

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Brumby Elementary
Principal Name:	Sandra Alford
Date Submitted:	6-1-2026
Revision Date(s):	

District Name	Cobb County School District
School Name	Brumby Elementary School
Team Lead	Sandra Alford
Position	Principal
Email	Sandra.Alford@cobbk12.org
Phone	(770) 916-7070
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)]

On March 24, 2026, academic area vertical teams discussed grade level data and consistencies we saw at Committee Team Meetings. During this meeting groups of teachers created grade level strengths and weakness charts and conducted a root cause analysis. These charts were then shared during our Guiding Coalition meeting with team leaders on March 30, 2026. On March 31, 2026, team leaders shared this information with their grade level teams and discussed any suggestions, adjustments, or corrections they would like to make to the CNA process. On April 28, 2026, academic committees met again to review the feedback from grade level teams, synthesized the information gathered and refined the action steps discussed on March 24, 2026. Once the action steps were revised, academic teams created a year-long implementation plan to address the action steps. On April 30, 2026, Brumby held its Spring Parent Meeting where Sandra Alford discussed some of the action steps for next year but spent more time listening to parents gathering their input and feedback on how we can work together to benefit students next 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:	March 24 th	March 30 th	March 31 st	April 28 th	April 20 th
Position/Role	Printed Name		Signature		
Principal	Sandra Alford				
Assistant Principal	Suzanne Price				
Assistant Principal	/				
Math Instructional Support	Kate Thompson				
ELA Instructional Support	Tami Shields				
Kindergarten Team Lead	Carolyn Fleeman				
1 st Grade Team Lead	Allison Crouse				
2 nd Grade Team Lead	Allyson Garcia				
3 rd Grade Team Lead	Linda Perez				
4 th Grade Team Lead	Howard McCullough				
5 th Grade Team Lead	Lauren Nixon				
ESOL Team Lead	Sonya-Aaron Oviedo				
Special Ed Team Lead	Kelley Smith				
Programs Team Lead	Courtney Aquilino				

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	The average score of the staff and student GaDOE Climate Surveys will increase from 67.04 in SY25 to 72.0 in SY26. • SY25 Staff – 67.18 • SY25 Student – 66.89
Was the goal met? ☐ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	

Previous Year's Goal #2	Kindergarten – 50% of kindergarten students will achieve an Amira ARM score of at least 1.0 by Spring 2026. 1 st – 2 nd grade students scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment will increase from 30% in May 2025 to 35% in May 2026. 3 rd -5 th grade students scoring proficient and distinguished on the ELA EOG will increase from 20% in May 2025 to 30% in May 2026. • 30% (52 students) of 3rd grade students will score at the proficient or distinguished on the ELA EOG in May 2026. • 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 22% (38 students) in May 2025 to 30% (50 students) in May 2026. • 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 16% (21 students) in May 2025 to 30% (38 students) in May 2026.			
	Was the goal met? ☐ YES ☐ NO ☒ Partially			
What data supports the outcome of the goal?	Grade Level	Goal Amira ARM Score	Goal % of students at or above goal score for Spring Amira SY26	Actual % of students at or above goal score for Spring Amira SY26
	K	1.0	50%	40%
	Grade Level	Median Cut Score	Goal % of students at or above cut score ELA Beacon Spring SY26	Actual % of students at or above cut score ELA Beacon Spring SY26
	1 st	487	35%	50%
	2 nd	511	35%	42%
	Grade Level	SY25 Milestone Predictive Score for Proficient and above	Goal % of students at or above cut score ELA Beacon Spring SY26	Actual % of students at or above cut score ELA Beacon Spring SY26
	3 rd	>429	25%	22%
	4 th	>464	25%	28%
	5 th	>476	25%	35%
	ELA EOGs are not available yet so we are using the predictive Spring Beacon Scores as a data source until those scores arrive.			
Reflecting on Outcomes				
If the goal was not met , what actionable strategies could be implemented	Kindergarten teachers appreciate the structure of UFLI but feel it moves too quickly for many of their students. They would like information on how to use UFLI effectively in whole group while also meeting the needs of the students who are not on grade level and need additional support. 3 rd grade teachers did not have the skill-set to address the gaps their students had in phonics. The teachers have asked for PL in phonics			

to address the area of need?	instruction for next year to ensure they are able to use appropriate intervention strategies with students who do not have solid phonics skills and are not competent readers. 1st grade teachers are concerned that students have ample individual word reading practice but are lacking skills to read texts. They would like to use a more focused approach to build students reading by using small decodable texts before using the UFLI passages which are much more labor intensive.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	In grades 1, 2, 4, and 5 we have met or are predicted to meet our ELA goal. Explicit use of the Wonders curriculum through weekly CCC meetings and our full day grade-level plannings gave teachers the opportunity to preview, plan, and discuss the Wonders resources and how to implement the curriculum. Classroom walk data indicated use of Wonders during the 120-block. Implementation of UFLI has provided structure in K-2 for phonics instruction which has supported students' success on the ELA Beacon.

Previous Year's Goal #3	1 st – 2 nd grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 29% in May 2025 to 35% in May 2026.			
	3 rd -5 th grade students scoring proficient and distinguished on the Math EOG will increase from 22% in May 2025 to 30% in May 2026.			
	30% (52 students) of 3rd grade students will score at the proficient or distinguished on the Math EOG in May 2026. 4th grade students scoring proficient or distinguished on the Math EOG will increase from 23% (40 students) in May 2025 to 30% (53 students) in May 2026. 5th grade students scoring proficient or distinguished on the Math EOG will increase from 24% (33 students) in May 2025 to 30% (41 students) in May 2026.			
Was the goal met? ☐ YES ☐ NO ☒ Partially				
What data supports the outcome of the goal?	Grade Level	Median Cut Score	Goal % of students at or above cut score Math Beacon Spring SY26	Actual % of students at or above cut score Math Beacon Spring SY26
	1 st	491	35%	77%
	2 nd	516	35%	49%
	Grade Level	Goal % of students proficient or distinguished on Math Milestones SY26		Actual % of students proficient or distinguished on Math Milestones SY26
	3 rd	30%		41%
	4 th	30%		36%
	5 th	30%		14%
Reflecting on Outcomes				
If the goal was not met , what actionable strategies could be implemented to address the area of need?	5 th grade did not meet their goal as it stands prior to retest results. Some 5 th grade math teachers are not comfortable or experienced with teaching mathematical concepts using the Concrete Representation Abstract framework for learning due to years of experience with “tricks” and algorithms.			

If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal?	1st Grade, 2nd Grade, 3rd Grade, and 4th Grade surpassed their goal. This success is likely due to team standards clarity work, using district/state instructional resources, quarterly planning days, Title 1 Math PL, regular data talks around the item and standards analyses, and sharing ideas for small group instruction.
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Previous Year's Goal #4	The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 35% on the Spring 2025 Assessment to 43% on the Spring 2026 Assessment. The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 41% on the Spring 2025 Assessment to 49% on the Spring 2026 Assessment.						
Was the goal met? ☐ YES ☐ NO ☒ Partially							
What data supports the outcome of the goal?	ELA EOG scores will not be available until after the 2026-2027 School Year begins.						
	Math EOG- SWD Percentage of Students						
		Level 1	Level 2	Level 3	Level 4	Level 2, 3, and 4	
	3rd	44%	37%	19%	0%	56%	
	4th	42%	50%	8%	0%	58%	
	5th	53%	42%	5%	0%	47%	
	All	46%	43%	11%	0%	54%	
Reflecting on Outcomes							
If the goal was not met , what actionable strategies could be implemented to address the area of need?							
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	The goal was partially met. ELA EOG data for students with disabilities is not yet available and will be reviewed once scores are released at the beginning of the 2026–2027 school year. However, Math EOG results indicate that the school exceeded its goal, increasing the percentage of 3rd–5th grade SWD students scoring at the Developing Learner level or higher from 41% in Spring 2025 to 54% in Spring 2026 overall. Several processes contributed to this success. Teachers consistently implemented specialized instruction and targeted support aligned to students’ processing deficits and individual learning needs. Co-teaching teams were provided with dedicated time for collaborative planning each week in addition to weekly CCC meetings with grade-level teams. Additionally, lesson plans were evaluated by leadership on a weekly basis and teachers were regular, actional feedback to improve instructional effectiveness.						

POSITIVE AND SAFE SCHOOL CNA		
Source	Strengths	Weaknesses
(Name of Assessment) (Data by grade & subgroup)		
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 Level Reading & Writing)		

Commented [TS1]: @Sandra Alford do we have positive and safe school data to add to this section?

Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
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:	

POSITIVE AND SAFE SCHOOL PLAN			
GOAL #1: Climate	The average score of the staff and student GaDOE Climate Surveys will increase from 67.04 in SY25 to 72.0 in SY26. • SY25 Staff – 67.18 • SY25 Student – 66.89		
Root Cause(s) to be Addressed:	• High rates of office discipline referrals and suspensions impacting school culture • Limited explicit instruction on behavioral expectations and social skills • Inconsistent implementation of school-wide behavior expectations and responses to student behavior across classrooms and settings		
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	Implementation Performance Target: 100% of staff members will implement PBIS, including having common daily rules and expectations for behavior by December 2026.	Evaluation Performance Target: The number of office referrals will decrease from 745 in SY 26 to 670 in SY 27.	PBIS incentives and reward materials
Target Student Group	Implementation Plan: • Preplanning: • Share updated PBIS point expectations and procedures with staff • Review PBIS systems, incentives, and behavior expectations • August-September:	Evaluation Tool(s): • Discipline referral data • PBIS walkthrough data and classroom implementation checklists Evaluation Plan: Students will be assessed:	Staff professional learning on PBIS and restorative practices Quaver and other social-emotional
☒ 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. Implement Year 2 of the school-wide PBIS initiative with a continued focus on explicitly teaching, modeling, and reinforcing behavioral expectations across all school settings.	• Teach and review the school behavior flow chart with staff and students • Increase PBIS family involvement and communication • Quarter 1 Popsicle Reward celebration • Implement Quaver lessons to support social-emotional learning and positive behavior skills • October-December: • Teach and reinforce Stop-Walk-Talk strategies school-wide • Implement restorative circles to strengthen relationships and problem-solving skills • Quarter 2 Specials Rotation Reward • Identify and develop PBIS student “Influencers” to model positive behavior and leadership • January-February: • Review behavior flow chart and PBIS matrix school-wide • Introduce PBIS Influencers and leadership responsibilities • March-April: • Quarter 3 Parent Lunch Monitors initiative • Glow Lunch fundraiser and PBIS incentive activities • Quarter 3 Dance Party Reward • Review minor and major referral data with staff • Provide refresher support on appropriate responses to behavior and behavior intervention practices • May: • Quarter 4 Specials Rotation Reward • Glow Bowling PBIS Reward • Reflect on PBIS implementation and student behavior data	☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Behavior, attendance, and climate data will be reviewed monthly to monitor PBIS implementation and student engagement efforts. Office referrals, suspension data, walkthrough data, PBIS participation, and climate survey results will be analyzed to identify trends and guide adjustments throughout the school year. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ CCC Student Support Leads	learning resources Behavior data tracking systems and walkthrough tools Funding and materials for student engagement activities and celebrations
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	• Celebrate successes and identify next steps for continuous improvement Artifacts to be Collected: • School-wide behavior flow chart and PBIS matrix documents • Photos or agendas from PBIS celebrations and school-wide events • School-wide PBIS/Quaver lesson calendar Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Quarterly		
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA				
ELA Milestones Longitudinal Data	FY23 % of students scoring proficient & distinguished	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	18.4	26.5	23	
4 th Grade	17.2	15.8	16	
5 th Grade	19.7	33.3	23	

