role	Printed Name	Signature
Math Lab Teacher	Lauren deBruyn	Lauren deBruyn
PE Teacher	Patrick Stevens	Patrick Stevens
Music Teacher	Courtney Wood	Courtney Wood
PE Para	Angie Kirkpatrick	Angie Kirkpatrick
Art Teacher	Jamie Schwerstein	Jamie Schwerstein

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>1-2 Literacy Goal</u> The percent of 1st and 2nd grade students scoring “Prepared” will increase by 5% from May 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: - First Grade student scores will increase from 23% prepared (26 out of 116 students) to 28% prepared (22 students out of 78 students). - Second Grade scores will increase from 25% prepared (27 students out of 108 students) to 30% prepared (34 students out of 116 students) <u>3-5 Literacy Goal</u> The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2025 to May 2026 as measured by the EOG ELA Assessment: - Third Grade students will increase from 21.5 % (20 students out of 93 students) to 26.5% (24 students out of 93 students) as measured by the 2025-2026 EOG ELA Assessments. - Fourth Grade students will increase from 24.3% (23 students out of 95 students) to 29.3% (28 students out of 95 students). as measured by the 2025-2026 EOG ELA Assessment. - Fifth Grade students will increase from 26% (24 students out of 92 students) to 31% (28 students out of 92 students). as measured by the 2025-2026 EOG ELA Assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	Last year’s First Grade students were 23% Prepared on the Spring 2025 Beacon. This year’s First Grade students did not meet the 28% goal, with 25% Prepared on the 2026 Spring Beacon. However, this does show growth from 23% (in 2025) to 25% (in 2026). Similarly, last year’s Second Grade students were 25% Prepared on the Spring 2025 Beacon. This year’s Second Grade students did not meet the 30% goal, with 29% Prepared on the 2026 Spring Beacon. However, this does show growth from 25% (in 2025) to 29% (in 2026). However, when we compare last year’s First Grade students with this year’s Second Grade students, we made 6% growth moving from 23% to 29%. ELA Milestone scores are not currently available.
Reflecting on Outcomes	

If the goal was not met , what actionable strategies could be implemented to address the area of need?	• Increase teacher familiarity with new ELA standards • Improve instructional alignment with standards, learning objectives, and instructional resources • Enhance collaborative planning to better prioritize instructional alignment
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	

Previous Year's Goal #2	<u>1-2 Math Goal</u> The percent of 1st and 2nd grade students scoring “Prepared” will increase by 5% from May 2025 to May 2026 as measured by the 2025-2026 Spring Beacon Assessment: • First Grade student scores will increase from 18% prepared (21 out of 116 students) to 23% prepared (18 students out of 78 students). • Second Grade scores will increase from 12% prepared (13 students out of 108 students) to 17% prepared (20 students out of 116 students).
	<u>3-5 Math Goal</u> The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2025 to May 2026 as measured by the EOG Math Assessment: • Third Grade students will increase from 29% (29 students out of 97 students) to 34% (33 students out of 97 students) as measured by the 2025-2026 EOG Math Assessments. • Fourth Grade students will increase from 41% (35 students out of 84 students) to 46% (38 students out of 97 students). as measured by the 2025-2026 EOG Math Assessment. • Fifth Grade students will increase from 20% (19 students out of 93 students) to 25% (23 students out of 93 students) as measured by the 2025-2026 EOG Math Assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	

What data supports the outcome of the goal?	Last year's First Grade students were 18% Prepared on the Spring 2025 Beacon. This year's First Grade students did not meet the 23% goal, with 20% Prepared on the 2026 Spring Beacon. However, this does show growth from 18% (in 2025) to 20% (in 2026). Similarly, last year's Second Grade students were 12% Prepared on the Spring 2025 Beacon. This year's Second Grade students did not meet the 17% goal, with 16% Prepared on the 2026 Spring Beacon. However, this does show growth from 12% (in 2025) to 16% (in 2026). Last year's Third Grade students were 29% Proficient/Distinguished on the Spring 2026 EOG Math Assessment. This year's Third Grade students did not meet the 34% goal, with 25% Proficient/Distinguished on the 2026 Spring EOG Math Assessment. Last year's Fourth Grade students were 41% Proficient/Distinguished on the Spring 2026 EOG Math Assessment. This year's Fourth Grade students did not meet the 46% goal, with 29% Proficient/Distinguished on the 2026 Spring EOG Math Assessment. Last year's Fifth Grade students were 20% Proficient/Distinguished on the Spring 2026 EOG Math Assessment. This year's Fifth Grade students met the 25% goal, with 25% Proficient/Distinguished on the 2026 Spring EOG Math Assessment.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	• Improve teacher content knowledge • Increase application of numeracy strategies across standards • Enhance lesson plans to ensure space is present, following instruction, for students to be flexible with their problem solving
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	

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	26%	22%	Not Available Yet
4 th Grade	24%	24%	Not Available Yet
5 th Grade	28%	26%	Not Available Yet

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	23%	40%	37%	33%	37%	29%	32%	45%	23%	28%	44%	28%	49%	27%	24%
2 nd Grade	27%	40%	33%	26%	42%	31%	27%	43%	29%	24%	41%	36%	30%	54%	16%

