

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	City View Elementary
Principal Name:	Dr. LaCretia Lewis
Date Submitted:	6-1-2026
Revision Date(s):	

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

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

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:	3/25/2026		
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Position/Role	Printed Name	Signature
4th Teacher	Alexandria Stephens	Alexandria Stephens
Kinder Teacher	Alecia Helm	Alecia Helm
Paraprofessional	Demetrius Munn	Demetrius Munn
2 nd Teacher	Camille Norris	Camille Norris
Instructional Support	Monica Baxter	Monica Baxter
School Librarian	Tanya Walker	Tanya Walker
Assistant Principal	Maxine Miller	Maxine Miller
Literacy Coach	Monica McElveen	Monica McElveen
Instructional Support	Brandi Chastain	Brandi Chastain
Principal - Interim	Selena Andrews	Selena Andrews
3rd Teacher	Amanda Cooks	Amanda Cooks
Assistant Principal	Jane Groves	Jane Groves

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Meeting Dates:	4/30/25		
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Position/Role	Printed Name	Signature
TEACHER-K LEAD	SHARISSE WILSON	S. Wilson
MTSS/RTI Coordinator	Leah Kenour	Leah Kenour
Teacher 3rd Lead	Daphne Harp	Daphne Harp
Teacher 1st Lead	Courtney Davis	Courtney Davis
Teacher 2nd Lead	Camille Norris	Camille Norris
Special Ed.	Jennifer Lanno	Jennifer M. Lanno
Coach	Monice McElveen	Monice McElveen
Coach	Brandi Chastain	Brandi Chastain
5th Team Lead	Asia Alexander	Asia Alexander
Teacher - Specialist	Joseph Pitman	Joseph Pitman
ESOL Lead	Gaby Lopez	Gaby Lopez
Lead Paraprofessional	Demetrius Munn	Demetrius Munn
Specialist head	Shantae Crawford	Shantae Crawford
media specialist	Tanya Walker	Tanya Walker
Principal	Barbara Swinney	Barbara Swinney
Assistant Principal	James Groover	James Groover

City View Elementary

Comprehensive Needs Assessment Evaluation of Goal(s)

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

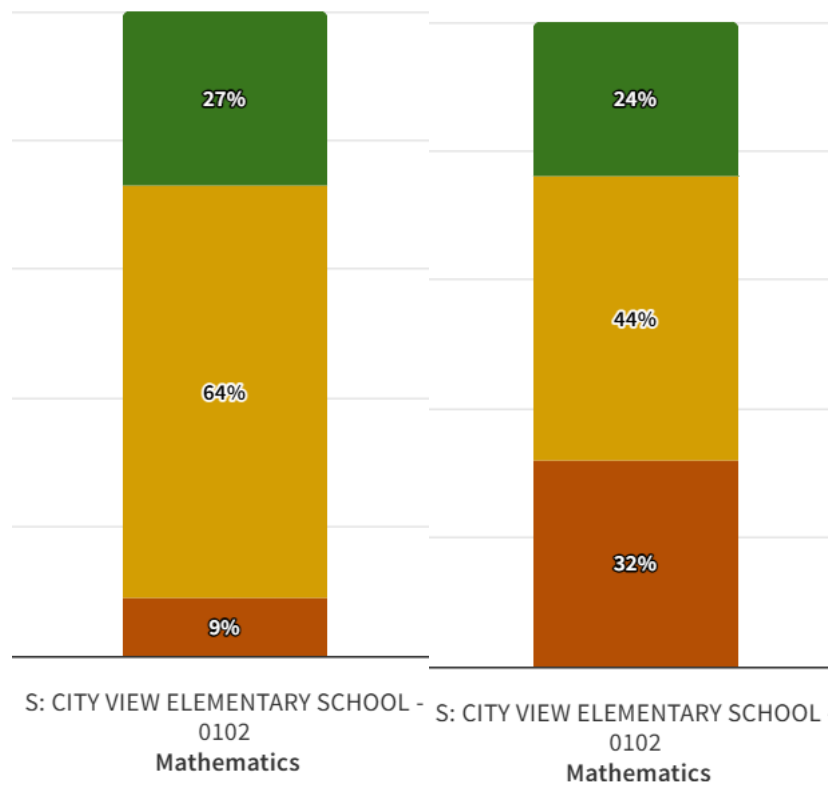
Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the School Improvement Plan (SIP).

Previous Year's Goal #1	By Spring 2026, the percentage of 1st and 2nd grade students scoring Prepared across ELA domains on the Beacon ELA Spring Assessment will increase from 25% to 29%, as measured by the 2026 Beacon Spring Administration. By May 2026, the percentage of students in grades 3–5 scoring at or above the Developing Learner (Level 2) on the Georgia Milestones ELA Assessment will increase from an average of 49.24% to 53%, as measured by the Spring 2026 Georgia Milestones End-of-Grade Assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	19% 53% 28% S: CITY VIEW ELEMENTARY SCHOOL - 0102 Spring Beacon Results First Grade 26% 37% 37% S: CITY VIEW ELEMENTARY SCHOOL - 0102 English Language Arts Spring Beacon Result 2nd Grade

Reflecting on Outcomes	
If the goal was not met, what actionable strategies could be implemented to address the area of need?	K-5 teachers will explicitly teach standards-based writing connected to text following Wonders Instructional Routines. K-5 teachers will implement evidence-based instructional strategies that connect listening, speaking, and writing daily. Implement and monitor a Structured Literacy framework in all K–3 classrooms aligned to the 8 instructional indicators, with an intentional focus on strengthening student fluency and writing outcome.
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	By Spring 2026, the percentage of 1st and 2nd grade students scoring Prepared across all math domains on the Beacon Math Spring Administration will increase from an average of 23% to 28%, as measured by the 2026 Beacon Spring Assessment. By May 2026, the percentage of students in grades 3 - 5 scoring Proficient or Distinguished on the Georgia Milestones Math Assessment will increase from an average of 17.6% to 25%, as measured by the 2025 Georgia Milestones End-of-Grade Assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	

What data supports the outcome of the goal?



First Grade Spring Beacon Results Second Grade Spring Beacon Results

3rd Grade Math Milestone

Levels	Number of Students: Total 128	Percentage	CCRPI: Total 57
Level I	30	23%	0
Level II	60	47%	23.5
Level III	29	23%	23

Level IV	9	7%	10
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4th Grade Math

Levels	Number of Students: Total 121	Percentage	CCRPI: Total 58.5
Level I	28	23%	0
Level II	54	44%	22
Level III	28	23%	23
Level IV	11	9%	13.5

5th Grade Math

Levels	Number of Students: Total 121	Percentage	CCRPI: Total 45
Level I	35	26%	0
Level II	67	49%	24.5
Level III	27	20%	20
Level IV	7	7%	7.5

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	K-5 teachers will implement comprehension protocols (i.e numberless work problems, 3 read protocols, etc.) to support students in solving real world word problems.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	K-5 Teachers will implement daily, differentiated small group instruction based on common assessment data to support remediation or increase rigor, by using math manipulatives, research-based strategies, and district approved resources as evidenced by lesson plans and instructional walks.