Beacon ELA Data – Spring Administration	Foundations				Language				Texts				Interpreting Texts				Constructing Texts			
	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P
1 st Grade	28	20	13	39	31	27	17	26	27	20	49	24	24	22	22	32	53	7	21	19
2 nd Grade	41	15	17	27	45	26	11	17	36	30	19	15	43	17	20	20	57	13	17	13

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	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P	SN	LNT	HNT	P
3 rd Grade	22	41	26	11	22	39	26	12	12	46	31	10	31	37	19	12	13	52	23	12	14	48	30	8	25	52	17	6
4 th Grade	25	33	28	14	27	32	29	12	23	31	26	19	42	35	13	11	26	41	19	14	26	38	23	13	32	36	15	17
5 th Grade	28	34	20	17	24	35	22	19	28	35	20	16	45	26	14	15	26	30	23	21	27	34	23	16	28	33	21	18

ELA CNA

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Subgroups) No Data Available: Data not expected to be returned until Dec 2026	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 & Subgroups)	Grade Levels (all students): 1st and 2nd Foundations: Based on Spring '26 Beacon scores, 40% of Brumby 1 st grade students and 37% of Brumby 2 nd grade students scored “prepared in the Foundations strand. This indicates ELA Foundations as a relative strength for our first-and second-grade students. 3rd – 5th : Based on Spring '26 ELA Beacon scores, there are no ELA strands where 50% or more third-fifth grade students scored in the “high near target” or “prepared” performance levels, so no strengths were identified.	Grade Levels (all students): 1st Constructing: Overall the Constructing Text strand is a weakness for 1 st graders with 53% of all 1 st graders, 71% of ELL students and 82% of SWD students scoring in the “support needed” range. 2nd Texts: Based on Spring '26 ELA Beacon scores, 65% of Brumby 2 nd grade students, 81% of ELL students, and 77% of SWD students scored in “low near target” / “support needed” in the Texts. Overall, this indicates that this domain is a relative weakness for our second-grade students. 3rd – 5th Listening: Based on Spring '26 ELA Beacon scores, 68% of 3 rd graders, 77% of 4 th graders, and 71% of 5 th graders scored in the “low near target” or “support needed” range in Listening. Overall, this indicates that this domain is a relative weakness for our 3 rd -5 th grade students. 3rd – 5th Grammar and Conventions: Based on Spring '26 ELA Beacon scores, 77% of 3 rd graders, 68% of 4 th graders, and 61% of 5 th graders scored in the “low near target” or “support needed” range in Grammar and Conventions. Additionally, 79% of Brumby 3 rd grade ELL students, 84% of Brumby 4 th grade ELL students, and 69% of Brumby

		5th grade ELL students scored in “low near target” or “support needed” in the Language: Grammar Conventions. Overall, this indicates that this domain is a relative weakness for our 3rd-5th grade students. SWD: Text: Techniques: Based on Spring ‘26 ELA Beacon scores, 92% of Brumby 3rd grade SWD students scored in “low near target”/ “support needed” in the Text: Techniques strand. Overall, this indicates that this domain is a relative weakness for our third-grade students. Constructing Texts: Based on Spring ‘26 ELA Beacon scores, 85% of 3rd grade SWD students, and 88% of Brumby 4th grade SWD students scored in “low near target”/ “support needed” in the Constructing Texts strand. Overall, this indicates that this domain is a relative weakness for our third and fourth grade SWD students. Texts: Context/Structure & Style: Based on Spring ‘26 ELA Beacon scores, 90% of Brumby 5th grade SWD students scored in “low near target”/ “support needed” in the Texts: Context/Structure & Style strand. Overall, this indicates that this domain is a relative weakness for our fifth grade SWD students.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Not all teachers are providing strong phonics and morphology instruction. Teachers had a new curriculum and had difficulty balancing all of the components of the 120 block to ensure student exposure and success in all areas.	
ACCESS Scores (Grade Level Reading & Writing)	K: The Speaking domain has the highest percentage for students in Level 2 – Emerging The Listening domain 20% of students scored in the proficiency level 3 (Developing) and 4 (Expanding) 17% of students scored in the Reaching domain for Listening	K: 97% of students scored in level 1 proficiency for the Reading domain 100% of students scored in Levels 1 (Entering) and Level 2 (Emerging) only for the Writing Domain...no students scored higher

	1st: 10% of students scored proficiency level 6 (Reaching) in the Reading domain; up 6% from the previous year. 20% of students scored proficiency levels 4 (Expanding) and 5 (Bridging) in the Reading domain; up 9% from the previous year 40% of students scored proficiency level 6 (Reaching) in the Listening domain 2nd: 10% of students scored proficiency level 6 (Reaching) in the Reading domain 30% of students scored proficiency levels 4 (Expanding) and 5 (Bridging) in the Reading domain; up 5% from the previous year The Reading domain has the highest percentage of students in the last two proficiency levels; more than any other domain. 66% of students scored proficiency level 3 (Developing) in the Writing domain; up 31% from last year 3rd: The Writing domain has the highest percentage, 71%, of students in between proficiency levels 3 (Developing) and 4 (Expanding)	1st: For the Reading domain, 23% of students scored proficiency level 1 (Entering). For the writing domain, 73% of students scored proficiency level 1 (Entering). The Writing domain has the highest percentage of students in the first two proficiency levels among all domains. No students scored higher than proficiency level 3 (Developing) in Writing. 45% of students scored proficiency level 2 (Emerging) in Speaking 2nd: In Writing, 100% of students scored proficiency levels 1 (Entering), 2 (Emerging), and 3 (Developing). In Speaking, 70% of students scored proficiency levels 1 (Entering) and 2 (Emerging). 3rd: The Reading domain has the highest percentage of students in proficiency level 1; 30%
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	14% of students scored proficiency level 6 (Reaching) in the Reading domain The Speaking domain has the highest percentage of students in proficiency level 4 (Expanding) 27% of students scored in Level 6 (Reaching) in Listening 4th: Listening comprehension is a definite strength with 23 (72%) of them at a 5 or higher The Writing scores made a jump with 75% of the students scoring in developing and expanding. 5th: Listening comprehension is a strength for fifth grade. 14 (58%) scored a 6 in listening. 67% of the students scored developing and expanding in writing, which has historically been a weakness. 51% of the students scored developing and expanding in reading.	4th: Reading is the biggest weakness with only 15% of the students scoring developing or higher. 5th: The speaking domain has the highest percentage of students scoring, entering and emerging with 54%.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: While some classroom teachers use a few ELlevation strategies, strategies that not only benefit ELL students but all students in use and application of new vocabulary and concepts are not broadly used. Teachers need PL on specific high-yield ELlevation strategies that can be used during Tier 1 instruction.	

ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): K- According to Wonders Unit Assessment Data, the following are areas of strength for K students: • 100% of K students have alphabetic knowledge. • 79.29% of K students have foundational knowledge of regularly used HFW. • 78.22% of K students are able to sort category words. • 73.68% of K students are able to identify onset and rime. • 72.43% of K students have basic phoneme-grapheme correspondence. 1st- According to Wonders Progress Monitoring Assessment data throughout the year, the following are areas of strength for 1st grade students: • 83.1% of 1st students have phoneme-grapheme correspondence. • 82.57% of 1st grade students have advanced phonics skills to add, delete, and substitute phonemes in single syllable words. • 81.67% of 1st grade students know long and short vowel sounds. • 81.11% of 1st grade students can manipulate sounds through phonemic awareness. 2nd- According to Wonders Progress Monitoring Assessment data throughout the year, the following are areas of strength for 2nd grade students: • 63.49% of 2nd grade students have specialized vocabulary. 3rd- According to Wonders Progress Monitoring Assessment data throughout the year, the following are areas of strength for 3rd grade students:	Grade Levels (all students): In all grade levels with all subgroups, creating written responses to reading that are complete sentences and critical analysis of the text has been difficult for students. K- According to Wonders Unit Assessment Data, the following are areas of weakness for K students: • 48% of K students know expository techniques including main topic and supporting details • 48% of K students can explain and use descriptive/sensory language 1st- According to Wonders Progress Monitoring Assessment data throughout the year, there are no areas where more than 50% of 1st grade students had difficulty. 2nd- According to Wonders Progress Monitoring Assessment data throughout the year, the following are areas of weakness for 2nd grade students: • 17.61% of 2nd grade students are able to identify major plot events that occur between a problem and solution. • 28.43% of 2nd grade students can interpret text features and their role in a text. • 29.17% of 2nd grade students can identify and describe character's responses to events in a story. 3rd- According to Wonders Progress Monitoring Assessment data throughout the year, the following are areas of weakness for 3rd grade students:
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	• 75.56% of 3rd grade students can use correct subject-verb agreement in sentences. • 67.14% of 3rd grade students have acquired general academic vocabulary.	• 16.67% of 3rd grade students can apply expository techniques in writing. • 19.8% of 3rd grade students can describe opinion techniques used to design opinion texts. • 27.82% of 3rd grade students can determine audience and purpose of a text.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment Supportive Learning Environment	Root Cause Explanation: Teachers need to gain clarity on how to approach and teach writing about a text and writing sentences through the lens of grammar and conventions.	
School Instructional Walks (Grade Level)	In 41% of the ELA walks conducted across the school, classrooms were in the Interpreting Text portion of their 120 block. This indicates a strength in implementation of Interpreting Texts during the ELA block.	In 11% of the ELA walks conducted across the school, classrooms were in the Small Group portion of their 120-block. This indicates a weakness in implementation of Small Group instruction during the ELA block.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Teachers need support increasing their professional capacity to organize and facilitate small groups. Teachers need to better understand how to use data to monitor student progress and how to respond to students' instructional needs based on the identified data.	