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	24%	73%	3%	25%	68%	6%	14%	76%	11%	47%	47%	5%	20%	67%	13%	16%	81%	3%	22%	72%	6%
4 th Grade	28%	60%	22%	13%	67%	21%	19%	68%	14%	38%	51%	11%	20%	64%	17%	15%	75%	10%	31%	63%	6%
5 th Grade	29%	55%	16%	30%	58%	12%	18%	64%	17%	42%	51%	7%	28%	64%	8%	28%	61%	11%	29%	63%	8%

Source	Strengths	Weaknesses																											
FY26 ELA Milestones (Grade Levels & Student Groups) ELA Milestones scores are not available yet.	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 – ELA (Grade Levels & Student groups) Grade Levels (all students): <table border="1"> <thead> <tr> <th>Prepared</th><th>Fall</th><th>Spring</th></tr> </thead> <tbody> <tr> <td>1st</td><td>1%</td><td>25%</td></tr> <tr> <td>2nd</td><td>4%</td><td>29%</td></tr> <tr> <td>3rd</td><td>0%</td><td>3%</td></tr> <tr> <td>4th</td><td>2%</td><td>10%</td></tr> <tr> <td>5th</td><td>2%</td><td>5%</td></tr> </tbody> </table> EL: <table border="1"> <thead> <tr> <th>Prepared</th><th>Fall</th><th>Spring</th></tr> </thead> <tbody> <tr> <td>1st</td><td>0%</td><td>7%</td></tr> <tr> <td>2nd</td><td>0%</td><td>12%</td></tr> </tbody> </table>	Prepared	Fall	Spring	1st	1%	25%	2nd	4%	29%	3rd	0%	3%	4th	2%	10%	5th	2%	5%	Prepared	Fall	Spring	1st	0%	7%	2nd	0%	12%	Grade Levels (all students): 1st – Foundations 2nd – Interpreting Texts 3rd – Language: Vocabulary 4th – Language: Vocabulary 5th – Language: Vocabulary EL: 1st – Foundations 2nd – Texts 3rd – Language: Vocabulary	Grade Levels (all students): 1st – Texts 2nd – Constructing Texts 3rd – Interpreting Texts: Listening 4th – Language: Grammar Conventions 5th – Interpreting Texts: Listening EL: 1st – Texts 2nd – Constructing Texts 3rd – Interpreting Texts: Listening 4th – Interpreting Texts: Listening
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2nd	4%	29%																											
3rd	0%	3%																											
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Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment		Root Cause Explanation: Teacher planning has primarily focused on supporting students in decoding and comprehending printed texts, which has limited intentional opportunities for students to engage with and practice interpreting information from listening and viewing digital texts. As a result, students have had insufficient exposure to structured listening comprehension tasks that build the skills needed to interpret meaning from spoken or multimedia sources.																		
ACCESS Scores (Grade Level Reading & Writing)		EL: All students in Kindergarten through 5 th grade demonstrated relative strength in Listening.	EL: Kindergarten, 3 rd , and 5 th grade showed that continued growth is needed in Reading, 1 st grade in Writing, and 2 nd grade and 4 th grade in Speaking.																	
	Listening			Reading	Speaking	Writing														
K	4.52			1.38	4.37	1.74														
1 st	4.91			2.78	2.44	1.98														
2 nd	3.74			3.62	2.98	3.04														
3 rd	4.17			3.17	3.34	3.30														
4 th	5.77			4.34	3.41	3.89														
5 th	5.24	3.18	3.46	3.75																

Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:																																																											
	Writing proficiency requires a heavy cognitive load that includes explicit mastery of vocabulary, grammar, and structure.																																																											
ELA Common Assessments (Grade Level Reading & Writing) Grade Levels (all students): <table border="1" data-bbox="111 587 800 885"> <tr> <td>Unit Assessments</td> <td>U1</td> <td>U2</td> <td>U3</td> <td>U4</td> <td>U5</td> <td>U6</td> <td>U7</td> </tr> <tr> <td>K</td> <td>82%</td> <td>85%</td> <td>86%</td> <td>89%</td> <td>91%</td> <td>90%</td> <td>94%</td> </tr> </table> <table border="1" data-bbox="111 914 772 1312"> <tr> <th>PMAs</th> <th>U1 Wks 3-4</th> <th>U2 Wks 3-4</th> <th>U3 Wks 3-4</th> <th>U4 Wks 3-4</th> <th>U5 Wks 3-4</th> <th>U6 Wks 3-4</th> </tr> <tr> <td>1st</td> <td>67%</td> <td>80%</td> <td>77%</td> <td>70%</td> <td>66%</td> <td></td> </tr> <tr> <td>2nd</td> <td>48%</td> <td>59%</td> <td>53%</td> <td>56%</td> <td>58%</td> <td></td> </tr> <tr> <td>3rd</td> <td>46%</td> <td>40%</td> <td>35%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>39%</td> <td>48%</td> <td>46%</td> <td>47%</td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td>51%</td> <td>48%</td> <td>48%</td> <td>64%</td> <td></td> <td></td> </tr> </table>	Unit Assessments	U1	U2	U3	U4	U5	U6	U7	K	82%	85%	86%	89%	91%	90%	94%	PMAs	U1 Wks 3-4	U2 Wks 3-4	U3 Wks 3-4	U4 Wks 3-4	U5 Wks 3-4	U6 Wks 3-4	1st	67%	80%	77%	70%	66%		2nd	48%	59%	53%	56%	58%		3rd	46%	40%	35%				4th	39%	48%	46%	47%			5th	51%	48%	48%	64%			Grade Levels (all students): - Phonics/Foundations - Decoding - Literal Comprehension and citing text evidence EL: - Listening comprehension (in K-2 where questions and answers are read to students) SWD: - Engagement with the text (annotating, highlighting, underlining, etc)	Grade Levels (all students): - Rigor and Depth of Knowledge - Background Knowledge - Higher Order Comprehension - Two-part questions EL: - Language demand - Academic vocabulary - Complex sentence structures SWD: - Rigor, Higher Order Thinking, and Depth of Knowledge - Decoding rigorous texts with Tier 2 vocabulary
Unit Assessments	U1	U2	U3	U4	U5	U6	U7																																																					
K	82%	85%	86%	89%	91%	90%	94%																																																					
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Root Cause Explanation:																																																												

Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Teachers were simultaneously learning new standards and implementing a new curriculum, which required significant time and cognitive effort to understand, internalize, and apply. As they worked to build familiarity and confidence with these changes, instructional planning occasionally led to inconsistent prioritization of key skills and learning experiences.	
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?	• During teacher-led small group instruction, students are actively engaged, practicing skills with teacher support (100% (41/41) of walkthrough data) • During teacher-led small group instruction, teacher provides immediate, corrective, and/or affirmative feedback (100% (41/41) of walkthrough data) • During teacher-led small group instruction, pacing is focused and efficient (93% (38/41) of walkthrough data)	• During teacher-led small group instruction, teacher collects data (checklist, anecdotal notes, etc.) on student progress to inform instruction (49% (20/41) of walkthrough data) • Percentage of time where students are actively speaking with peers (53% of walkthrough data showed 0-25% of the time).
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: As teachers worked to learn and manage new instructional resources while also refining their approach to small-group instruction, much of their attention was directed toward understanding materials, organizing routines, and establishing new systems. This led to fewer notes and less frequent documentation during instruction. Additionally, new instructional materials led to more whole group instruction and independent practice. As a result, fewer opportunities were intentionally built for students to engage in peer-to-peer discussion, resulting in limited student talk and reduced practice with collaborative meaning-making.	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<u>1-2 Literacy Goal</u> The percentage of 1st and 2nd grade students scoring “Prepared” will increase by 5% from May 2026 to May 2027 as measured by the 2026-2027 Spring Beacon Assessment: - First Grade students will increase from 25% Prepared (19 out of 75 students) to 30% prepared (23 students out of 75 students). - Second Grade students will increase from 29% Prepared (31 students out of 106 students) to 34% prepared (36 students out of 106 students). <u>3-5 Literacy Goal</u> The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2026 to May 2027 as measured by the EOG ELA Assessment: - Third Grade students will increase from __% (__ students out of __ students) to __% (__ students out of __ students) as measured by the 2026-2027 EOG ELA Assessments. - Fourth Grade students will increase from __% (__ students out of __ students) to __% (__ students out of __ students) as measured by the 2026-2027 EOG ELA Assessment. - Fifth Grade students will increase from __% (__ students out of __ students) to __% (__ students out of __ students) as measured by the 2026-2027 EOG ELA Assessment.		
Root Cause(s) to be Addressed:	Teachers were simultaneously learning new standards and implementing a new curriculum, which required significant time and cognitive effort to understand, internalize, and apply. As they worked to build familiarity and confidence with these changes, instructional planning occasionally led to inconsistent prioritization of key skills and learning experiences.		
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: 100% of teachers will consistently implement explicit instruction, checks for understanding, and immediate feedback within the structured literacy block. Implementation Plan: August-September:	Evaluation Performance Target: 65% of students will score proficient (as defined by a score of 80% or higher) or higher on the Progress Monitoring Assessment. Evaluation Tool(s): - Progress Monitoring Assessments - Beacon	Wonders Instructional Materials
Target Student Group			

☒ All Students ☒ EL ☒ SWD			
Action Step 1 <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
Teachers will use explicit instruction, checks for understanding, and immediate feedback within the structured literacy block to support student learning.	○ Schoolwide expectations for explicit instruction, checks for understanding, and immediate feedback will be shared with teachers. ○ Teachers will receive professional learning and examples of how these strategies should be used within the structured literacy block. ● October-November: ○ During Quarterly Collaborative Planning Days, teachers will identify opportunities to include explicit instruction, checks for understanding, and immediate feedback in upcoming literacy lessons. ○ Teachers will collaborate to plan lessons that include modeling, guided practice, and frequent opportunities to assess student understanding. ○ Administrators and the academic coach will conduct walkthroughs and provide feedback based on the identified strategies. ○ Grade-level teams will review student work and assessment data to determine the effectiveness of instruction. ● December-January: ○ Teachers will continue using the identified instructional strategies and make adjustments based on walkthrough feedback and student data. ○ During Quarterly Collaborative Planning Days, teams will plan opportunities for reteaching and additional student support. ○ The academic coach and administrators will provide targeted coaching,	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Use the district's Common Assessment Plan. Create grade level CCC schedule. Results will be analyzed during CCCs and used to plan small group instruction and/or adjust whole group instruction. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principal ☒ Academic Coach ☒ CCC Leads	