Previous Year's Goal #3	By Spring of 2026 school year reduce the percentage of students who are chronically absent (absent 10% or more of the school year) from 20% to 17% by June 2026.
Was the goal met? ☒ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	The percentage of students absent 10% or more decreased steadily throughout the year: • November: 16.5% • December: 17.2% (highest point) • January: 16.0% • February: 16.2% • March: 14.4% • April: 13.4%

	May: 13.2%
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 school's attendance improvement efforts were supported through consistent and targeted interventions aimed at reducing chronic absenteeism and increasing student engagement. The attendance team implemented direct parent phone calls for students identified as "at risk" for excessive absences, allowing for timely communication, problem-solving, and stronger home-school partnerships. These proactive outreach efforts helped families understand the importance of daily attendance and provided support before attendance concerns became more severe. In addition, the school implemented several positive attendance incentives to encourage and recognize consistent attendance. Students received weekly recognition for improved or consistent attendance, monthly snack incentives for perfect attendance, and quarterly awards and prize drawings for students with perfect attendance records. These incentives helped create a positive culture around attendance, increased student motivation, and reinforced the importance of being present at school each day. The combination of proactive intervention strategies and positive reinforcement contributed to a steady decline in the number of chronically absent students throughout the year. As a result, the school exceeded its attendance goal, increasing the percentage of students attending regularly from the target of 83% to 86.8% by the end of the school year.

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

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	18.2%	21.2%	
4 th Grade	17.5%	19%	
5 th Grade	30%	21%	

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	35%	38%	27%	41%	38%	20%	28%	53%	19%	33%	45%	22%	50%	30%	20%
2 nd Grade	32%	35%	33%	37%	30%	33%	46%	32%	22%	35%	36%	29%	37%	45%	17%

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	23%	68%	9%	19%	72%	9%	13%	82%	6%	41%	52%	7%	21%	71%	9%	21%	74%	6%	25%	67%	8%

4th Grade	31%	52%	17%	19%	66%	14%	24%	66%	10%	44%	43%	13%	31%	53%	15%	31%	58%	10%	38%	53%	8%
5th Grade	30%	54%	16%	36%	53%	12%	32%	59%	9%	43%	48%	9%	32%	55%	13%	33%	53%	14%	45%	43%	12%

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Subgroups)	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: Texts (Near Target 53%) and Interpreting Texts (Near Target 45): Good progress in making meaning from texts. 2nd: Foundations (78% Near Target and Prepared) students are progressing in foundational skills. 3rd: Language Vocabulary (82% near target), Texts Techniques (72% near target)	Grade Levels (all students): 1st: Constructing Texts (50% Support Needed): Foundational language skills (grammar, usage) are still developing. 2nd: Texts (46% Support Needed): students struggle with reading comprehension. 3rd: Listening (41% Support Needed) Student struggle with listening comprehension.

	4th: Text Techniques (66% Near Target) and Vocabulary (66% Near Target) students are advancing in comprehension development. 5th: Near target in Vocabulary (59%) and Text Context (54%), Majority of students fall within Near Target, indicating readiness for targeted instruction to move to proficiency. Stronger performance in Foundations and basic comprehension skills in early grades. EL: Growth in listening and vocabulary development, especially in scaffolded instructional settings. SWD: Demonstrated progress in Foundational skills and structured tasks, indicating interventions are partially effective.	4th: Listening (44% Support Needed) and Grammar/Conventions (38% Support Needed) Students struggle with language application and listening, limiting full proficiency. 5th: Listening (43% Support Needed). Students lack foundational reading Skills Low percentages of students in Prepared in: - Constructing Texts - Interpreting Texts High percentages of students remain in Support Needed in listening and comprehension Students struggle with written constructed response across all grades Students lack foundational reading skills EL: Struggles in constructing written responses and interpreting complex texts. SWD: Continued difficulty in multi-step comprehension, writing, and independent application of skills.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership	Root Cause Explanation: - Lack of foundational reading and academic language skills - Over-reliance on teacher talk during instruction - Limited opportunities for structured student discourse - Inconsistent implementation of targeted small group instruction	