ELA - IMPROVEMENT PLAN			
GOAL #2: ELA	Kindergarten – 50% of kindergarten students will achieve an Amira ARM score of at least 1.0 by Spring 2027. 1st – grade students will grow from 40% of these students scoring an ARM score of at least 1.0 in Spring 2026 to 45% scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment in May 2027. 2nd grade students scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment will increase from 50% in May 2025 to 55% in May 2027. All percentages below are based on Beacon predictive scores for ELA Milestones, NOT on actual EOG percentages. These will be adjusted once ELA EOG scores have been released. 3rd-5th grade students scoring proficient and distinguished on the ELA EOG will increase from 28% in May 2026 to 31% in May 2027 • 25% of 3rd grade students will score at the proficient or distinguished on the ELA EOG in May 2027. • 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 28% in May 2026 to 30% in May 2027. • 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 35% in May 2026 to 38% in May 2027.		
	Root Cause(s) to be Addressed: Teachers need additional guidance in delivering phonics and morphology instruction during the 120-Block.		
	Funding Source(s) <i>SWP Checklist 5.e</i> ☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
	Components Who? One Action (Verb) What? Frequency	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i> Implementation Performance Target: 100% of classroom teachers will deliver phonics and/or morphology instruction for a minimum of 20 minutes per day. Implementation Plan:	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i> Evaluation Performance Target: By January 2027, 75% of K-2 students will get 80% or higher on the weekly UFLI dictation. By January 2027 75% of 3-5 students will get an 80% or higher on the twice quarterly CCSD Morphology Exit Ticket.
Target Student Group			

☒ All Students ☐ EL ☐ SWD	Preplanning: Ensure all teachers have access and have seen a model phonics lesson. K-2 UFLI and 3-5 Morphology.	Evaluation Tool(s): UFLI and CCSD Morphology Exit Tickets	CTLS- CCSD morphology lessons
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	August-September: All classrooms begin using the triple tune up routine which contains a visual drill, an auditory drill, and a blending drill. K-2: UFLI training and make and takes for small group phonics. 3-5: Intro to CCSD morphology resources and routines in CTLS.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☒ Every other month – District Transformational Assessments ☐ 3 times per year ☒ Weekly – Exit Tickets	Index cards to build decks for students to practice phoneme recognition and word parts and definitions.
1. All teachers K-5 will deliver daily phonics and/or morphology instruction aligned to the Foundations portion of the literacy block using approved CCSD resources.	- October-December: PL on “backwards decoding for all. K-2 classrooms will be expected to conduct a daily dictation routine. 3-5 classrooms will be expected to conduct a dictation routine at least once a week. - January-February: PL on phoneme mapping for K-2 and word mapping for 3-5. - March-April: Refine any routines that are not fully developed. - May: Revisit routines and determine efficiency of the order and revise for next year if needed. Artifacts to be Collected: Lesson Plans Classroom Walk Data Classroom Walk Qualitative observation notes Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Quarterly Walks Weekly Lesson Plan checks	Data Analysis Plan: At least one Wednesday Data Discussion meeting per month will be devoted to time for ELA teachers to review the dictation data, address any instructional concerns, and develop a plan for small group support for students who need acceleration or remediation. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	

Root Cause(s) to be Addressed:	Teachers need additional support and guidance in planning and delivering instruction during the writing portion of the 120-Block. This includes the application of grammar and conventions in writing sentences as well as developing responses to texts or prompts.		
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	Implementation Performance Target: 100% of teachers will provide explicit writing instruction at least 2 days a week for 30 minutes using Wonders constructing text lessons, resources, and Writing Process Routine.		
Target Student Group	Implementation Plan:		
☒ Gen Ed ☐ EL ☐ SWD	Evaluation Tool(s): Scores on Wonders writing rubrics (refined by grade level team if needed and agreed upon).		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____		
2. All teachers K-5 will implement the Process Writing Routine at least twice a week, and consistently use rubric, student models, and anchor papers to guide students and when scoring unit writing projects.	Data Analysis Plan: At the midterm of each quarter, teachers will share writing data at a Wednesday data meeting with coaches and administration. As needed, CCCs may provide additional time to discuss refinements that need to occur instructionally to support students.		
	Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads		
	Artifacts to be Collected: CCC meeting minutes Lesson plans Student writing samples		
	Person(s) Monitoring Implementation:		

	☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ Academic Coaches Frequency of Monitoring: Quarterly monitoring of the writing instruction and student progress.		
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Root Cause(s) to be Addressed:	Students need additional differentiated instruction in small groups to address individual and small group needs.		
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	Implementation Performance Target: 100% of teachers will plan for and conduct differentiated small groups during the 120 literacy block. 100% of teachers will meet with 100% of their students at least once a week in an instructional small-group. The higher the need, the more times teachers should meet with the student.	Evaluation Performance Target: 20% of students scoring in the Support Needed category on Beacon in the Winter will move into one of the higher categories by Spring administration. Evaluation Tool(s): Beacon assessment	Data charts for teachers grouped by grade level for recording Beacon Data. Small group materials provided by Wonders as well as Just Right Readers as decodable texts. UFLI materials may also be used in small groups.
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>	Implementation Plan: - Preplanning: Teachers understand differentiated small group instruction is an expectation and explain how often students should receive differentiated small-group instruction. - August-September: Identify screeners and diagnostic assessments that will be used to identify appropriate groupings for differentiated small groups. Small groups should begin after Labor Day at the latest. CCC time will be used to support instructional strategies for the students who “don’t get it” as well as for the students who “already know it”. Both CCC questions should be addressed through differentiated small groups. - October-December: Use first quarter data as well as both formal and informal assessments to refine small groups and identify student needs going forward. This data should also be used to identify any students who are not progressing who should be placed on Tier 2 for additional support and data collection. - January-February: Administer mid-year screeners and diagnostic assessments to regroup students as	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	Blending boards and morphology manipulatives
3. All K-5 teachers will address student needs through differentiated small group ELA instruction using a combination of data from: District assessments, common assessments and/or daily classroom observation/exit tickets.			

	needed. Data discussions will be used to support identification of students who are not progressing and should be moved to Tier 3 for additional support. Artifacts to be Collected: Lesson Plans Walk-through data Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Weekly Lesson plan reviews Monthly classroom walks		
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MATH DATA				
MATH Milestones Longitudinal Data	FY23 % of students scoring proficient & distinguished	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	14.6	27.2	23	41
4 th Grade	24.5	21.6	24	36
5 th Grade	12.1	25.6	19	14

Beacon Math Data – Spring Administration	Numerical Reasoning				Patterning & Algebraic Reasoning				Measurement & Data Reasoning				Geometric & Spatial Reasoning			
% of students at each level	Support Needed	Low Near Target	High Near Target	Prepared	Support Needed	Low Near Target	High Near Target	Prepared	Support Needed	Low Near Target	High Near Target	Prepared	Support Needed	Low Near Target	High Near Target	Prepared
Kinder (Winter)	25	20	29	25	40	26	25	9	42	16	13	29	41	16	29	13
1 st Grade	12	10	35	43	13	15	15	57	8	5	24	63	13	23	23	41
2 nd Grade	15	25	27	33	26	17	21	36	9	13	31	47	36	23	20	21
3 rd Grade	6	60	29	5	19	56	23	3	16	58	23	3	25	46	25	4
4 th Grade	39	40	14	7	49	35	14	2	49	36	13	2	61	28	9	2
5 th Grade	55	27	14	4	54	35	7	3	50	30	12	7	65	22	10	3

Kindergarten 25-26 MCA Post Tests								
	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6	Unit 7
Domains	NR, MDR	GSR, MDR, PAR	NR	NR, PAR	NR, PAR, MDR	NR	GSR, MDR	MDR, NR, PAR
Overall	65.7	79.15	67.71	78.51	80.27	82.09	91.48	81.88
ELL	53.33	71.39	52.56	72.76	76.79	78.8	85.86	74.74

3rd Grade 25-26 MCA Post Tests								
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Domains	NR, MDR	PAR, GSR, MDR	PAR, MDR	NR, PAR, MDR	PAR, MDR	NR	MDR, GSR, PAR	GSR
Overall	43.67	58.37	49.51	50.37	48.72	59.85	54.6	59.74
ELL	40.1	55.12	48	43.69	42.38	50.2	50.74	53.85

SWD	46.88	57.81	62.22	61.11	70.31	71.43	83.33	81.43
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SWD	30.12	41.49	38.45	43.27	45.49	54.12	49.15	52.38
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1st Grade 25-26 MCA Post Tests					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Domains	NR, MDR	NR	PAR, GSR, MDR	MDR, NR	NR, MDR
Overall	72.76	72.56	84.5	74.3	74.76
ELL	71.46	73.63	81.76	74.38	74.18
SWD	70.45	65.09	71.15	60.19	58.93

4th Grade 25-26 MCA Post Tests							
	Unit 1	Unit 2	Unit 3	Unit 4a	Unit 4b	Unit 5	Unit 6
Domains	NR, MDR	PAR, MDR	NR, MDR	NR, MDR	NR, MDR	GSR	GSR
Overall	54.05	55.93	66.35	69.28	77.35	85.96	64.89
ELL	49.6	50.73	54.96	60.83	67.05	79.63	55.64
SWD	47.79	54.7	60.82	62.76	70.86	81.11	58.26