	modeling, or resources based on teacher needs. ○ Walkthrough data will be reviewed to identify schoolwide progress and areas requiring additional support. ● February-March: ○ During Quarterly Collaborative Planning Days, teachers will analyze student data and refine their use of explicit instruction, checks for understanding, and immediate feedback. ○ Teachers will collaborate to plan targeted instruction based on identified student needs. ○ Administrators and the academic coach will continue conducting walkthroughs and providing actionable feedback. ○ Additional professional learning or coaching will be provided as needed. ● April-May: ○ Teachers will consistently implement the identified evidence-based strategies within the structured literacy block. ○ Grade-level teams will review student work and assessment data to evaluate the impact of instruction. ○ Administrators and the academic coach will review walkthrough and student performance data to determine progress toward the implementation target. ○ Schoolwide strengths and next steps will be identified for the following school year. Artifacts to be Collected: Classroom Walkthrough Form		
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	Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: Quarterly		
Root Cause(s) to be Addressed:	New instructional materials led to more whole group instruction and independent practice. As a result, fewer opportunities were intentionally built for students to engage in peer-to-peer discussion, resulting in limited student talk and reduced practice with collaborative meaning-making.		
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: 100% of teachers will facilitate at least two structured student discourse opportunities per week that include students engaging in peer-to-peer academic conversations that require explanation of thinking. Implementation Plan: • August-September: ○ Establish expectations for student discourse and share yearly outline with teachers to communicate the plan. • September-October: ○ Professional Learning to teach various ELLevation strategies (1st – 5th) ▪ Think, Write, Pair, Share	Evaluation Performance Target: The Average performance level for the listening domain on the ACCESS assessment will increase from 4.73 in 2026 to 4.9 in 2027. The Average performance level for the speaking domain on the ACCESS assessment will increase from 3.3 in 2026 to 3.5 in 2027. The Average performance level for the writing domain on the ACCESS assessment will increase from 2.95 in 2026 to 3.1 in 2027. Evaluation Tool(s): • Progress Monitoring Assessments • ACCESS Assessment	Wonders Instructional Materials
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step 2 <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

Teachers will intentionally embed structured student discourse opportunities to increase peer-to-peer academic conversations, reasoning, and collaborative meaning-making at least two times per week.	▪ Written Conversation ▪ Writing Using Text Types ○ The Kindergarten team will incorporate Arts Integration (AI) collaborative work with an emphasis on Drama as a modality. • October-November: ○ Teachers refine discourse practices by increasing rigor and requiring students to explain reasoning, justify answers, and build on peers' ideas during discussions. ○ Walkthroughs will occur and feedback will be provided. • December-January: ○ Midyear review of implementation data. Teachers analyze strengths and challenges and adjust instructional practices to increase participation and quality of discourse. • February-April: ○ Teachers sustain implementation and embed discourse across content areas. Students independently engage in academic conversations that demonstrate reasoning, questioning, and collaborative meaning-making. Artifacts to be Collected: Classroom Walkthrough Form Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: Quarterly	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☒ Spring 2027 Data Analysis Plan: ESOL teachers will work with ELs to complete ACCESS goal-setting in Fall 2026 and Spring 2027 before ACCESS testing. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principal ☒ Academic Coach ☒ 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	24%	29%	25%
4 th Grade	42%	38%	29%
5 th Grade	12%	20%	25%

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)	26%	54%	20%	40%	54%	6%	41%	38%	21%	48%	41%	11%
1st Grade	29%	53%	17%	15%	52%	33%	8%	40%	52%	27%	53%	20%
2nd Grade	42%	40%	19%	39%	42%	19%	40%	39%	22%	13%	44%	42%
3rd Grade	8%	90%	2%	9%	89%	2%	19%	77%	4%	27%	70%	3%
4th Grade	29%	66%	5%	38%	58%	4%	40%	57%	3%	46%	53%	1%
5th Grade	58%	40%	2%	58%	41%	1%	58%	37%	5%	65%	35%	1%

Source					Strengths		Weaknesses	
FY26 MATH Milestones (Grade Level & Student Groups)					For Grade Levels, ELs and SWD		For Grade Levels, ELs and SWD	
	Numerical Reasoning	Patterning and Algebraic Reasoning	Measurement and Data Reasoning	Geometric and Spatial Reasoning	Grade Levels (all students):		Grade Levels (all students):	
3rd	19%	19%	16%	22%	3rd – Geometric and Spatial Reasoning		3rd – Measurement and Data Reasoning	
4th	23%	32%	15%	14%	4th – Patterning and Algebraic Reasoning		4th – Geometric and Spatial Reasoning	
5th	26%	7%	10%	5%	5th – Numerical Reasoning		5th – Geometric and Spatial Reasoning	