☒ Supportive Learning Environment					
ACCESS Scores (Grade Level Reading & Writing)	<table border="1"> <thead> <tr> <th data-bbox="558 302 1255 334">Grade Levels (all students):</th><th data-bbox="1266 302 1995 334">Grade Levels (all students):</th></tr> </thead> <tbody> <tr> <td data-bbox="558 334 1255 1481"> K: A large portion of students are at Level 3 – Developing (29%) and Level 1 – Entering (81% tested, but 47% at level), showing many are building foundational reading skills. K: Level 3 – Developing (29%) indicates many students can: Produce simple sentences and are begin expressing ideas in writing 1st: A solid portion of students are in the middle proficiency range: Level 2 – Emerging: 33% and Level 3 – Developing: 19%. Indicating students can: Understand simple texts 1st: Some students are progressing into early writing development, Level 2 – Emerging: 18% Level 3 – Developing: 7% Students can produce simple sentences and begin expressing ideas with some structure 2nd: 27% (Levels 5–6) are near or at proficiency in Reading. This indicates the ability to understand connected text and an increasing use of academic vocabulary 2nd: Level 3 – Developing: 44% (largest group) Students can write simple and some expanded sentences express ideas with growing organization. 3rd: 32% at Levels 4–6 (Expanding–Reaching) This shows a group approaching or meeting grade-level expectations. 3rd: 70% at Level 3 (Developing) A concentration in the middle, showing most students can produce organized writing and use some academic language 4th: 51% at Levels 4–6 (21% + 25% + 5%) students are in the upper proficiency range, indicating strong progress toward grade-level reading 4th: 48% at Level 4 (Expanding) students are producing organized, detailed writing with academic language. </td><td data-bbox="1266 334 1995 1481"> K: A significant number of students remain in early stages (Levels 1–2), suggesting: Limited vocabulary and difficulty with comprehension. K: A large concentration at Level 1 – Entering (57%) in writing - Limited ability to produce connected text - Struggles with grammar, structure, and vocabulary in writing 1st: A large group remains at lower proficiency: - Level 1 – Entering: 30% two-thirds of students (63%) are at Levels 1–2, indicating a heavy reliance on visual supports and limited independent comprehension 1st: Majority of students Level 1 – Entering: 72% Most students struggle to produce independent written language 2nd: Level 1 – Entering: 7% still need intensive foundational support Level 2 – Emerging: 22% indicates in Reading. This indicates a sizable group still relies on scaffolds and gaps in comprehension, vocabulary, and independence 2nd: Level 1 – Entering: 29% remains a significant group, students struggle with basic sentence formation 3rd: 46% at Levels 1–2 (Entering/Emerging) Nearly half of students are at beginning stages of reading development, needing significant support. 3rd: Only 3% at Level 4 and 0% at Levels 5–6. Indicating very few students are writing at advanced or grade-level proficiency. 4th: 36% at Levels 1–2 (9% + 27%) Over one-third of students still require substantial support in reading. 4th: 11% at Level 1 still indicates a group with minimal writing ability </td></tr> </tbody> </table>	Grade Levels (all students):	Grade Levels (all students):	K: A large portion of students are at Level 3 – Developing (29%) and Level 1 – Entering (81% tested, but 47% at level), showing many are building foundational reading skills. 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	5th: 47% at Levels 4–6 (14% + 27% + 6%) Nearly half of students are in the upper proficiency range, showing strong reading development. 27% at Level 5 (Bridging) A large group is approaching grade-level independence in reading. 5th: 81% at Levels 3–4 (59% + 22%) students are in the middle to upper range, showing a strong writing foundation.	5th: 34% at Levels 1–2 (14% + 20%) students still need significant reading support. 5th: 2% at Level 5 and 0% at Level 6 students demonstrate grade-level or above writing independence.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • Many students remain at WIDA Levels 1–2, indicating limited academic vocabulary and reading comprehension skills. • Students struggle to produce writing due to weak grammar and academic language skills. • Inconsistent targeted language instruction and intervention.	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): Kindergarten shows strong growth across units, increasing from 25% to 88%, with multiple teachers reaching 90–100% by later units. 1st Grade demonstrates overall steady progress, ending at 70%, with standout performance in several classrooms. 3rd Grade shows gradual improvement, particularly mid-year growth (Unit 3 to Unit 5 increasing from 45% to 63%). 5th Grade shows pockets of strong performance, with some classes reaching 70–100%, and overall growth from 41% to 50%.	Grade Levels (all students): 2nd Grade remains a significant concern, with averages starting extremely low (13–25%) and only reaching 48%, indicating gaps in foundational skills. 4th Grade shows the lowest overall performance, with averages as low as 0–21%, and inconsistent growth across units. Inconsistent performance across classrooms within grade levels (large gaps between highest- and lowest-performing teachers).

	EL: Evidence of growth over time, especially in primary grades (K–1), suggesting increasing access to instruction. Some classrooms demonstrate strong differentiation practices, leading to higher outcomes SWD: Growth trends mirror overall improvement in K–1, suggesting early interventions are having impact. Teacher input highlights intentional small group support and scaffolding as a positive practice. Some upper-grade classrooms show moderate gains, indicating potential effectiveness of targeted supports when implemented consistently.	5th Grade shows uneven performance, with one class significantly below peers (as low as 4–19%), impacting overall averages. EL: Teacher input highlights that linguistic needs are not consistently being addressed, impacting comprehension and performance, likely contributing to low performance in grades 2–4, where language demands increase. Inconsistent use of language supports, scaffolds, and differentiation across classrooms. SWD: Data suggests gaps in mastery of grade-level content, particularly in grades 2–5. Critical needs meeting notes indicate a need for more consistent differentiation and targeted interventions. Some groups may not be receiving adequate or consistent service time/support structures.
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	• Inconsistent instructional practices across classrooms • Limited and inconsistent differentiation to meet diverse student needs • Dedicated time for Writing Connected to Text is not evident in lesson plans • Students struggle to produce writing due to weak grammar and academic language skills • Limited use of formative data during the lesson to drive immediate instructional decisions • Limited use of exemplars, rubrics, or guided practice consistently aligned to the rigor of the standard	
School Instructional Walks (Grade Level)	Use of formative assessments (Indicator 5) • Increased significantly from 38% to 80% • Strong evidence of improved monitoring of student learning and instructional adjustment Modeling learning targets & use of high-yield strategies (Indicator 4) • Improved from 75% to 85% • Indicates stronger instructional alignment and clarity in teaching practices Communication of success criteria (Indicator 3) • Grew from 38% to 55% • Positive upward trend, though still developing Instructional framework & transitions (Indicator 1) • Remains relatively strong at 85% (slight dip from 88%) • Still a high-performing area overall Student engagement (Indicator 6) • Dropped from 88% to 70% • Notable decline in active student involvement, however still indicating a moderate student actively engaged in lessons. Communication of learning targets (Indicator 2) • Declined from 76% to 70% • Still moderate frequency of communication of the L.T	Meeting individual learning needs during lessons (Indicator 7) • Decreased from 50% - 40% • Suggests a gap in differentiation during instruction Support for students with disabilities (Indicator 8) • Fell from 50% to 38% • Indicates need for stronger accommodation and specialized strategies

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Instruction whole-group focused, limiting real-time differentiation and responsiveness to individual student needs • Teachers may lack clear systems or strategies (e.g., flexible grouping, scaffolds) to adjust instruction “in the moment” • Limited use of formative data during the lesson to drive immediate instructional decisions • Limited use of exemplars, rubrics, or guided practice consistently aligned to the rigor of the standard
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ELA - IMPROVEMENT PLAN

GOAL #1: ELA	The percentage of 1st grade students scoring Prepared across all domains will increase from an average of 21.6% on the spring 2026 ELA Beacon administration to 25% on the Spring 2027 ELA Beacon administration, The percentage of 2nd grade students scoring Prepared across all domains will increase from an average of 26.8% on the spring 2026 ELA Beacon administration to 30% on the Spring 2027 ELA Beacon administration, This will be updated when milestone data is available: By May 2027, the percentage of students in grades 3 - 5 scoring Proficient or Distinguished on the Georgia Milestones ELA Assessment will increase by 3% over the 2026 Georgia Milestones End-of-Grade Assessment scores.		
Root Cause(s) to be Addressed:	- Dedicated time for Writing Connected to Text is not evident in lesson plans. - Students struggle to produce writing due to weak grammar and academic language skills. - Limited use of formative data during the lesson to drive immediate instructional decisions - Limited use of exemplars, rubrics, or guided practice consistently aligned to the rigor of the standard		
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 explicitly teach standards-based writing connected to text following Wonders Instructional Routines as evidenced by instructional walks and lesson plans.	Evaluation Performance Target: By the end of the academic year, 70% of K-5 students will achieve proficiency or advanced levels in constructed writing tasks, as demonstrated through Wonders Progress Monitoring Assessments/Prompts and Wonders writing rubrics.	Wonders-CCSD ELA Resource
Target Student Group	Implementation Plan:		
☒ All Students ☐ EL ☐ SWD	Preplanning: Teachers will attend PL on Wonders Instructional Routines, expectations for the ELA Instructional Framework, and lesson planning.		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	August-September:		
		Evaluation Tool(s): - Wonders Progress Monitoring Assessments/Prompt - Wonders writing rubrics	
		Evaluation Plan:	