2nd Grade 25-26 MCA Post Tests								
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Domains	MDR, NR	NR, PAR	MDR, NR	NR, PAR	NR, MDR, PAR	GSR, PAR	MDR, PAR, NR	NR, PAR
Overall	64.71	62.59	54.3	67.46	72.84	82.8	71.65	91.5
ELL	53.49	55.83	44.55	57.04	66.35	79.45	64.94	88.64
SWD	65.45	71.15	70.09	65.79	70	84.42	83.33	85

5th Grade 25-26 MCA Post Tests							
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Domains	GSR, NR	NR, MDR	NR, MDR	NR, MDR	NR, MDR	NR	PAR, GSR
Overall	62.57	62.32	65.13	58.47	63.73	60.92	
ELL	49.24	50.38	49.7	38.82	54.78	46.89	
SWD	54.39	59.13	63.49	53.98	65.56	59.65	

MATH CNA

Source	Strengths	Weaknesses
FY26 MATH Milestones (Data by grade & subgroup) <i>Pending EOG Domain Scores</i>	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 & Subgroups) <i>Numerical Reasoning (NR)</i> <i>Patterning & Algebraic (PAR)</i> <i>Measurement & Data Reasoning (MDR)</i> <i>Geometric & Spatial Reasoning (GSR)</i>	For Grade Levels, ELs and SWD Grade Levels (all students): 1st: Based on Spring 26’ Math Beacon Scores, 87% of Brumby’s 1 st grade students scored above the cut score (HNT & prepared range) in the domain Measurement and Data Reasoning indicating that MDR is a relative strength for 1 st graders overall. 2nd: Based on Spring 26’ Math Beacon Scores, 68% of Brumby’s 2 nd grade students scored above the cut score (HNT & prepared range) in the domain Geometric and Spatial Reasoning , indicating that those math standards are a relative strength overall. 3rd: Based on Spring 26’ Math Beacon Scores, 34% of Brumby’s 3 rd grade students scored above the cut score (HNT & prepared range) in the domain Numerical Reasoning , indicating that those math standards are a relative strength overall.	For Grade Levels, ELs and SWD Grade Levels (all students): 1st: Based on Spring ‘26 Math Beacon scores, 13% of Brumby 1 st grade students scored in “low near target”/ “support needed” in the Geometric and Spatial Reasoning . Overall, this indicates that this domain is a relative weakness for our first-grade students. 2nd: Based on Spring 26’ Math Beacon scores, 59% of Brumby’s 2 nd grade students fall below the cut score (HNT & prepared range) in the domain of Numerical Reasoning , indicating a weakness in those standards. 3rd: Based on Spring ‘26 Math Beacon scores, 75% of Brumby 3 rd grade students scored in the support needed and lower range of near target categories in the Patterning and Algebraic Reasoning domain indicating that using place value reasoning and strategies to solve math operations problems including addition, subtraction, multiplication, or division is a weakness for our 3 rd grade students overall.

	4th : Based on Spring 26' Math Beacon Scores, 21% of Brumby's 4th grade students scored above the cut score (HNT & prepared range) in the domain Numerical Reasoning, indicating that NR is a relative strength above the other domains for 4th graders overall. 5th : Based on Spring 26' Math Beacon Scores, 19% of Brumby's 4th grade students scored above the cut score (HNT & prepared range) in the domain Measurement & Data Reasoning, indicating that MDR is a relative strength above the other domains for 5th graders overall. EL: 3rd: Based on Spring 26' Math Beacon scores, 28% of 3rd grade ELLs scored above the cut score in Numerical Reasoning. This is more than any other domain, indicating numerical reasoning is a relative strength for 3rd grade ELLs. 4th: Based on Spring 26' Math Beacon scores, 22% of 4th grade ELLs scored above the cut score in Numerical Reasoning. This is more than any other domain, indicating that NR is a relative strength for 4th grade ELLs. 5th: Based on Spring 26' Math Beacon scores, 21% of 5th grade ELLs scored above the cut score in BOTH Numerical Reasoning AND Measurement & Data Reasoning. This is more than any other domain, indicating that NR & MDR are both relative strengths for 5th grade ELLs. SWD: 3rd : Based on Spring 26' Math Beacon scores, 23% of 3rd grade SWDs scored above the cut score in Geometric and Spatial Reasoning. This is more than any other domain, indicating GSR is a relative strength for 3rd grade SWDs. 4th: Based on Spring 26' Math Beacon scores, there are no relative strengths.	4th: Based on Spring '26 MATH Beacon scores, 49% of Brumby 4th grade students scored in the support needed range in the Measurement and Data Reasoning domain indicating that it is a relative weakness for our Brumby 4th graders overall. Based on Spring '26 MATH Beacon scores, 49% of Brumby 4th grade students scored in the support needed range in the Patterning and Algebraic Reasoning domain indicating that it is a relative weakness for our Brumby 4th graders overall. 5th: Based on Spring '26 Beacon scores, 55% of Brumby 5th grade students scored in the support needed range in the Numerical Reasoning domain indicating that NR is a relative weakness for our Brumby 5th graders overall. EL: 3rd: Based on Spring 26' Math Beacon scores, 77% of 3rd grade ELL scored in support needed for Measurement & Data Reasoning, indicating MDR is a relative weakness for 3rd grade ELLs. 4th: Based on Spring 26' Math Beacon scores, 94% of 4th grade ELL scored in support needed for Geometric and Spatial Reasoning, indicating MDR is a relative weakness for 3rd grade ELLs. SWD: 3rd : Based on Spring 26' Math Beacon scores, 92% of 3rd grade SWDs scored in support needed for Numerical Reasoning indicating NR is a relative weakness for 3rd grade SWDs. 4th: Based on Spring 26' Math Beacon scores,
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	5th: Based on Spring 26' Math Beacon scores, 11% of 5th grade SWDs scored above the cut score in Measurement and Data Reasoning. This is more than any other domain, indicating MDR is a relative strength for 5th grade SWDs.	100% of 4th grade SWDs scored in support needed for BOTH Numerical Reasoning AND Geometric and Spatial Reasoning indicating PAR and GSR are both relative weaknesses for 4th grade SWDs. 5th: Based on Spring 26' Math Beacon scores, 100% of 5th grade SWDs scored in support needed for BOTH Patterning and Algebraic Reasoning AND Geometric and Spatial Reasoning indicating PAR and GSR are both relative weaknesses for 5th grade SWDs.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Not all teachers are implementing conceptual learning practices (CRA framework).	
MATH Common Assessments District Math Common Assessments (Unit Post Tests)	For Grade Levels, ELs and SWD Grade Levels (all students): K: Based on MCA Unit Post assessment data the average score of 91% in Unit 6 indicates Geometric and Spatial Reasoning is an area of strength for our kindergarten students. 1st: Based on MCA Unit Post assessment data, the average score of 85% in Unit 3 indicates Geometric and Spatial Reasoning AND Patterning and Algebraic Reasoning are areas of strength for our 1st grade students. 2nd: Based on MCA Unit Post assessment data, the average score of 91.5% in Unit 8 indicates Numerical Reasoning AND Patterning and Algebraic Reasoning are areas of strength for our 2nd grade students, particularly with topics involving reasoning with equal groups (arrays, even/odd) . 3rd: No strengths indicated by MCA data.	For Grade Levels, ELs and SWD Grade Levels (all students): K: Based on MCA Unit Post assessment averages in the 65-68% range indicate Numerical Reasoning is an area of weakness for our kindergarten students, specifically relating to topics of counting, cardinality, and number comparisons. 1st: Based on MCA Unit Post assessment averages of 73% in Units 1 & 2 indicate Numerical Reasoning is an area of weakness for our 1st grade students, specifically relating to topics of counting, comparing, base ten, and addition/subtraction fluency. 2nd: Based on the MCA Unit Post assessment average of 54% in Unit 3, Measurement and Data is an area of weakness for our 2nd grade students, specifically relating to topics of measuring lengths and distances.