<table><tr><td>EL</td><td>Numerical Reasoning</td><td>Patterning and Algebraic Reasoning</td><td>Measurement and Data Reasoning</td><td>Geometric and Spatial Reasoning</td></tr><tr><td>3rd</td><td>11%</td><td>7%</td><td>0%</td><td>7%</td></tr><tr><td>4th</td><td>20%</td><td>15%</td><td>5%</td><td>10%</td></tr><tr><td>5th</td><td>7%</td><td>7%</td><td>7%</td><td>0%</td></tr></table> <table><tr><td>SWD</td><td>Numerical Reasoning</td><td>Patterning and Algebraic Reasoning</td><td>Measurement and Data Reasoning</td><td>Geometric and Spatial Reasoning</td></tr><tr><td>3rd</td><td>11%</td><td>6%</td><td>6%</td><td>0%</td></tr><tr><td>4th</td><td>0%</td><td>0%</td><td>0%</td><td>5%</td></tr><tr><td>5th</td><td>8%</td><td>0%</td><td>8%</td><td>0%</td></tr></table>	EL	Numerical Reasoning	Patterning and Algebraic Reasoning	Measurement and Data Reasoning	Geometric and Spatial Reasoning	3rd	11%	7%	0%	7%	4th	20%	15%	5%	10%	5th	7%	7%	7%	0%	SWD	Numerical Reasoning	Patterning and Algebraic Reasoning	Measurement and Data Reasoning	Geometric and Spatial Reasoning	3rd	11%	6%	6%	0%	4th	0%	0%	0%	5%	5th	8%	0%	8%	0%	EL: • 3rd – Numerical Reasoning • 4th – Numerical Reasoning • 5th – NR, PAR, and MDR SWD: • 3rd – Numeric Reasoning • 4th – Geometric and Spatial Reasoning • 5th – NR and MDR	EL: • 3rd – Measurement and Data Reasoning • 4th – Measurement and Data Reasoning • 5th – Geometric and Spatial Reasoning SWD: • 3rd – Geometric and Spatial Reasoning • 4th – Geometric and Spatial Reasoning • 5th – PAR and GSR
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Beacon Assessment – Math (Grade Level & Student Groups) Grade Levels (all students): <table><tr><td>Prepared</td><td>Fall</td><td>Spring</td></tr><tr><td>K</td><td>N/A</td><td>9%</td></tr><tr><td>1st</td><td>1%</td><td>20%</td></tr><tr><td>2nd</td><td>1%</td><td>16%</td></tr><tr><td>3rd</td><td>0%</td><td>0%</td></tr><tr><td>4th</td><td>0%</td><td>1%</td></tr><tr><td>5th</td><td>0%</td><td>1%</td></tr></table>	Prepared	Fall	Spring	K	N/A	9%	1st	1%	20%	2nd	1%	16%	3rd	0%	0%	4th	0%	1%	5th	0%	1%	Grade Levels (all students): • K – Numerical Reasoning • 1st – Measurement and Data Reasoning • 2nd – Geometric and Spatial Reasoning • 3rd – Patterns and Algebraic Reasoning • 4th – Numerical Reasoning • 5th – Patterns and Algebraic Reasoning	Grade Levels (all students): • K – Geometric and Spatial Reasoning • 1st – Geometric and Spatial Reasoning • 2nd – Numerical Reasoning • 3rd – Measurement and Data Reasoning • 4th – Geometric and Spatial Reasoning • 5th – Geometric and Spatial Reasoning																			
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Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership	Root Cause Explanation: Instruction lacks coherence because teachers rely heavily on rigid, prescriptive resources that do not provide time and space for students to develop deep, conceptual understanding. This surfaces in Geometric and Spatial Reasoning when limited time is available which then																																											

☐ Supportive Learning Environment							reflects lower levels of Depth of Knowledge and limited opportunities for students to engage in higher-order thinking, reasoning, and problem-solving.																																																
MATH Common Assessments							For Grade Levels, ELs and SWD							For Grade Levels, ELs and SWD																																									
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<table><tr><td></td><td>U1</td><td>U2</td><td>U3</td><td>U4</td><td>U5</td><td>U6</td></tr><tr><td>1st</td><td>70%</td><td>64%</td><td>82%</td><td>62%</td><td>N/A</td><td>N/A</td></tr><tr><td>2nd</td><td>56%</td><td>58%</td><td>58%</td><td>65%</td><td>66%</td><td>70%</td></tr><tr><td>3rd</td><td>45%</td><td>60%</td><td>51%</td><td>45%</td><td>43%</td><td>47%</td></tr><tr><td>4th</td><td>56%</td><td>60%</td><td>68%</td><td>70% (U4a)</td><td>78% (U4b)</td><td>81% (U5)</td></tr></table>								U1	U2	U3	U4	U5	U6	1 st	70%	64%	82%	62%	N/A	N/A	2 nd	56%	58%	58%	65%	66%	70%	3 rd	45%	60%	51%	45%	43%	47%	4 th	56%	60%	68%	70% (U4a)	78% (U4b)	81% (U5)														
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5 th	68%	63%	71%	58%	65%	48%		
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment							Root Cause Explanation:	
							Some students lack Fact Fluency which is necessary for success with grade level Common Assessments. Inconsistent instructional rigor across classrooms can be limited compared to the rigor at which students are assessed.	
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?							- Implement tasks that promote reasoning and problem solving (29% (63/219) of walkthrough data) - Use and connect mathematical representations (30% (65/219) of walkthrough data)	Construct viable arguments and critique the reasoning of others (14% (24/170) of walkthrough data)
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment							Root Cause Explanation:	
							Most educators today experienced math in a procedural manner; memorizing steps and rules. As a result, Professional Capacity needs to expand to support how current standards are being assessed with unpredictable problems (increase flexibility). As flexibility with problem solving increases, mathematical discourse is likely to increase as viable arguments are constructed supporting one's own reasoning while respectfully critiquing the reasoning of others.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH

1-2 Math Goal

The percent of 1st and 2nd grade students scoring “Prepared” will increase by 5% from May 2026 to May 2027 as measured by the 2026-2027 Spring Beacon Assessment:

- First Grade student scores will increase from 20% prepared (15 out of 75 students) to 25% prepared (19 students out of 75 students).
- Second Grade scores will increase from 16% prepared (17 students out of 106 students) to 21% prepared (22 students out of 106 students).