1. K-5 teachers will explicitly teach standards-based writing connected to text following Wonders Instructional Routines.	- Teachers will internalize Wonders writing lessons and collaboratively plan writing lessons in CCCs that align to ELA standards - Teachers will apply what they learned from the PL and the Wonders curriculum to explicitly teach standards-based writing connected to text using Wonders Instructional Routines - APs, Structured Literacy Coach, and ELA Teacher Leader will conduct walks to monitor the implementation of writing connected to text using Wonders Instructional Routines. Teachers will receive timely feedback. October-December: - APs, Structured Literacy Coach, and ELA Teacher Leader will conduct walks to monitor the implementation of writing connected to text using Wonders Instructional Routines. Teachers will receive timely feedback. - Data collected will guide CCCs - Teachers will attend PL by Metro RESA covering ELA standards and application (September) - Metro RESA will conduct walks and provide explicit feedback to teachers (October) - Teachers will attend PL by Metro RESA covering Writing Through the Domains (November) - Metro RESA will conduct walks and provide explicit feedback to teachers (December)	Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Teachers will administer monthly progress monitoring assessments and collaboratively score constructed writing using Wonders rubrics. Progress monitoring assessment/prompt data will be analyzed in CCC's. Data will be collected in teacher data analysis spreadsheets and grade level data analysis documents. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches/Teacher Leaders ☒ CCC Leads	
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	- Based on this data, coaching cycles will be initiated to provide targeted support and build teacher capacity in aligned instructional practices January-February: - APs, Structured Literacy Coach, and ELA Teacher Leader will conduct walks to monitor the implementation of writing connected to text using Wonders Instructional Routines. Teachers will receive timely feedback. - Data collected will guide CCCs - Teachers will attend PL by Metro RESA covering ELA standards and instructional practices (February) - Continue data driven coaching cycles March-April: - Metro RESA will conduct walks and provide explicit feedback to teachers (March) - Data collected will guide CCCs - Continue data driven coaching cycles May: - Admin, instructional support, and teachers will analyze Semester 2 data to plan for the 2027-2028 SY. Artifacts to be Collected: Walk-through forms PL/CCC sign in sheets Individual data analysis spreadsheets Grade-level data analysis document Person(s) Monitoring Implementation: ☐ Principal		
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	☐ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Monthly		
Root Cause(s) to be Addressed:	• Lack of foundational reading and academic language skills • Limited opportunities for structured student discourse • Inconsistent implementation of the 8 Structured Literacy indicators across K–3 classrooms, resulting in a lack of consistency in the quality of literacy instruction. • Limited teacher capacity in delivering explicit fluency and writing instruction, including consistent integration of writing in response to reading and structured fluency routines. • Inconsistent use of student data (walkthroughs, fluency assessments, and writing samples) to drive instruction, monitor progress, and provide targeted support.		
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 implement evidence-based instructional strategies that connect listening, speaking, and writing daily as evidenced by lesson plans and walkthroughs. Implementation Plan: • August: ○ Conduct kickoff PD session: Review purpose of Ellevation. ○ Introduce and model using “Think, Write, Pair, Share” strategy. • September:	Evaluation Performance Target: Students performing at level 1 and 2 on the ACCESS Assessment for the listening domain will decrease from 30% to 25% in 2027. Students performing at level 1 and 2 on the ACCESS Assessment for the speaking domain will decrease from 54% to 49% in 2027. Students performing at level 1 and 2 on the ACCESS Assessment for the writing domain will decrease from 48% to 43% in 2027. Evaluation Tool(s):	Ellevation
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

2. K-5 teachers will implement evidence-based instructional strategies that connect listening, speaking, and writing daily.	○ Teachers will begin implementing “Think, Write, Pair, Share” strategy. ○ Begin Ellevation Modules ● October-December: ○ Conduct walkthroughs and gather data on implementation fidelity. ○ Spotlight classrooms using “Think, Write, Pair, Share” strategy effectively. ● January-February: ○ Conduct walkthroughs and gather data on implementation fidelity. ○ Provide peer observations opportunity and to share out in CCCs. ○ Ellevation Modules ● March-April: ○ Conduct walkthroughs and gather data on implementation fidelity. ○ Analyze EL student progress (ACCESS growth). ○ Complete Ellevation Modules Artifacts to be Collected: ● Lesson plans ● Walkthrough or notes with strategy evidence Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ EIP Lead Team Frequency of Monitoring: ● Quarterly classroom walkthroughs	ACCESS Assessment Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Spring 2027 Data Analysis Plan: ESOL teachers will work with ELs to complete ACCESS goal setting in Fall 2026 and Spring 2027 before ACCESS testing. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☐ Academic Coaches ☒ ESOL Lead Teachers	
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	• Weekly lesson plan checks		
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Root Cause(s) to be Addressed:	• Inconsistent implementation of the 8 Structured Literacy indicators across K–3 classrooms, resulting in a lack of consistency in the quality of literacy instruction. • Limited teacher capacity in delivering explicit fluency and writing instruction, including consistent integration of writing in response to reading and structured fluency routines. • Inconsistent use of student data (walkthroughs, fluency assessments, and writing samples) to drive instruction, monitor progress, and provide targeted support.		
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 May 2027, 80% of K–3 ELA classrooms observed will demonstrate 7 or more of the 8 Structured Literacy indicators, as measured by the K–3 Structured Literacy Observation Screening Tool, with specific attention to fluency and writing practices. Implementation Plan: • Preplanning: K–3 teachers will be retrained on the 8 Structured Literacy Indicators, with a focus on ensuring clear understanding and consistent daily implementation in classrooms. Ongoing professional learning will be provided to strengthen teachers’ use of explicit, systematic instruction across all key literacy components, including phonemic awareness, decoding and encoding, vocabulary development, comprehension, and writing. Additionally, lesson planning tools and instructional resources will be carefully aligned to reflect structured literacy expectations, ensuring coherence and fidelity in instructional practices.	Evaluation Performance Target: By May 2027, at least 70% of K–3 students assessed will demonstrate proficiency in reading comprehension, reading fluency (accuracy, rate, and prosody), and writing, as measured by Wonders CFAs, progress monitoring assessments, and grade-level writing rubrics. Evaluation Tool(s): • Student growth data (common formative assessment, progress monitoring, and writing rubrics).	
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
(3) Implement and monitor a Structured Literacy framework in all K–3 classrooms aligned to the 8 instructional indicators, with an intentional focus on strengthening student fluency and writing outcome.	• August-September: Targeted professional learning will be provided to strengthen instruction in key areas of literacy. This will include a focus on fluency instruction, emphasizing accuracy, rate,	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan:	