	4th: Based on MCA Unit Post assessment data, the average score of 86% in Unit 5 indicates Geometric and Spatial Reasoning (angles & circles) is an area of strength for our 4th grade students. 5th: No strengths indicated by MCA data. EL: ELLs in K-2 had comparable averages to the overall grade level averages, indicated the strengths are in line with what is listed above for K-2. 3rd & 5th grade ELLs show no apparent strengths. 4th grade ELL's average on Unit 5 is 80%, indicating Geometric and Spatial Reasoning (angles & circles) is an area of strength for our 4th grade ELL students. SWD: All K-5 SWD strengths fall close in line with the overall strengths of each grade level, with SWD averages trailing only slightly behind the overall averages.	3rd: Based on the MCA Unit Post assessment averages for all 8 units ranging between 43-60%, all domains are areas of concern for 3rd grade students. 4th: Based on the MCA Unit Post assessment average of 54% in Unit 1, Numerical Reasoning is an area of weakness for our 4th grade students, specifically with topics of place value reasoning (multi-digit whole numbers, powers of ten, comparing, rounding and addition/subtraction). 5th: Based on the MCA Unit Post assessment averages for all 7 units ranging between 58-65%, all domains are areas of concern for 5th grade students. EL: Kindergarten: Based on the MCA Unit Post assessment ELL average of 53% in Units 1 & 3, Numerical Reasoning is an area of weakness for our kindergarten ELL students, specifically with counting, cardinality, and comparing numbers. 1st: Based on MCA Unit Post assessment data, 1st grade ELL's have no apparent weaknesses. Their scores are in line with the overall grade level averages, and are all above 70%. 2nd: Based on MCA Unit Post assessment data, 2nd grade ELL's lowest average score is 45% in Unit 3, indicating Measurement and Data is an area of weakness for our 2nd grade ELL students, specifically relating to topics of measuring lengths and distances. 3rd: Based on the MCA Unit Post assessment averages for all 8 units ranging between 40-55%, all domains are areas of concern for 3rd grade ELL students.
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		4th: Based on the MCA Unit Post assessment average of 50% in Unit 1, Numerical Reasoning is an area of weakness for our 4th grade ELL students, specifically with topics of place value reasoning (multi-digit whole numbers, powers of ten, comparing, rounding and addition/subtraction). 5th: Based on the MCA Unit Post assessment averages for all 7 units ranging between 39-54%, all domains are areas of concern for 5th grade ELL students. SWD: 1st: Based on the MCA Unit Post assessment SWD average of 59% in Unit 5, Numerical Reasoning is an area of weakness for our 1st grade SWD students, specifically with real world addition/subtraction within 100. 2nd: Based on the MCA Unit Post assessment SWD averages between 65-66% in Units 1 & 4, Numerical Reasoning is an area of weakness for our 2nd grade SWD students, specifically place value understanding to 1,000. 3rd: Based on the MCA Unit Post assessment averages for all 8 units ranging between 30-54%, all domains are areas of concern for 3rd grade SWD students. 4th: Based on the MCA Unit Post assessment average of 58% in Unit 1, Numerical Reasoning is an area of weakness for our 4th grade SWD students, specifically with topics of place value reasoning (multi-digit whole numbers, powers of ten, comparing, rounding and addition/subtraction).
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		5 th : Based on the MCA Unit Post assessment averages for all 7 units ranging between 54-65%, all domains are areas of concern for 5 th grade SWD students.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation:	
	Not all teachers are promoting student engagement through student-centered teaching practices that foster thinking and numerical reasoning.	
School Instructional Walks (Grade Level)		Based on reports from the 2025-2026 Balanced Mathematics Instructional Walk Form for Brumby ES, 75 out of 128 (59%) walks witnessed use of core package during math instruction indicating use of district and state math resources is a relative weakness in our school. Based on reports from the 2025-2026 Balanced Mathematics Instructional Walk Form for Brumby ES, 41 out of 128 (32%) walks witnessed use of manipulative during math instruction indicating use of concrete tools to model and understand math content is a relative weakness in our school. Based on reports from the 2025-2026 Balanced Mathematics Instructional Walk Form for Brumby ES, 10 out of 128 (8%) walks witnessed use of manipulative during the apply session within the math instructional framework indicating student use of concrete tools to apply learning in math is a relative weakness in our school. Based on reports from the 2025-2026 Balanced Mathematics Instructional Walk Form for Brumby ES, 10 out of 128 (8%) walks witnessed small group instruction within the math instructional framework indicating small group instruction is limited and an area of weakness.

Check the system that contributes to the root cause:	Root Cause Explanation:
☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Not all teachers are implementing small group instruction consistently. Not all teachers are providing access to concrete materials to support student apply work.

MATH - IMPROVEMENT PLAN			
GOAL #3: MATH	1st – grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 39% in March 2026 to 45% in May 2027. 2nd grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 76% in May 2026 to 80% in May 2027. 3rd-5th grade students scoring proficient and distinguished on the Math EOG will increase from 30% in May 2027 to 35% in May 2027. • 3rd grade students scoring proficient or distinguished on the Math EOG will increase from 23% Prepared on the Beacon in May 2026 to 30% on the Math EOG in May 2027. • 4th grade students scoring proficient or distinguished on the Math EOG will increase from 41% in May 2026 to 46% in May 2027. • 5th grade students scoring proficient or distinguished on the Math EOG will increase from 36% in May 2026 to 41% in May 2027.		
Root Cause(s) to be Addressed:	K-5 Teachers need additional guidance in building conceptual understanding by making connections between the concrete, representational, and abstract to address the following: (1st Grade) Students are not properly bridging conceptual understanding from concrete and representational to abstract. (2nd Grade) Students struggle with fact fluency to 20 using mental strategies due to a lack of foundational experiences with concrete and visual exploration of addition /subtraction strategies and relationships. (3rd Grade) Students struggle to understand the base-ten number system due to lack of hands-on student-centered exploration activities such as counting collections and bundling. (4th Grade) Students struggle to recognize patterns in relation to multiplication due to a lack of concrete and representational exploration with basic facts and skip counting. (5th Grade) Students don't apply understanding of operations to solve real-world problems because they have not had opportunities to make sense of real-world problems through student-centered learning.		
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	Implementation Performance Target: 100 % of teachers will write weekly lesson plans that include evidence of student practice with concrete, representational and abstract reasoning during tier 1 instruction.	Evaluation Performance Target: By January 2027, 50% of K-5 students will score 60% or higher on District Unit MCA Post Tests.	- Manipulatives - Anchor Charts 8 Mathematical Practices Posters - Lesson Plan Template
Target Student Group	Implementation Plan: Preplanning (Summer/July)	Evaluation Tool(s): District MCA Post Tests (In CTLs)	
☒ Gen Ed ☐ EL ☐ SWD	Systems & Structures - Math coach will provide an example lesson plan as a model for implementing the CRA framework within lesson design and instructional delivery. - The purpose, structure, and expectations of CCC meetings will be clearly communicated during preplanning to establish clarity around collaborative planning, student learning analysis, and collective teacher efficacy. - The Math Coach will support teachers in developing classroom systems for manipulatives, including storage, accessibility, and student procedures. - Manipulative organization tools will be distributed to K-5 Teachers based on need as they prepare their classrooms for student access to concrete materials	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ <u>At the end of each unit</u> Data Analysis Plan: At monthly Wednesday Data talk meetings, grade level teams will review Unit assessment data to address any instructional concerns and develop a plan for intervention and enrichment based on student needs. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☐ CCC Leads	
Action Step 1 <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> All K-5 teachers will implement Tier 1 math instruction using the Concrete-Representational-Abstract (CRA) framework to build deep conceptual understanding at weekly CCC's.	August – September Classroom Implementation - Teachers will implement manipulative management systems and classroom routines that support productive mathematical learning environments. - Teachers will consistently introduce new mathematical concepts through concrete learning experiences before transitioning to representational models and abstract reasoning.		

	- Students will engage in hands-on tasks, visual modeling, collaborative discourse, and written or verbal reasoning as part of daily Tier 1 instruction. CCC Focus The Math Coach will collaborate with K–5 CCC teams to support planning aligned to the four questions through a CRA lens: - What do we want students to learn? - What does mastery look like at the concrete, representational, and abstract levels? - How will we know students learned it? - What evidence demonstrates conceptual understanding across CRA stages? - How will we respond when students are not learning? - How can manipulatives, visual models, and targeted small-group instruction support intervention and remediation? - How will we respond when students already know it? - How can CRA be leveraged to extend reasoning, problem solving, and mathematical modeling? During CCC’s teachers will collectively reflect on CRA practices and problem solve as challenges arise. Teachers will bring evidence of student learning representational models to examine Ongoing Support - The Math Coach will model instructional strategies and support classroom implementation through coaching cycles, planning conversations, and feedback.		
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	- Grade-level teams will participate in quarterly collaborative planning days focused on upcoming units and determine how to adjust concrete manipulative access for new content. - Math coach will continually check-in with teachers to evaluate the need for resources and help in acquiring them. October – December - CCC conversations will focus on analyzing student work samples to determine student progression through concrete, representational, and abstract understanding. - Title I Coaches will provide professional learning focused on: - Purposeful use of manipulatives and visual models during intervention - Strategies for increasing student discourse and mathematical justification 8 Mathematical Practices - Quarterly planning days will provide time for previewing upcoming units and preparing instructional plans including CRA <u>January – February</u> Targeted Refinement & Intervention - Math Coach will continue coaching cycles differentiated based on teacher needs, walkthrough trends, and student performance data. - During CCC's teachers will reflect on CRA practices and support each other in strengthening the representational and abstract phases of instruction to ensure students make meaningful mathematical connections.		
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	- Teachers will incorporate CRA-aligned apply session activities and math stations that promote student independence, reasoning, and problem solving. Coaching & Monitoring - Administration and instructional coaches will conduct walkthroughs to monitor evidence of: - CRA implementation - Student discourse and engagement - Manipulative and visual model use - Alignment between planning and classroom instruction Feedback cycles will support continuous improvement and instructional consistency across grade levels. <u>March – April</u> Sustainability & Reflection - Grade-level teams will continue refining instructional practices through collaborative planning and student work analysis. - Quarter 4 planning days will focus on: - End-of-year instructional priorities - Spiral review and intervention planning - Student readiness for the next grade level - Reflection on successful CRA instructional practices and structures Student Learning Focus - Teachers will increase opportunities for students to independently select and apply concrete tools, visual representations, and abstract strategies when solving mathematical tasks. - CCC teams will identify trends in student growth and instructional impact to inform future planning.		
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	<u>May</u> - Teachers, coaches, and administration will reflect on the implementation of the CRA framework and its impact on student achievement. - Teams will review student growth data, instructional practices, and collaborative structures to determine strengths, next steps, and areas for continued support. - Teachers will participate in a “Close-out” Session and reflect on areas for improvement to support conceptual learning as we plan for the upcoming year. Artifacts to be Collected: Lesson Plans, CCC meeting minutes, Student Work demonstrating representational models, photographs/videos of students engaging in concrete modeling, walk-through observation forms Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Weekly CCC's Monthly walkthroughs		
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Root Cause(s) to be Addressed:	3rd-5th grade students struggle to: -Make sense of problems and persevere in solving them (MP1). -Reason abstractly and quantitatively (MP2), and -Construct viable arguments and critique the reasoning of others (MP3) due to passive learning experiences that emphasize compliance over engagement and mimicking over thinking. How will the 360 Boards address these weaknesses? Consider that the 360 boards are designed to help teachers collect data about student thinking and provide immediate feedback. This might be better housed in the small group action step as a method to create groups.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of 3rd-5th grade teachers will effectively utilize 360 white boards during the 75-minutes math block. Implementation Plan: <u>Preplanning (Summer/July)</u>		Evaluation Performance Target: By March 2027 70% of 3rd-5th grade students will complete exit tickets with 80% or higher accuracy during the reflect portion of the 360 lesson. Is this feasible to track? How will this data be collected and analyzed?
Target Student Group	Professional Learning & Capacity Building		
☒ Gen Ed ☐ EL ☐ SWD	- All 3rd–5th grade teachers will participate in professional learning focused on 360 Math Classroom instructional practices and structures. - Training will emphasize: - effective use of vertical whiteboards - student discourse - productive struggle		CCSD 360 Math Classroom Approved supplemental resources Random grouping cards 360 lesson plan example
Action Step 2 SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)	Evaluation Tool(s): Walk through forms Exit Tickets Evaluation Plan: Students will be assessed:		360 Formative Observation