3-5 Math Goal

The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2026 to May 2027 as measured by the EOG Math Assessment:

- Third Grade students will increase from 25% (24 students out of 96 students) to 29% (28 students out of 96 students) as measured by the 2026-2027 EOG Math Assessments.
- Fourth Grade students will increase from 29% (28 students out of 97 students) to 34% (33 students out of 97 students) as measured by the 2026-2027 EOG Math Assessment.
- Fifth Grade students will increase from 25% (24 students out of 97 students) to 30% (29 students out of 97 students) as measured by the 2026-2027 EOG Math Assessment.

Root Cause(s) to be Addressed:

Some students lack Fact Fluency which is necessary for success with grade level Common Assessments.

Funding Source(s)

SWP Checklist 5.e

☒ 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, 100% of 1 st – 5 th teachers will explicitly instruct students on high-impact numeracy strategies – focused on accuracy, efficiency, and flexibility – as demonstrated through student performance on fact fluency assessments.	Evaluation Performance Target: By April 2027, at least 60% of students in each grade level (K-4) will surpass the levels below: • Kindergarten – Addition/Subtraction Level C (within 5) – 38% in 2026 • 1st Grade – Addition/Subtraction Level K (within 10) – 47% in 2026	Math Fact Lab Numeracy Problem Strings (from Math is Figureoutable)
Target Student Group			

☒ Gen Ed ☒ EL ☒ SWD	Implementation Plan: • Preplanning: Share the yearlong Implementation Plan timeline with teachers. Include the Evaluation Performance Target and grade level/student data from the previous year. Meet with teachers new to the school to provide additional context to the history behind this work and the direction of the plan. • August: Teachers in grades 1-5 will administer a fact fluency placement test to establish a baseline. • September: Teachers will incorporate Numeracy Problem Strings from Math is Figureoutable resources. Students in grades 1-5 will participate in Math Fact Lab session at least three times per week to practice fluency. Grade Level CCCs will analyze placement data to group students, plan re-teaching, and identify gaps in strategy understanding. • October-December: Teachers will continue Numeracy Problem Strings and support application of strategies throughout the math block. Grade levels will hold CCCs once per quarter to review formative data and adjust instruction. Ongoing Professional Learning will deepen understanding of strategy instruction and application to support teachers embedding numeracy across math instruction. • January: Kindergarten teachers will administer their initial placement tests. Kindergarten teachers will implement Math Fact Lab three times per week with students. All teachers will continue to reinforce and spiral Numeracy Problem Strings in daily instruction, ensuring students apply them independently. CCCs will analyze midyear data to track progress toward proficiency and determine needs for intervention or enrichment. • February-March: All teachers will continue to reinforce and spiral numeracy strategies in daily instruction, ensuring students apply them		• 2nd Grade – Addition/Subtraction Level S (within 20) – 32% in 2026 • 3rd Grade – Multiplication/Division Level L (products within 100) -32% in 2026 • 4th Grade – Multiplication/Division Level N (products within 144) – 56% in 2026 By April 2027, at least 75% of students in 5th grade will surpass the levels below: • 5th Grade – Multiplication/Division Level N (products within 144) – 56% in 2026 Evaluation Tool(s): • Walkthrough Form • Math Fact Lab Data Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☒ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: • Develop a K-5 fact fluency assessment calendar that includes baseline, midyear, and end-of-year benchmarks. • Implement a standing quarterly CCC schedule for each grade level. • CCCs will analyze data to: ○ Identify students needing targeted intervention or enrichment. ○ Determine which numeracy strategies are being underused or misunderstood. ○ Adjust small groups based on strategy gaps and re-teach strategies during whole group instruction as needed. Person(s) Collecting Evidence: ☒ Principal
Action Step 1 <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
K-5 teachers will apply numeracy strategies that promote accuracy, efficiency, and flexibility throughout math instruction, as measured by quarterly fact fluency assessments.			