	and prosody through strategies such as modeled and repeated reading. In addition, training will support effective writing instruction, with an emphasis on daily writing in response to reading and providing sentence-level support for students. Initial instructional walkthroughs will be conducted using the 8-Indicator tool to establish baseline data on implementation. Based on this data, coaching cycles will be initiated to provide targeted support and build teacher capacity in aligned instructional practices. • October-December: Ongoing instructional walkthroughs will be conducted to monitor fidelity to the 8 Structured Literacy Indicators and ensure consistent implementation across classrooms. Attention will be given to the integration of fluency and writing practices within daily instruction. The Structured Literacy Coach will lead structured data conversations with teachers to analyze trends observed during walkthroughs, as well as to examine student fluency data and writing samples. These conversations will inform next steps for instruction and professional support. Based on identified needs, differentiated coaching and targeted support will be provided to strengthen instructional practices and improve student outcomes. • January-February: Monthly walkthrough cycles will continue, with an emphasis on providing focused, actionable feedback to support identified areas of growth. Mid-year data, including fluency benchmark results, student writing progress, and observation data, will be analyzed to evaluate the effectiveness of current instructional practices. Based on this analysis,	• Analyze walkthrough data to monitor implementation of the 8 Structured Literacy Indicators. • Review student data (fluency, assessments, writing) to track growth. • Use findings to guide coaching, support, and instructional adjustments. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Structured Literacy Coach ☐ CCC Leads	
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	instructional supports will be adjusted, and targeted professional learning opportunities will be provided to address emerging needs. Additionally, efforts will be made to strengthen the alignment between small group instruction and structured literacy practices to ensure consistency and maximize student impact. • March-April: Refinement walkthroughs will be conducted with a strong emphasis on the full and consistent implementation of all 8 Structured Literacy Indicators across classrooms. During these walkthroughs, attention will be given to monitoring the consistency of fluency routines and the integration of writing within daily instruction. Based on observations and data, targeted intervention support will be provided for teachers who require additional coaching to strengthen their instructional practices and ensure alignment with structured literacy expectations. • May: End-of-year data will be analyzed to evaluate overall implementation and impact. This analysis will include teacher implementation of the 8 Structured Literacy Indicators, student fluency outcomes, and student writing performance. The findings will be used to assess the effectiveness of instructional practices and determine areas of success as well as opportunities for growth. Based on this reflection, clear next steps will be developed to support continuous improvement and strengthen structured literacy practices moving forward. Artifacts to be Collected:		
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	Artifacts will be collected throughout the implementation process to monitor progress and inform ongoing support. These artifacts will include professional development materials such as agendas and training resources, as well as documentation from instructional walkthroughs. In addition, student work samples will be gathered to assess the application of structured literacy practices in the classroom. Data sources, including progress monitoring results and common formative assessments, will be analyzed to evaluate student growth and instructional effectiveness. Coaching documents will also be maintained to capture support provided, track teacher progress, and guide next steps for continuous improvement. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Structured Literacy Coach Frequency of Monitoring:		
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MATH DATA			
MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished

3 rd Grade	18.2	22.38	30%
4 th Grade	20.8	32.15	31%
5 th Grade	23.5	20.75	27%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	17%	60%	22%	45%	43%	12%	59%	33%	8%	53%	37%	9%
1 st Grade	23%	49%	28%	23%	44%	33%	7%	45%	48%	27%	50%	23%
2 nd Grade	38%	40%	22%	36%	40%	24%	45%	38%	17%	22%	35%	42%
3 rd Grade	8%	89%	3%	12%	85%	3%	15%	81%	3%	22%	74%	4%
4 th Grade	40%	55%	5%	42%	53%	5%	29%	63%	3%	53%	42%	5%
5 th Grade	50%	48%	2%	66%	34%	0%	47%	48%	4%	65%	33%	4%

Source	Strengths	Weaknesses
FY26 MATH Milestones (Data by grade & subgroup)	For Grade Levels, ELs and SWD Grade Levels (all students): Students across Grades 3–5 demonstrated strengths in Geometry and Measurement concepts, with many students meeting or approaching proficiency in these domains. A notable group of students achieved Proficient and Distinguished Learner levels, indicating strong mastery of grade-level standards. Higher-performing students consistently met targets in algebraic reasoning, geometric reasoning, and data analysis skills.	For Grade Levels, ELs and SWD Grade Levels (all students): Majority of students remain in the Beginning and Developing Learner categories, indicating that many have not yet mastered grade-level expectations. Numerical Reasoning was the most significant area of need across all grades, including: • Place value and rounding • Fraction concepts and operations • Decimal understanding • Computational fluency

	Grade 4 showed the strongest overall performance, with a larger percentage of students scoring in the Proficient and Distinguished ranges. EL: EL students demonstrated stronger performance when instruction incorporated visual models, manipulatives, and hands-on learning experiences. Many EL students showed success in geometry and measurement tasks where visual reasoning supported understanding. Students benefited from opportunities to identify patterns and solve problems using multiple representations. SWD: SWD students demonstrated growth in foundational mathematical skills when provided with scaffolded instruction and multiple opportunities for practice. Students showed relative strengths in concrete and visual mathematical tasks, particularly in geometry and measurement. Many students responded positively to explicit instruction and small-group interventions.	Students demonstrated difficulty applying mathematical concepts in multi-step problem-solving situations. Achievement gaps increase as concepts become more abstract, particularly in Grades 4 and 5. EL: Academic vocabulary continues to be a barrier to accessing grade-level mathematics content. EL students struggled with: • Mathematical language and terminology • Multi-step word problems • Explaining mathematical reasoning in writing and discussion • Fraction and decimal concepts that require precise vocabulary and conceptual understanding Additional language supports are needed to strengthen comprehension and mathematical discourse. SWD: SWD students continue to perform below grade-level expectations in overall mathematics achievement. Significant needs remain in: • Numerical reasoning • Computational fluency • Fractions and decimals • Multi-step problem solving • Independent application of mathematical concepts
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		Students require ongoing differentiated instruction, targeted interventions, and frequent progress monitoring to close achievement gaps.
Beacon Assessment – Math (Grade Level & Subgroups)	For Grade Levels, ELs and SWD Grade Levels (all students): A high percentage of students across grades are performing in the Near Target range, indicating foundational understanding is in place. 3rd grade demonstrates strong approaching proficiency, with 74%–89% of students in Near Target across all domains. 1st grade shows the highest Prepared levels among all grades, particularly in: • Measurement & Data/Reasoning (48% Prepared) • Patterning & Algebraic Reasoning (33% Prepared) 2nd grade shows strength in Geometric & Spatial Reasoning (42% Prepared). Early grades (K–2) show developing skills in number sense and reasoning, providing a foundation for future growth. EL: EL students are demonstrating progress toward Near Target performance, indicating access to foundational math instruction.	For Grade Levels, ELs and SWD Grade Levels (all students): Across all grade levels, there is a low percentage of students in the Prepared category, especially in grades 3–5. 5th grade shows the greatest need, with: • 50–66% Support Needed across domains • 0% Prepared in Patterning & Algebraic Reasoning 4th grade has high Support Needed in: • Geometric & Spatial Reasoning (53%) Kindergarten shows significant need in: • Measurement & Data (59% Support Needed) • Geometry (53% Support Needed) 2nd grade demonstrates challenges in: • Measurement & Data (45% Support Needed) Students across grades struggle with: • Multi-step problem solving • Mathematical reasoning and application • Algebraic thinking EL:

	Growth is evident in visual and conceptual domains such as geometry and basic reasoning. SWD: SWD students show progress in foundational math skills, particularly in structured and scaffolded tasks. Evidence of movement into Near Target suggests interventions are supporting skill development.	EL students struggle to move from Near Target to Prepared, particularly in: • Problem solving • Academic math vocabulary • Explaining mathematical thinking SWD: SWD students continue to perform below peers in all domains, with the greatest challenges in: • Multi-step problem solving • Numerical Reasoning
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Teachers are using different methods for teaching problem solving and reasoning, resulting in gaps as students move from one grade to the next. • Students are not regularly exposed to structured opportunities to explain thinking, justify answers, or engage in peer discussion across all classrooms.	
MATH Common Assessments	For Grade Levels, ELs and SWD Grade Levels (all students): Growth from 25% (Unit 1), 49% (Unit 4), and 88% (Unit 6) total grade average for k. Strong improvement from 42% (Unit 1), 71% (Unit 4), and 70% (Unit 5) Several classes reached 80% or better for 1st grade. Consistent high performance: 54% (Unit 1), 72% (Unit 4), and 62% (Unit 5) in third grade. Upward trend: 41% (Unit 1), 63% (Unit 3), and 64% (Unit 4) in 5th grade. EL:	For Grade Levels, ELs and SWD Grade Levels (all students): Wide variation between classes, some as low as 20% while others much higher in k. Large variability between teachers (scores range from 30% to 80%+ in same units) in first grade. Majority of scores remain below 50% by Unit 5 in 2nd grade indicating foundational gaps in Number Sense. 0% (Unit 1 baseline), 48% (Unit 4), 21% (Unit 5 noted drop overall with class variation) in 4th grade. Inconsistent from class to class. Some classes remain significantly lower (as low as 13–15% in certain units) in 5th grade. EL:

	Teacher collaboration and small group supports are helping ELs make gradual progress. SWD: Small group instruction and targeted support are noted as effective when consistently implemented. Interrelated 1st and 3rd grade class consistently score in the same range as the grade level.	Teacher commentary highlights ongoing challenges with academic vocabulary, problem-solving comprehension, and explaining thinking in math. SWD: Interrelated 5th grade class remain below 30–40%, even as other classes in the same grade reach 60–80%, highlighting a substantial achievement gap. Math reasoning and explaining thinking Teacher commentary highlights ongoing challenges with academic vocabulary, problem-solving comprehension, and explaining thinking in math.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Students are not consistently engaged in academic discussions that support language development tied to Mathematical Reasoning. - Inconsistent implementation of small group instruction. - Limited exposure to hands-on, visual-spatial learning activities or manipulatives. - Lack of additional strategies to meet the academic and behavioral needs of SWD.	
School Instructional Walks (Grade Level)	Student engagement (Indicator 6) - Increased from 75% to 100% - Now a standout strength; students are consistently actively engaged Instructional framework & transitions (Indicator 1) - Strong growth from 68% to 85% - Indicates improved pacing, structure, and efficient use of time Modeling & high-yield strategies (Indicator 4) - Increased from 50% to 71%	Success criteria (Indicator 3) - Increased from 30% to 42% - Notable growth, though still developing Use of formative assessments (Indicator 5) - Declined from 80% → 64% - Less consistent monitoring of learning and notable instructional adjustment

	- Shows stronger alignment to standards and effective instructional practices Meeting specific learning needs (Indicator 7) - Improved from 60% to 71% - Positive movement in differentiation during instruction Learning targets (Indicator 2) - Grew from 55% to 64% - Trending upward with more consistent communication of lesson target	
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Formative assessments may be used inconsistently or treated as end-of-lesson checks, rather than embedded throughout instruction - Teachers may collect data but not adjust instruction in real time, limiting impact on student learning - Limited use of exemplars, rubrics, or guided practice consistently aligned to the rigor of the standard	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	The percentage of 1st grade students scoring Prepared across all domains will increase from an average of 33% on the spring 2026 Math Beacon administration to 36% on the Spring 2027 ELA Beacon administration, The percentage of 2nd grade students scoring Prepared across all domains will increase from an average of 26% on the spring 2026 Math Beacon administration to 30% on the Spring 2027 ELA Beacon administration, By May 2027, the percentage of students in grades 3 - 5 scoring Proficient or Distinguished on the Georgia Milestones Math Assessment will increase from an average of 30% to 33% , as measured by the 2026 Georgia Milestones End-of-Grade Assessment.		
Root Cause(s) to be Addressed:	- Inconsistent implementation of small group instruction. - Limited exposure to hands-on, visual-spatial learning activities or manipulatives. - Lack of additional strategies to meet the academic and behavioral needs of SWD.		
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 May 2027 100% of K-5 math teachers will implement differentiated small group instruction based on common assessment data as evidence by lesson plans and classroom walkthroughs. Implementation Plan: Preplanning: Set expectations of creating small group lesson plans indicating strategies and resources used.	Evaluation Performance Target: 70% of students will score 70% or higher on Math Common Formative Assessments. Evaluation Tool(s): Student common formative assessment data. Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year	
Target Student Group			
☒ Gen Ed ☐ EL ☐ SWD			
1. Teachers will implement daily, differentiated small group instruction based on common assessment data to support remediation or			