All 3rd-5th grade teachers will effectively utilize 360 Math Classroom whiteboards during instruction.	○ teacher facilitation moves ○ purposeful questioning strategies ○ thinking task implementation Lead Learner Development • Pilot teachers will be identified to serve as lead learners and model effective 360 Math Classroom practices. • Lead learners will support collaborative reflection, peer observation opportunities, and ongoing instructional refinement during CCC's. Classroom Systems & Logistics • Math coach will support teachers with: ○ classroom setup and whiteboard organization ○ movement pathways and student grouping structures ○ management systems and instructional routines ○ acquisition and organization of necessary materials and supplies ○ providing/developing a formative observation checklist for data collection during 360 faacilitation Planning & Instructional Alignment • Grade-level teams will collaboratively discuss expectations for high-quality mathematical discourse and student engagement. • Math Coach will provide "Math Talk Sentence Starters" examples for teachers. • Teachers will begin planning tasks that promote reasoning, multiple solution strategies, and student collaboration. <u>August – September</u>	☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: At least once quarterly teachers will share their formative observation checklist that they use during 360 to record student performance and annotations with coaches and administration. As needed, CCCs may provide additional time to discuss refinements that need to occur instructionally to support student success. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☐ CCC Leads	Checklist (provided by math coach)
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	Establishing Classroom Culture & Norms Teachers will establish and model expectations for effective participation within the 360 Math Classroom environment, including: • Everyone participates and contributes • Everyone is actively thinking • Productive struggle is expected and valued • Teachers facilitate thinking rather than tell procedures • Students engage in mathematical discourse using appropriate voice levels • Mistakes and misconceptions are opportunities for learning • Students justify, model, draw, and explain reasoning • Peers support classmates through questioning rather than rescuing • Students listen fully before responding • Students critique ideas respectfully and constructively Student Voice & Reflection • Teachers will administer a student math disposition survey provided by math coach to gather baseline data regarding student confidence, engagement, and perceptions about math instruction to get a baseline. (Readminister at EOY to evaluate effectiveness of 360 on student math dispositions) • Teachers will analyze survey trends to identify opportunities for improving classroom culture and student ownership of learning. Coaching & Collaborative Support		
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	- Math coach will support classroom implementation through: - coaching cycles - classroom observations - co-planning opportunities - modeling of facilitation strategies and questioning techniques <u>October – December</u> - During Quarter 2 planning days, grade-level teams will: - reflect on implementation successes and challenges - identify instructional practices requiring refinement - collaboratively develop “mild, medium, spicy” questioning sequences and differentiated thinking tasks - Teachers will engage in peer observations to: - observe effective facilitation practices - analyze student engagement and discourse - reflect on instructional moves that increase student thinking and participation - CCSD K-5 Math Professional Learning Coordinator will be invited to observe 360 instruction in some 3-5 classrooms to support and provide feedback for refinement. <u>January – February</u> - Ongoing training and coaching will focus on deepening teacher facilitation skills and strengthening implementation consistency across classrooms. - Teachers will continue refining:		
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	○ questioning techniques ○ discourse facilitation ○ student collaboration structures ○ whiteboard monitoring strategies • Grade-level teams will intentionally plan open-ended thinking tasks that: ○ promote multiple solution pathways ○ encourage justification and argumentation ○ support productive struggle ○ increase student ownership of learning • Teachers will continue participating in peer observations and reflective feedback cycles focused on instructional growth and collective teacher efficacy. <u>March – April</u> • Quarter 4 planning days will provide opportunities for: ○ reflecting on and refining practice ○ analyzing student engagement trends ○ planning rigorous end-of-year thinking tasks • Teachers will continue strengthening: ○ student discourse ○ collaborative reasoning ○ facilitation of open-ended tasks ○ student independence during problem solving • Coaches and administration will monitor implementation through walkthroughs and instructional feedback focused on: ○ student engagement ○ quality of discourse ○ evidence of productive struggle ○ effective use of vertical whiteboards		
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	<u>May</u> - Teachers will administer the post student math disposition survey and analyze growth trends related to: - student confidence in mathematics - engagement during math instruction - collaboration and discourse - perseverance during challenging tasks - Teachers, coaches, and administration will reflect on implementation data and instructional impact to determine: - strengths and successes - areas for continued refinement - professional learning priorities for the upcoming school year - Feedback and observational data will be used to strengthen continued implementation of 360 Math Classroom practices schoolwide. Artifacts to be Collected: Lesson Plans, walk-through observation forms, photographs/video of 360 in action, CCC Meeting minutes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Monthly Walks		
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Root Cause(s) to be Addressed:	Students need additional differentiated instruction in small group to address individual and small group needs.		
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	Implementation Performance Target: 100% of teachers will administer small group instruction during their scheduled and protected small group time based on walk through observation forms.	Evaluation Performance Target: 50% of students scoring in the Support Needed category on Beacon in the Fall will move into one of the higher categories by the Winter administration. 50% of students scoring in the Support Needed category on Beacon in the Winter will move into one of the higher categories by Spring administration	Small group resources (manipulatives) Small group lesson plan templates Routines & Procedures to support S Instruction checklist Small group planning template
Target Student Group	Implementation Plan:		
☒ Gen Ed ☐ EL ☐ SWD	Preplanning	Evaluation Tool(s): Beacon	
Action Step 3 <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> All K-5 teachers will address student needs through differentiated small group math instruction using a combination of data from: district assessments, common assessment and/or daily classroom observation/exit tickets.	- Teachers will develop and submit classroom schedules that include a protected daily math small-group instructional block. - Grade-level teams will identify a consistent progress-monitoring practice to implement throughout the year in order to monitor student growth during small-group instruction (e.g., weekly or biweekly skill checks, exit tickets, fluency checks, observational notes, or standards-based progress-monitoring tools). - Grade-level teams will establish processes for collecting, organizing, and analyzing multiple sources of student data, including district assessments, common assessments, classroom observations, and exit tickets, to inform flexible small-group instruction. - Administration and instructional coaches will clearly communicate expectations for differentiated small-group math instruction and provide a checklist of routines and	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: Teachers will record their student data on the common data document. During a Wednesday data meeting after the Beacon assessment is given, teacher will identify their Support Needed students and discuss where the students gaps are and how teacher will address those academic needs through small group instruction. We will conduct monthly data discussions about how the SN students are performing in small group and make a plan for continued growth, or additional support needed through RTI or other interventions.	

	procedures that support small group math instruction. August–September - Teachers will use a screener or utilize district pre-requisite assessment the 1st week of school to gather data and form groups. - Teachers will establish and explicitly teach classroom routines and procedures that support effective small-group math instruction, transitions, and independent learning expectations. - Teachers will implement differentiated “just-right” independent tasks and math stations aligned to student readiness levels. - Teachers will use multiple data sources, including common math assessments (MCAs), classroom observations, student work samples, and exit tickets, to form flexible small groups and identify instructional next steps. - Teachers will bring evidence of student learning, misconceptions, and/or instructional challenges to CCCs in order to analyze trends, reflect on instructional effectiveness, and collaboratively determine targeted intervention or enrichment opportunities. - Instructional coaches and administrators will conduct classroom walkthroughs and provide feedback focused on small-group structures, student engagement, differentiation practices, and use of data to drive instruction.	Add a data analysis plan for other assessments. How will the common assessments and daily exit tickets be analyzed? Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☐ CCC Leads	
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	October–December • Title I coaches will provide PL focused on: ○ Effective differentiated small-group math instruction ○ Flexible grouping practices ○ Student discourse and mathematical reasoning during small groups ○ Alignment of intervention and enrichment tasks to the CRA framework • Teachers will utilize quarterly planning days to: ○ Analyze student growth and progress-monitoring data ○ Develop differentiated station activities and independent tasks ○ Plan targeted intervention and enrichment opportunities aligned to identified student needs ○ Adjust small-group instructional plans based on ongoing formative assessment data January–February • Teachers will disaggregate Winter Math Beacon data by domain to identify areas of strength and need for targeted small-group instruction. • Teachers will reflect on the effectiveness of their small-group instructional practices and progress-monitoring systems and refine implementation as needed. • Grade-level teams will collaboratively analyze midyear student growth trends to determine instructional priorities, intervention needs, and enrichment opportunities for the second semester.		
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	- Instructional coaches and administrators will continue providing feedback and support through walkthroughs, modeling, coaching cycles, and collaborative planning opportunities. March–April - Teachers will use the quarter 4 planning day to reflect on progress-monitoring data and adjust instructional pacing, grouping structures, interventions, and enrichment opportunities to address student needs prior to end-of-year assessments. - Teachers will analyze Spring Math Beacon data and domain-specific trends to determine targeted instructional priorities and flexible grouping decisions for Quarter 4. - In CCC’s teachers will collaboratively identify effective instructional strategies and intervention practices that contributed to student growth and discuss opportunities for continued refinement. May - At EOY Close-out session, grade level teams will: - reflect on the implementation and impact of differentiated small-group math instruction - review end-of-year assessment data, progress-monitoring trends, and student outcomes to identify strengths, areas for improvement, and recommendations for the following school year. - Administration, instructional coaches, and teachers will collaboratively evaluate the effectiveness of the schoolwide small-group math framework and determine next steps for		
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	continued implementation and professional learning. Artifacts to be Collected: ▪ Small Group lesson plans ▪ Walkthrough Observation forms ▪ Examples of teacher data organization practices (e.g. spreadsheet, small group binder) Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Monthly Walks and Lesson Plan Checks		
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SWD SUBGROUP SUPPORT		
Source	Strengths	Weaknesses
GA Milestones Math EOG 2026 (Data by grade & subgroup)	Current Math EOG data shows that 56% of 3rd grade SWD students, 58% of 4th grade SWD students, and 47% of 5th grade SWD students scored at Level 2 or higher.	Although the overall 3rd–5th grade SWD Math performance exceeded the previous target of 49%, the data also shows that a significant percentage of SWD students continue to score at Level 1, particularly in 5th grade where 53% of SWD students scored at the Beginning Learner level.
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Root Cause: Inconsistent implementation of specially designed instruction has resulted in variability in the level of support SWD students receive across classrooms and grade levels. This inconsistency has limited students’ access to scaffolded instruction, targeted intervention, and instructional practices aligned to their learning needs.	
GA Milestones Math EOG 2026 (Data by grade & subgroup)	Current Math EOG data shows that 56% of 3rd grade SWD students, 58% of 4th grade SWD students, and 47% of 5th grade SWD students scored at Level 2 or higher.	Although the overall 3rd–5th grade SWD Math performance exceeded the previous target of 49%, the data also shows that a significant percentage of SWD students continue to score at Level 1, particularly in 5th grade where 53% of SWD students scored at the Beginning Learner level.
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Root Cause: Instruction for some SWD students has focused too heavily on isolated IEP goals that are below grade-level expectations, resulting in inconsistent alignment to grade-level standards and skills assessed on the EOG. Strengthening teachers’ understanding of how to address IEP goals while maintaining access to grade-level instruction will help improve student outcomes.	
ACCESS Scores (same as in ELA section) (Grade Level Reading & Writing)	K: The Speaking domain has the highest percentage for students in Level 2 – Emerging The Listening domain 20% of students scored in the proficiency level 3 (Developing) and 4 (Expanding)	K: 97% of students scored in level 1 proficiency for the Reading domain 100% of students scored in Levels 1 (Entering) and Level 2 (Emerging) only for the Writing Domain...no students scored higher