	independently. End of Quarter 3 CCC will occur in (approximately) mid-March. • April: Grade-level teams will review student progress using end-of-year fluency data to determine proficiency percentages and inform planning for the next school year. Artifacts to be Collected: • Classroom walkthrough data focused on strategy instruction • Math Fact Lab usage reports and progress tracking Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: Monthly classroom walkthroughs and Quarterly CCC Data Reviews	☒ Assistant Principal ☒ Academic Coach ☒ CCC Leads	
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Root Cause(s) to be Addressed:	Instruction lacks coherence because teachers rely heavily on rigid, prescriptive resources that do not provide time and space for students to develop deep, conceptual understanding. This surfaces in Geometric and Spatial Reasoning when limited time is available which then reflects lower levels of Depth of Knowledge and limited opportunities for students to engage in higher-order thinking, reasoning, and problem-solving.		
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 the timeline below, 100% of teachers will facilitate at least two higher-level DOK and discourse-rich problem-solving opportunities connected to Geometric and Spatial Reasoning standards: ○ 1st – Week 15 (end of November) ○ 2nd – Week 24 (end of February) ○ 3rd – Week 27 (mid-March) ○ 4th – Week 28 (mid-March) ○ 5th – Week 30 (end of March)		
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step 2 <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
K-5 teachers will incorporate higher-level DOK tasks and discourse-rich problem-solving opportunities, particularly in Geometric and Spatial Reasoning, to deepen students' conceptual understanding and mathematical reasoning	Implementation Plan: • October-November: ○ Introduce expectations for higher-level DOK instruction and mathematical discourse. Teachers identify opportunities within existing curriculum resources to incorporate reasoning, problem-solving, and discussion tasks in ongoing math instruction and particularly in Geometric and Spatial Reasoning units • November-December: ○ Teachers will support students with the Three Reads Strategy and Polya's Problem Solving Techniques to support students when higher level DOK tasks are presented through word problems		
		Evaluation Performance Target: By March 2027, at least 60% of students in each grade level will score 70% or higher on End of Unit Post-Tests. Evaluation Tool(s): • End of Unit Post Tests (Common Assessments) • Beacon • Walkthrough Form Data Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Use the district's Common Assessment Plan. Create grade level CCC schedule. Results will be analyzed during CCCs and used to plan small group instruction and/or adjust whole group instruction. Person(s) Collecting Evidence: ☒ Principal	Developing Mathematical Reasoning K-2 Developing Mathematical Reasoning 3-5

(daily when applicable to standards within GSR units).	○ Professional Learning will focus on Geometric and Spatial Reasoning, leveraging Moving the Needle supporting documents: ▪ 1st – Week 15 ▪ 2nd – Week 24 ▪ 3rd – Week 27 ▪ 4th – Week 28 ▪ 5th – Week 30 ○ Teachers will participate in PLCs/CCCs to disaggregate Common Assessment data and plan for small group and individual intervention • January-March: ○ Walkthroughs will occur and feedback will be provided. ○ Additional professional learning and/or coaching will follow for additional teachers who may need ongoing support. Artifacts to be Collected: • Walkthrough Form Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: • Monthly classroom walkthroughs and CCC data reviews	☒ Assistant Principal ☒ Academic Coach ☒ CCC Leads	
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Family Engagement Plan to Support School Improvement (<i><u>Required Components</u></i>)			
Family Engagement Activities (<i><u>*Must be listed in the school policy</u></i>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * <u>Annual Title I Meeting – Deadline (September 30, 2026)</u> 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.	9/3/26		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * <u>Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026)</u> 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.	October 12-16, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * <u>Spring Input Meeting (primary method) – Deadline (April 30, 2027)</u> 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.	3/18/27		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: <u>Building Capacity for Engagement (Does not need to be listed in the Policy)</u> 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)	9/4/26		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	1/29/27		
5. Required: * <u>Transition Activities</u> 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. Compton Elementary provides support for rising Kindergarten students and for students leaving 5 th grade and entering Middle School. For rising Kindergarten students, families take a tour of the school, visit a Kindergarten classroom, and visit a school bus. Resources are shared with families to continually develop skills prior to beginning Kindergarten. 5 th grade students and parents participate in middle school parent night and tour the middle school during the day. Students and parents interact with the middle school staff to support a smooth transition. A question-and-answer period is available to assist the transition.	Kindergarten Adventure April 30, 2027 5 th Transitions to Tapp: Tapp Sets This Date - TBD		☐ 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>	List documents translated for parents: School Compact; School Policy; All CTLS Notifications	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6	

<u>Academic-Related</u> 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
Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Math Packets Pencils Prizes	Title 1 Funds Publix	11/5/26	• Sign-in Sheets • Evaluations • Math Packets with Standards Based Math Problems	Parent Facilitator Impact Team
Read Across Compton	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Reading Resources and Volunteer Reader Snacks	Title I Funds	3/5/27	• Sign-In Sheets • Evaluations	Administration Parent Facilitator Impact Team
Brains and Bites (Academic Luncheon)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Academic Notebooks Data sharing checklist	Title I Funds	3/30/27 and 3/31/27	• Sign-In Sheets • Evaluations	Administration Parent Facilitator Impact Team

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. Schoolwide Checklist 5(b)
3. Cobb County’s schoolwide plans remain in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u> • Title III funds support language proficiency through resources, including teacher and student materials, digital learning programs, and professional learning for Teachers of English Language Learners. • CCSD provides Extended Day funds to provide specific interventions (i.e., in-school tutoring) for students striving to meet and exceed state standards. • The Office of Student Assistance supports the school’s implementation of the Positive Behavioral Intervention and Support Program (PBIS).

- Partners in Education provide resources (human and financial) to support family engagement, student encouragement, and literacy and math initiatives.
- Title I supports the following CCSD initiatives: Effective implementation of the 120-minute Literacy Block, Teacher participation in the 2-year literacy training: Language Essentials for Teachers of Reading and Spelling (LETRS), and i-Ready.