increase rigor, by using math manipulatives, research-based strategies, and district approved resources as evidenced by lesson plans and instructional walks.	• August-September: Metro-Resa will facilitate professional learning sessions focused on research- based instructional strategies. • October-December: Math classroom observations will be conducted by Metro-Resa and District Title I Academic Coaches to provide feedback and support. • Teachers continue to use common assessment data to provide targeted instruction during small group instruction. • January-February: Metro-Resa will facilitate professional learning sessions based on data from their initial classroom observations. • March-April: Teachers continue to review and analyze growth data and share student work samples from targeted instruction in CCCs. Admin/coach feedback provided through mini coaching cycles. • May: Teachers will reflect on the protocol and implementation of structured small groups. Review student growth data. Artifacts to be Collected: • Small group lesson plans • Walkthrough forms • Common assessment data spreadsheets • Grade level data analysis sheet • Teacher reflection surveys Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals	☐ _____ Data Analysis Plan: Teams will evaluate data during Collaborative Planning Sessions. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Math Lead Teacher ☐ CCC Leads	
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	☒ Math Lead Teacher Frequency of Monitoring:		
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Root Cause(s) to be Addressed:	Limited use of problem-solving strategies. Students have limited opportunities to reason and experience higher order thinking opportunities.		
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 K-5 teachers will implement comprehension protocols (numberless word problems, 3 read protocol, etc.) to support students in solving real world word problems daily by January 2027. Implementation Plan: - Preplanning: Set expectation of using the comprehension strategies during the math block. - August-September: Metro-Resa and District Title I Academic Coaches will provide	Evaluation Performance Target: 70% of students will score 70% or higher on unit common summative assessments. Evaluation Tool(s): - Unit common summative assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month	
Target Student Group			
☒ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

2. K-5 teachers will implement comprehension protocols (i.e numberless work problems, 3 read protocols, etc.) to support students in solving real world word problems.	professional learning on comprehension protocols to understanding story problems. • October-December: Metro-Resa and math lead teacher will conduct walkthroughs to determine the implementation of protocols. Feedback will be provided to inform practices. • January-February: Grade levels will analyze student assessment data during collaborative planning to determine next steps for instruction. Instructional walkthroughs will continue to analyze the implementation of protocols. • March-May: Teachers will continue to analyze data after common assessments and adjust instruction. Artifacts to be Collected: • Data analysis sheets • Instructional walkthrough date Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Math Lead Teacher Frequency of Monitoring: Monthly	☐ 3 times per year ☒ at the conclusion of post unit assessments Data Analysis Plan: After giving the post unit assessment, the teachers will analyze student proficiency of the word problems. Next steps will be based on student results. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Math Lead Teacher ☐ CCC Leads	
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OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN			
GOAL #3: Attendance	Reduce the percentage of students who are chronically absent (absent 10% or more of the school year) from 17% (May 2026) to 14% (May 2027)		
Root Cause(s) to be Addressed:	Students lack social belonging, and academic success negatively affects motivation and ultimately contributes to low attendance		
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: PBIS implemented with at least 80% fidelity as measured by the fidelity inventory walk through data, with 100% of staff trained and participating in PBIS practices. Implementation Plan: • Preplanning: Introduce goal and provide a outline for staff or attendance protocol. · August-May: Provide PD on PBIS school-wide to communicate schoolwide expectations for attendance campaign. Weekly class attendance challenge that will	Evaluation Performance Target: K-5th grade students will increase attendance from 86% to 89%. Evaluation Tool(s): · Self-assessment · PBIS walk-through · Attendance Data Evaluation Plan: Students will be assessed: ☐ Every 2 weeks	
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>			

Teachers will Implement a schoolwide PBIS framework with a focus on reinforcing positive academic behaviors and social-emotional competencies to improve student engagement and reduce behavioral referrals and positively impact motivation and absenteeism.	include awarding PBIS points for perfect attendance, weekly recognition of the class with the highest attendance. Monthly perfect attendance incentive recognition. Quarterly awards perfect attendance. “At risk” students check in, check out with guidance counselors. Attendance team monthly parent calls for students reaching “at risk” attendance rate. Artifacts to be Collected: · PBIS walkthrough tool · Monthly PBIS team meeting agenda · Teacher self-assessment form · Weekly attendance challenge tracker · On-Track and Grad-Scop reports · Small group plans · Check in/check out documentation. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Monthly attendance data analysis by counselors, social worker, and CIS Rep to be presented to the PBIS team. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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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.	September 4		☒ 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 1		☐ 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 2		☐ 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		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	February 9		
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: • "Kindergarten Round-Up" Families and students visit Kindergarten classrooms to meet teachers, explore the learning environment, and experience sample activities. • "Rising 6th Grader Orientation" Parents and students attend an information session led by middle school staff to learn about course offerings, schedules, expectations, and extracurricular opportunities.	May 10 March 29		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: <u>Provide translated information</u> related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i> The school will request assistance and interpreters for school events such as Parent/Teacher conferences, RTI meetings, IEP meetings, and PTA meetings via the International Welcome Center and bilingual district staff availability.	<u>List documents translated for parents:</u> School Policies School Compact Academic Meetings Communication/Presentations PTA Meetings	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6
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<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
Student Data & Goal-Setting Conference Night – Teachers meet with families to review academic progress and create student learning goals.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☒ Goal 4	Student data reports, and goal-setting templates and refreshment s.	Title 1	Sept. 17	Parent sign-in, goal sheets, progress monitoring reports, parent feedback surveys	Administration EIP Lead Teachers Academic Coach Parent Facilitator Teachers
Family Literacy– Parents participate in reading strategy workshops to support student achievement at home	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Literacy materials, parent handouts, technology, and refreshment s	Title 1	Nov. 19	Sign-in sheets, parent surveys, workshop agendas, student achievement data, and parent feedback surveys	Administration EIP Lead Teachers Academic Coach Parent Facilitator Teachers
Math Night – Parents participate in math strategy workshops to support student achievement at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Math materials and manipulatives, parent handouts, technology, refreshment s	Title 1	Feb 11	Sign-in sheets, parent surveys, workshop agendas, student achievement data, and parent feedback surveys	Administration EIP Lead Teachers Academic Coach Parent Facilitator Teachers

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)

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

School Improvement Plan Required Questions	
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)	
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)	
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)	
3. Cobb County's schoolwide plans 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:

- The City View Elementary Schoolwide Plan is developed in coordination with Federal, State, district, and local programs to support students' academic, social, emotional, and physical needs.
- City View Elementary receives ongoing support from the Georgia Department of Education (GaDOE) and Cobb County School District personnel to implement Title I programs, instructional best practices, and continuous school improvement efforts.
- The school aligns Title I resources with district initiatives such as the Early Literacy Framework and district literacy and math initiatives to strengthen student achievement and provide targeted intervention support.
- City View Elementary participates in the Fresh Fruit and Vegetable Program (FFVP), which provides students with healthy snacks during the school day to promote wellness and readiness to learn.
- The school collaborates with the area social worker and district family engagement personnel to connect families with housing assistance, childcare resources, food programs, financial support, adult education, and workforce development opportunities through weekly CTLS parent communications.
- City View Elementary partners with community organizations including Sweetwater Mission, MUST Ministries, and Family Life Restoration Center to provide families with additional support services and emergency assistance as needed.
- The school regularly reviews student data, stakeholder feedback, and program effectiveness to ensure schoolwide resources and services remain aligned with continuous improvement goals and student needs.