	17% of students scored in the Reaching domain for Listening 1st: 10% of students scored proficiency level 6 (Reaching) in the Reading domain; up 6% from the previous year. 20% of students scored proficiency levels 4 (Expanding) and 5 (Bridging) in the Reading domain; up 9% from the previous year 40% of students scored proficiency level 6 (Reaching) in the Listening domain 2nd: 10% of students scored proficiency level 6 (Reaching) in the Reading domain 30% of students scored proficiency levels 4 (Expanding) and 5 (Bridging) in the Reading domain; up 5% from the previous year The Reading domain has the highest percentage of students in the last two proficiency levels; more than any other domain. 66% of students scored proficiency level 3 (Developing) in the Writing domain; up 31% from last year 3rd: The Writing domain has the highest percentage, 71%, of students in between proficiency levels 3 (Developing) and 4 (Expanding)	1st: For the Reading domain, 23% of students scored proficiency level 1 (Entering). For the writing domain, 73% of students scored proficiency level 1 (Entering). The Writing domain has the highest percentage of students in the first two proficiency levels among all domains. No students scored higher than proficiency level 3 (Developing) in Writing. 45% of students scored proficiency level 2 (Emerging) in Speaking 2nd: In Writing, 100% of students scored proficiency levels 1 (Entering), 2 (Emerging), and 3 (Developing). In Speaking, 70% of students scored proficiency levels 1 (Entering) and 2 (Emerging).
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	14% of students scored proficiency level 6 (Reaching) in the Reading domain The Speaking domain has the highest percentage of students in proficiency level 4 (Expanding) 27% of students scored in Level 6 (Reaching) in Listening 4th: Listening comprehension is a definite strength with 23 (72%) of them at a 5 or higher The Writing scores made a jump with 75% of the students scoring in developing and expanding. 5th: Listening comprehension is a strength for fifth grade. 14 (58%) scored a 6 in listening. 67% of the students scored developing and expanding in writing, which has historically been a weakness. 51% of the students scored developing and expanding in reading.	3rd: The Reading domain has the highest percentage of students in proficiency level 1; 30% 4th: Reading is the biggest weakness with only 15% of the students scoring developing or higher. 5th: The speaking domain has the highest percentage of students scoring, entering and emerging with 54%.
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: While some classroom teachers use a few ELlevation strategies, strategies that not only benefit ELL students but all students in use and application of new vocabulary and concepts are not broadly used. Teachers need PL on specific high-yield ELlevation strategies that can be used during Tier 1 instruction.	
School Instructional Walks (Grade Level)		
	Root Cause Explanation:	

Check the system impacted:

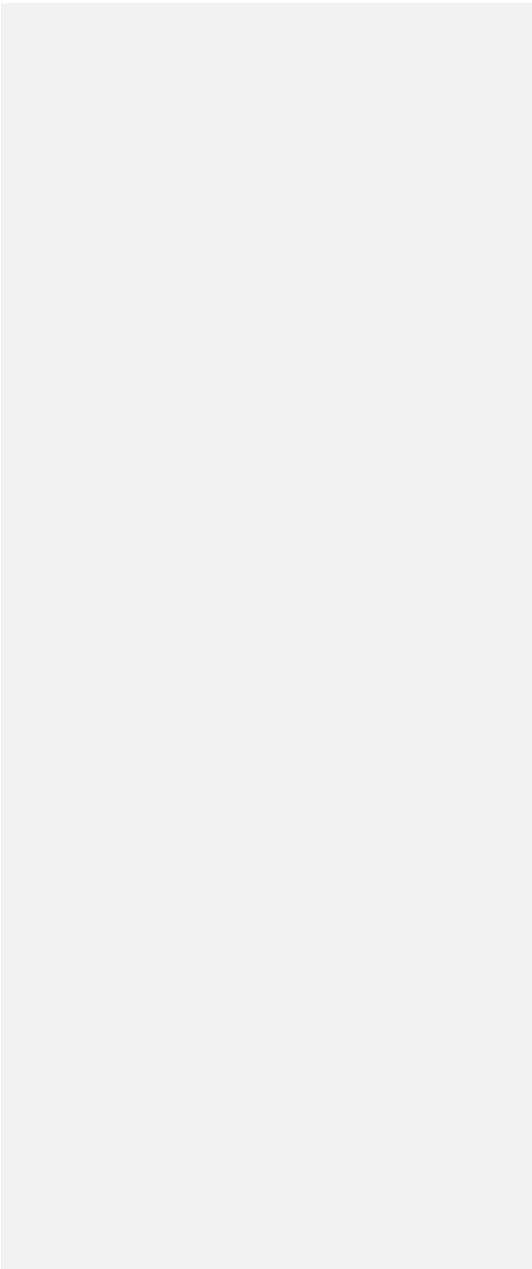
- ☐ Coherent Instruction
- ☐ Professional Capacity
- ☐ Effective Leadership
- ☐ Supportive Learning Environment

Subgroup Support

GOAL #4: SWD & ESOL	The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from 35% on the Spring 2026 Assessment to 43% on the Spring 2027 Assessment. The percentage of 3rd-5th grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 54% on the Spring 2026 Assessment to 64% on the Spring 2027 Assessment. The percentage of 3rd-5th grade ELL students scoring as Developing learners or higher on the ELA EOG will increase from [redacted] on the Spring 2026 Assessment to [redacted] on the Spring 2027 Assessment. The percentage of 3rd-5th grade ELL students scoring as Developing learners or higher on the Math EOG will increase from 65% on the Spring 2026 Assessment to 70% on the Spring 2027 Assessment		
Root Cause(s) to be Addressed:	Root causes contributing to SWD underperformance include inconsistent implementation of specially designed instruction, gaps in prerequisite math skills, inconsistent progress monitoring, and limited use of data to adjust interventions in a timely manner. Additional contributing factors include inconsistent collaboration between general education and special education teachers, uneven implementation of accommodations during daily instruction, and limited opportunities for SWD students to access grade-level standards with appropriate scaffolds. What specific root causes are we addressing with this action step? What are we trying to influence by using the processing document to plan SDI?		
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	Implementation Performance Target: By December 100% of IRR teams will use the Processing Document during weekly collaborative planning to strengthen specially designed instruction, improve alignment to grade-level standards, and increase instructional consistency for students with disabilities.	Evaluation Performance Target: - By December of 2026, students in 3rd-5th grade will increase overall achievement on the winter Beacon by 8%. in ELA & math. - By march of 2027, students in 3rd-5th grade will increase overall achievement on the winter Beacon by 16%. in ELA & math.	- Processing document - Walkthrough forms. - Lesson planning template
Target Student Group ☐ Gen Ed ☐ EL ☒ SWD	Implementation Plan: - Preplanning: Evaluation Tool(s): - Beacon assessments in ELA and math		

Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	• Provide Shared Teaching 101 professional learning differentiated to meet the needs of new IRR partnerships and established co-teaching teams. • Review expectations for collaborative planning, specially designed instruction, classroom and testing accommodations, and consistent use of the Processing Document to plan instruction. August-September: • Train IRR teams on how to use the Processing to Plan For document during collaborative planning to identify student processing weaknesses, barriers to learning, accommodations, and instructional supports. • Begin weekly use of the document during IRR collaborative planning sessions. • Provide Mentor IRR Pairs professional learning and opportunities for observation and collaboration. • During CCC meetings, teams will share one SWD student profile each week to discuss processing weaknesses, instructional strategies, accommodations, and supports to improve student learning and access to grade-level instruction. October-December: • Provide Developing Strong IEPs professional learning focused on writing standards-aligned IEP goals and increasing access to grade-level instruction while addressing student learning needs. • Continue collaborative planning and monitoring implementation of the Processing to Plan For document. • Provide professional learning on behavior supports and classroom strategies to support student engagement, regulation, and participation in instruction. • Begin peer walkthroughs and collaborative data discussions focused on specially designed	• Lesson planning rubric Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: • Review student performance, walkthrough, planning, and progress monitoring data monthly. • Use data trends to adjust instruction, interventions, co-teaching practices, and professional learning to improve learning outcomes for SWD outcomes. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	instruction, co-teaching practices, and alignment to grade-level standards. • January-February: • Continue weekly collaborative planning using the Processing to Plan For document. • Continue peer walkthroughs, coaching cycles, and vertical collaborative conversations focused on effective instructional practices for SWD students. • Monitor implementation through walkthroughs, lesson plans, and collaborative planning documentation. • March-April: • Review SWD progress monitoring, benchmark data, and EOG readiness data to identify strengths, instructional needs, and next steps for support. • Continue data discussions and peer collaboration focused on instructional adjustments and student support. • May: • Conduct Special Education Transition Meetings for students and teachers in preparation for the upcoming school year to support continuity of services, accommodations, and instructional supports. • Reflect on implementation strengths and areas for improvement for the following school year. Artifacts to be Collected: • Special Education Committee meeting agendas and presentations. • PL agendas, presentation materials, and sign-in sheets. • Student work samples • Processing document Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring: Quarterly		
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Root Cause(s) to be Addressed:	Teachers do not know effective instructional strategies that benefit ESOL students and would also be beneficial for all students.		
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	Implementation Performance Target: 100% of teachers will use the monthly strategies presented by the ESOL team at least twice a week during Tier 1 instruction. Implementation Plan: - Preplanning: ESOL teachers will introduce the concept of paring Wonders Routines with ELLevation strategies and ensure all staff know how to use the ELLevation platform. - August-October Wonders routine- collaborative conversations- ELLevation strategies alignment will be prepared for 1st quarter and be presented during a Wednesday team PL meeting with supportive resources in Teams and ELLevation Platform - October-December: Wonder routine- Writing Process. ELLevation strategies alignment will be prepared for 2nd quarter and be presented during a Wednesday team PL meeting with supportive resources in Teams and ELLevation Platform - January-March: Wonders routine- Reading alignment. K-2 focus on Interactive Read Aloud, 3-5 focus on Close Reading. ELLevation strategies alignment will be prepared for 3rd quarter and be presented during a Wednesday team PL meeting with supportive resources in Teams and ELLevation Platform	Evaluation Performance Target: 50% of ESOL students will score above a level 1 in the Speaking Domain on the Access test. By January, 50% ESOL students will score above a level 1 on a speaking assessment according and rubric developed by the ESOL team. Evaluation Tool(s): - Access test - Speaking Assessment and Rubric Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☒ annually Data Analysis Plan: ESOL Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☒ CCC Leads	Wonders Instructional Routine Handbook ELLevation platform with strategies ESOL team developed speaking assessment and rubric for scoring.
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> All classroom teachers will use ELLevation strategies weekly that align with Wonders Instructional Routines to address students' language development needs during Tier 1 instruction.			