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

Teachers actively participate in Professional Learning Communities/Cobb Collaborative Communities (PLCs/CCCs) on a weekly basis to regularly monitor student progress toward meeting standards. The school conducts quarterly data analyses to examine key indicators, including Beacon results, common formative assessments, and i-Ready data to monitor student progress. The Cobb Teaching and Learning System (CTLs), particularly CTLs Assess, is utilized for continuous monitoring of student performance and achievement. Results from various district assessments (including i-Ready, formative, and summative assessments) are regularly reviewed. Our local School Academic Coach meets with the Administrative Team and collaborates with a Title I Supervisor and District Title I Coaches to assess progress toward achieving school improvement goals outlined in the plan.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

The school leverages GaDOE CCRPI indicators (Content Mastery, Progress, and Closing the Gap) measurable tools to monitor academic progress. Additionally, EOG scores, ACCESS scores, and performance on common formative and summative assessments provide valuable data for PLCs/CCCs to identify and address the content-specific needs of students.

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

Each year, the Title I Supervisor conducts a mid-year monitoring meeting to review the progress of implementation and monitoring plans. At the school level, PLCs/CCCs meet regularly to assess student progress, discuss instructional strategies, and determine appropriate next steps. Ongoing meetings between the Administrative Team and the Academic Coach will support continuous monitoring and alignment. As we implement each action step, we will evaluate its effectiveness and adjust as needed to ensure continued progress.

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. SWP Checklist 2(a)**

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

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

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

Compton Elementary implements Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. The entire staff focuses on developing relationships to build a positive culture. This includes school counselors who instruct students in whole group and small group sessions on behavior strategies and citizenship.

Additionally, Compton Elementary utilizes a Multi-Tiered System of Support (MTSS) for academics and behavior. MTSS builds upon Compton’s commitment for teaching and learning beginning with high-quality, differentiated instruction throughout the day and emphasizing early intervention when students experience academic or behavioral struggles. The staff considers multiple factors including testing data, academic performance, attendance data, social participation, school connectedness, externalizing behaviors, and internalizing behaviors to identify students who may benefit from MTSS.

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)*

Professional learning is designed to meet the needs of all teachers across grade levels and content areas. With the support of the Academic Coach, along with administrators and teacher leaders, we work collaboratively to plan, deliver, assess, and reflect on high-quality instruction. Our Academic Coach uses teacher feedback and instructional data to guide professional learning topics and provide targeted support. Teachers also have opportunities to attend conferences and workshops aligned to their professional goals, supported through District, Title I, Title II, and local funding. Schoolwide professional learning topics are identified through the Comprehensive Needs Assessment. Compton works closely with District Title I staff to support our school improvement goals, deliver professional learning, model strategies, analyze data, and ensure curriculum, instruction, and assessments are aligned.

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)*

For rising Kindergarten students, families take a tour of the school, visit a Kindergarten classroom, and visit a school bus. Resources are shared with families to continually develop skills prior to beginning Kindergarten.

5th grade students and parents participate in middle school parent night and tour the middle school during the day. Students and parents interact with the middle school staff to support a smooth transition. A question-and-answer period is available to assist the transition.

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)*

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	The Academic Coach will support teachers across content areas by providing professional learning, modeling effective instructional strategies, and offering timely and constructive feedback to enhance classroom practice.
Parent Facilitator	☒ 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.

School Improvement Goals
Include goals on the parent compact and policy

Goal #1	<u>1-2 Literacy Goal</u> The percentage of 1st and 2nd grade students scoring “Prepared” will increase by 5% from May 2026 to May 2027 as measured by the 2026-2027 Spring Beacon Assessment: • First Grade students will increase from 25% Prepared (19 out of 75 students) to 30% prepared (23 students out of 75 students). • Second Grade students will increase from 29% Prepared (31 students out of 106 students) to 34% prepared (36 students out of 106 students). <u>3-5 Literacy Goal</u> The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2026 to May 2027 as measured by the EOG ELA Assessment: • Third Grade students will increase from __% (__ students out of __ students) to __% (__ students out of __ students) as measured by the 2026-2027 EOG ELA Assessments. • Fourth Grade students will increase from __% (__ students out of __ students) to __% (__ students out of __ students) as measured by the 2026-2027 EOG ELA Assessment. • Fifth Grade students will increase from __% (__ students out of __ students) to __% (__ students out of __ students) as measured by the 2026-2027 EOG ELA Assessment.
Goal #2	<u>1-2 Math Goal</u> The percent of 1st and 2nd grade students scoring “Prepared” will increase by 5% from May 2026 to May 2027 as measured by the 2026-2027 Spring Beacon Assessment: • First Grade student scores will increase from 20% prepared (15 out of 75 students) to 25% prepared (19 students out of 75 students). • Second Grade scores will increase from 16% prepared (17 students out of 106 students) to 21% prepared (22 students out of 106 students). <u>3-5 Math Goal</u> The percentage of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase by 5% from May 2026 to May 2027 as measured by the EOG Math Assessment: • Third Grade students will increase from 25% (24 students out of 96 students) to 29% (28 students out of 96 students) as measured by the 2026-2027 EOG Math Assessments. • Fourth Grade students will increase from 29% (28 students out of 97 students) to 34% (33 students out of 97 students) as measured by the 2026-2027 EOG Math Assessment.

	• Fifth Grade students will increase from 25% (24 students out of 97 students) to 30% (29 students out of 97 students) as measured by the 2026-2027 EOG Math Assessment.
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