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE:

- Collaborative Communities/CCCs meet weekly to analyze student data, develop unit plans aligned to grade-level priority standards, and identify instructional next steps based on student needs.
- Teachers regularly review results from state assessments, district-required assessments, and common formative assessments to monitor student progress and adjust instruction, interventions, and enrichment opportunities.

- The Building Leadership Team establishes and monitors a systematic process for reviewing schoolwide data trends, identifying areas of need, and supporting data-driven instructional decisions across grade levels.
- Intervention programs and instructional support are monitored regularly to determine effectiveness and ensure students receive targeted academic assistance.
- ESOL lead teachers analyze WIDA assessment data to monitor multilingual learner growth, identify language development needs, and create strategic support plans for English learners.
- School leaders and teachers use ongoing data review to evaluate the effectiveness of the schoolwide program and make adjustments that support continuous improvement and increased student achievement.

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

SCHOOL RESPONSE: City View Elementary School determines the effectiveness of the schoolwide program by regularly reviewing student achievement data from Georgia Milestones, district assessments, common formative assessments, progress monitoring tools, attendance, and behavior data. Data is disaggregated by grade level and student subgroup to measure progress toward meeting State academic standards, particularly for students performing below proficiency levels.

Collaborative Communities/CCCCs and the Building Leadership Team use the data to evaluate the effectiveness of instructional strategies and interventions, including small group instruction, ESOL services, and the reduced class size EIP model in grades K–5. The school also reviews feedback from teachers, staff, parents, and students to identify strengths and areas for improvement.

Based on ongoing data analysis and stakeholder input, instructional practices, interventions, and support services are adjusted to improve student achievement and support continuous growth for all students.

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

SCHOOL RESPONSE: City View Elementary School will regularly monitor and revise the Schoolwide Plan to ensure continuous improvement and increased student achievement. Student performance, attendance, and behavior data from Georgia Milestones, district assessments, common formative assessments, and progress monitoring tools will be reviewed and analyzed to identify strengths, needs, and trends among student groups.

Collaborative Communities/CCCCs and the Building Leadership Team will meet regularly to evaluate the effectiveness of instructional strategies, interventions, and support programs, including small group instruction, ESOL services, and the reduced class size EIP model in grades K–5.

The school will also gather feedback from teachers, staff, parents, and students to help determine needed revisions to the plan. Based on ongoing data analysis and stakeholder input, the Schoolwide Plan will be updated as necessary to ensure resources and instructional supports remain aligned to student needs and school improvement goals.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. SWP Checklist 2(a)**

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

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

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

SCHOOL RESPONSE: City View Elementary School implements a schoolwide tiered behavior support model through Positive Behavioral Interventions and Supports (PBIS) to prevent and address problem behaviors and improve student outcomes. PBIS strategies are implemented schoolwide and in classrooms to decrease disruptions, increase instructional time, and support positive social and academic behaviors for all students. The PBIS Team, which includes general education and special education teachers, counselors, psychologists, administrators, interventionists, librarian and the school nurse, uses a data-driven process to monitor student behavior, identify needs, and evaluate the effectiveness of interventions. Students who need additional support beyond Tier 1 receive Tier 2 and Tier 3 interventions, such as small group interventions and check in/check out. Behavior interventions are coordinated with the school’s RTI process and aligned with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure students receive appropriate early intervening support. The PBIS Team collaborates with classroom teachers to implement targeted strategies and regularly reviews data to adjust interventions and monitor student progress.

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: City View Elementary School provides ongoing professional development for teachers, paraprofessionals, and school staff through Cobb Collaborative Communities (CCC). Professional learning is focused on improving instruction, analyzing student data, and increasing student achievement through collaboration and continuous improvement.

Professional development opportunities include:

- Data analysis and instructional planning focused on student outcomes and school improvement goals

- New teacher mentoring and support programs
- Training in small group instruction, scaffolding, and differentiated instructional practices
- Professional learning for paraprofessionals to strengthen instructional support skills
- Collaborative planning time for teachers to implement effective instructional strategies
- Teacher leadership teams and guiding coalitions to support school improvement efforts
- Inclusive collaboration among general education, Special Education, ESOL, paraprofessionals, and specialist teachers

These professional learning opportunities support the recruitment, development, and retention of effective staff while strengthening instructional practices across all content areas and student groups.

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:

Administrators, teachers, the parent facilitator, counselors, and the PBIS CCC team will meet to schedule, plan, and promote opportunities for preschool students to participate in transition activities. Local preschool programs will be contacted to promote the transition meetings. Teachers, counselors, and the PBIS CCC will plan and facilitate activities to transition children from early childhood preschool to local elementary school programs. Additionally, administrators, teachers, the parent facilitator, counselors, and the PBIS CCC team will meet to schedule, promote, and plan transition activities for fifth-grade students transitioning from City View Elementary school to the middle school program.

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?
One Classroom Teacher	☒ 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.

Two 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 • Help maintain a positive, safe, and organized learning environment • Assist with classroom management and behavior support strategies • Prepare instructional materials, technology, and classroom resources • Support students with special learning, language, or behavioral needs • Supervise students during classroom activities, transitions, lunch, recess, and other school functions as assigned • Collaborate with teachers, specialists, and support staff to support student success • Maintain confidentiality of student information and records • Participate in professional learning and required training opportunities
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School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	The percentage of 1st grade students scoring Prepared across all domains will increase from an average of 21.6% on the spring 2026 ELA Beacon administration to 25% on the Spring 2027 ELA Beacon administration, The percentage of 2nd grade students scoring Prepared across all domains will increase from an average of 26.8% on the spring 2026 ELA Beacon administration to 30% on the Spring 2027 ELA Beacon administration, This will be updated when milestone data is available: By May 2027, the percentage of students in grades 3 - 5 scoring Proficient or Distinguished on the Georgia Milestones ELA Assessment will increase by 3% over the 2026 Georgia Milestones End-of-Grade Assessment scores.
Goal #2	The percentage of 1st grade students scoring Prepared across all domains will increase from an average of 33% on the spring 2026 Math Beacon administration to 36% on the Spring 2027 ELA Beacon administration, The percentage of 2nd grade students scoring Prepared across all domains will increase from an average of 26% on the spring 2026 Math Beacon administration to 30% on the Spring 2027 ELA Beacon administration, By May 2027, the percentage of students in grades 3 - 5 scoring Proficient or Distinguished on the Georgia Milestones Math Assessment will increase from an average of 30% to 33% , as measured by the 2026 Georgia Milestones End-of-Grade Assessment.
Goal #3	Reduce the percentage of students who are chronically absent (absent 10% or more of the school year) from 17% (May 2026) to 14% (May 2027)