	• March-May : Reflect and review alignment strategies and use feedback to begin preparing for 2027-2028 school year. Artifacts to be Collected: Presentations from ESOL team, curated supportive resources, Lesson Plans, Observational Walk Data. Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Quarterly presentations, weekly lesson plans, and monthly walks.		
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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.	August 27, 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.	October 12-16, 2026 during Conference Week		☐ 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.	April 15, 2027		☐ 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)	September 15, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5
	February 2, 2027		☒ 3 ☐ 6
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 Orientation – May 6, 2027 Parents and students will visit the school for a Rising Kindergarten Orientation and tour of classrooms and relevant areas of the building. Current K students will greet guests and sing a welcome song.	May 6, 2027		☐ 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:		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

Commented [TS2]: @Sandra Alford Based on your calendar, we need to add the dates for which these activities are scheduled.

<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
Quarterly Family Engagement Nights by Grade-Level (ELA, Math, and PBIS); Quarter 1 night will be used for Open House	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Math, ELA, and Parent Support make and take materials	Title 1	8/27/26 10/08/26 1/14/27 3/18/27	Families will participate in a variety of workshops that support or SIP goals	Parent Facilitator, Counselors, Committee Members, PBIS team
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

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.

Commented [TS3]: @Sandra Alford I know you were working on the schedule. Do you have the Family Engagement Night Dates?

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 remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)	
4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)	
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. SWP Checklist 5(e) <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: Brumby will utilize Twenty-Day Money and Title I funds for tutoring support of our students struggling to meet grade level standards. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers.	

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: Brumby Elementary will consistently monitor implementation of schoolwide programs through walkthroughs, common summative and formative assessments, discipline data, climate data, Beacon and Amira assessment data, and Interims.
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: Brumby Elementary will assess the effectiveness of the school wide program by analyzing student performance data from common and formative assessments, Imagine Learning, ELlevation, Amira, Beacon, and Milestones. Brumby will review the implementation progress of each action step monthly and the impact data for each action step quarterly if applicable.
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: Brumby Elementary will regularly monitor student growth and performance through quarterly desegregation of data from a variety of sources, such as discipline data, diagnostic, formative, and summative assessments, and revise the schoolwide plan if 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 subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. <i>SWP Checklist 2(a)</i>

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

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

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

SCHOOL RESPONSE: Brumby will provide PL for staff on creating a positive school climate and implementation of a schoolwide positive behavior support system. Brumby will take deliberate steps to build a more positive school culture to prevent misbehavior and target student supports to help them address underlying causes of misbehavior—including trauma, physiological factors, curricular problems, environment, etc. Brumby will prioritize preventing misbehaviors through increased student supports and when needed to address misbehaviors through respectful and restorative practices. Brumby will continue to have a behavior support committee to refine and develop school-wide expectations, interventions, and supports.

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: Brumby Elementary School utilizes CCSD training for K-2 teachers on Structured Literacy, UFLI, and LETRS, and will provide professional learning on shared teaching Best Practices, CCSD support for interpreting Beacon and Amira Assessment Data, and professional learning in literacy centers based on the 5 pillars of reading. Math teachers at 3rd – 5th grades will receive coaching as well as county support in the implementation and student use of 360 board classrooms during math instruction.

Paraprofessional representation is included in the school Guiding Coalition meetings and decision-making processes. Paras will participate in CCSD professional development to support reading instruction in the classroom.

Instructional coaches in collaboration with various in-house teacher leaders and TTIS will provide ongoing professional development in areas that meet the demands on the changing educational environment both at Brumby, in Cobb, in Georgia, and nationally. These PL sessions will include but are not limited to, *All Things CTLS, 360 Classroom, continued refinement of implementation of Wonder and UFLI curriculum, and Positive Behavior Supports*. Additional sessions may be planned throughout the year as staff members indicate a need or as administration determines.

Instructional Coaches provide professional learning and support for new teachers and teachers in need of additional support through coaching cycles.

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:

Transition to Middle School Parent Meeting

The fifth-grade counselor will work collaboratively with East Cobb Middle school to create a presentation for parents that includes important information and expectations to ensure students have a smooth transition from elementary to middle school. This counselor will also work closely with East Cobb Middle School to schedule a time for our 5th grade students to walk over for a tour and orientation.

Incoming Kindergarten Orientation

Parents and rising kindergarten students will visit the school for a tour of classrooms and pertinent areas of the building. There will be a photo booth and special welcome gifts for our students, and a presentation that includes a welcome opening by the principal, information on joining PTA, and a typical day in the life of a kindergartner. The orientation will conclude with songs from our current kindergarten students. Parents will be provided with an overview that consists of classroom expectations, kindergarten learning targets, and how they can support their students' learning from home.

Kinder Camp

Kindergarten students will learn general school rules, procedures, and processes, and participate in interaction activities throughout the week. During camp, teachers will evaluate student knowledge of basic academic skills to assist with classroom placement.

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?
Two Classroom Teacher(s)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Reduces class sizes so evidenced based strategies can be implemented more frequently and with longer duration (Examples: conferencing, smaller groups, increased individualized instruction)
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.
One Instructional Paraprofessional(s)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	• Provide instructional support to students in small groups and individual settings under the direction of the teacher • Assist with classroom instruction and reinforce academic skills and learning objectives • Support students with assignments, classroom activities, and intervention programs • Monitor student progress and provide feedback to the teacher

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	The average score of the staff and student GaDOE Climate Surveys will increase from 67.04 in SY25 to 72.0 in SY26. • SY25 Staff – 67.18 • SY25 Student – 66.89
Goal #2	Kindergarten – 50% of kindergarten students will achieve an Amira ARM score of at least 1.0 by Spring 2027. 1st – grade students will grow from 40% of these students scoring an ARM score of at least 1.0 in Spring 2026 to 45% scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment in May 2027. 2nd grade students scoring above the cut scores (middle of Near Target (NT) range) on the ELA Beacon Assessment will increase from 50% in May 2025 to 55% in May 2027. All percentages below are based on Beacon predictive scores for ELA Milestones, NOT on actual EOG percentages. These will be adjusted once ELA EOG scores have been released. 3rd-5th grade students scoring proficient and distinguished on the ELA EOG will increase from 28% in May 2026 to 31% in May 2027 • 25% of 3rd grade students will score at the proficient or distinguished on the ELA EOG in May 2027. • 4th grade students scoring proficient or distinguished on the ELA EOG will increase from 28% in May 2026 to 30% in May 2027. 5th grade students scoring proficient or distinguished on the ELA EOG will increase from 35% in May 2026 to 38% in May 2027.
Goal #3	1st – grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 39% in March 2026 to 45% in May 2027. 2nd grade students scoring above the cut score (middle of Near Target (NT) range) on the Math Beacon Assessment will increase from 76% in May 2026 to 80% in May 2027. 3rd-5th grade students scoring proficient and distinguished on the Math EOG will increase from 30% in May 2027 to 35% in May 2027. • 45% of 3rd grade students will score at the proficient or distinguished on the Math EOG in May 2027. • 4th grade students scoring proficient or distinguished on the Math EOG will increase from 34% in May 2026 to 40% in May 2027. 5th grade students scoring proficient or distinguished on the Math EOG will increase from 14% in May 2026 to 20% in May 2027.

Commented [TS4]: @Suzanne Price and @Sandra Alford
 This goal needs to be updated with SY26 data and a goal for SY27 both in this section and in Goal #1 Section above on page 13.

Goal #4	ELA EOG scores have not been released so a specific goal could not be developed based on EOG scores.
	The percentage of 3 rd -5 th grade SWD students scoring as Developing learners or higher on the ELA EOG will increase from [redacted] % on the Spring 2026 Assessment to [redacted] % on the Spring 2027 Assessment.
	The percentage of 3 rd -5 th grade SWD students scoring as Developing learners or higher on the Math EOG will increase from 54% on the Spring 2026 Assessment to 64% on the Spring 2027 Assessment.
	The percentage of 3 rd -5 th grade ELL students scoring as Developing learners or higher on the ELA EOG will increase from [redacted] on the Spring 2026 Assessment to [redacted] on the Spring 2027 Assessment.
	The percentage of 3 rd -5 th grade ELL students scoring as Developing learners or higher on the Math EOG will increase from 65% on the Spring 2026 Assessment to 70% on the Spring 2027 Assessment