

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Elementary
Principal Name:	Gina McClenning
Date Submitted:	June 1, 2026
Revision Date(s):	June 15, 2026

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Clay Harmony Leland
<i>Team Lead</i>	Gina McClenning
<i>Position</i>	Principal
<i>Email</i>	Gina.mcclenning@cobbk12.org
<i>Phone</i>	770-819-0736
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response:

Clay-Harmony Leland sought and incorporated advice from stakeholders through meetings with admin and coaches, as well as with our entire guiding coalition team, for the 2025-2026 school year. This included paraprofessionals, special education teachers, counselors, classroom teachers, and specialists.

It is planned for the principal's advisory council to provide input at its first meeting in September. PTA officers will provide input at the May/June planning meeting.

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:	4/27/2026	4/29/2026	7/15/2026
-----------------------	-----------	-----------	-----------

Position/Role	Printed Name	Signature
Principal	Gina McClenning	
Assistant Principal	Kevin O'Meara	
Assistant Principal(s)	Reisha McKinney/Lynn Odom	
Instructional Support Specialist	Paige Hughes	
Instructional Support Specialist	Danielle Hickerson	
ESOL Lead/Instructional Support Specialist	Candis Ervin	
IRR Teacher	Jeremia Brown	
Kindergarten Teacher	Tonia Stubbs	
First Grade Teacher	Jasmine Reeves	
Second Grade Teacher	Terri Sommer	
Third Grade Teacher	Samantha Napolitano	
Fourth Grade Teacher	Tyrejia Harris	
Fifth Grade Teacher	Ebony Jackson-Keyton	

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	<p>K-2 The percentage of students in grades K-2 scoring on or above grade level in reading will increase from 63% (302) students) to 72% (345 students) as measured by Amira. <i>(We grew 42 students in 24/25- we took 3% of 42 and added it to 42 and rounded to 45 students which is 72% of K-2 population)</i></p> <p>3-5 The percentage of students in grades 3-5 scoring proficient or above grade level in English Language Arts will increase from 35 % (168 students) to 38% (188) as measured by the 2025-2026 Milestones.</p>																	
<p>Was the goal met? ☐ YES ☐ NO ☒ Partially</p>																		
What data supports the outcome of the goal?	<p>The Amira assessment data from Spring 2026 supports the outcome for the K-2 goal.</p> <table border="1"> <thead> <tr> <th>Grade Level Total # of Students</th><th># of Students On/Above in Reading</th><th>% of Students On/Above in Reading</th></tr> </thead> <tbody> <tr> <td>Kindergarten 181 Students</td><td>135 Students On/Above Level</td><td>74.5%</td></tr> <tr> <td>First Grade 154 Students</td><td>95 Students On/Above Level</td><td>62%</td></tr> <tr> <td>Second Grade 172 Students</td><td>115 Students On/Above Level</td><td>67%</td></tr> <tr> <td>Total =507 K-2 Students Assessed</td><td>345 Students On/Above Level</td><td>68%</td></tr> </tbody> </table>			Grade Level Total # of Students	# of Students On/Above in Reading	% of Students On/Above in Reading	Kindergarten 181 Students	135 Students On/Above Level	74.5%	First Grade 154 Students	95 Students On/Above Level	62%	Second Grade 172 Students	115 Students On/Above Level	67%	Total =507 K-2 Students Assessed	345 Students On/Above Level	68%
	Grade Level Total # of Students	# of Students On/Above in Reading	% of Students On/Above in Reading															
	Kindergarten 181 Students	135 Students On/Above Level	74.5%															
	First Grade 154 Students	95 Students On/Above Level	62%															
	Second Grade 172 Students	115 Students On/Above Level	67%															
	Total =507 K-2 Students Assessed	345 Students On/Above Level	68%															
	<p>The Milestones assessment data from 25-26 supports the outcome for the 3-5 goal.</p> <table border="1"> <thead> <tr> <th>Grade Level Total # of Students</th><th># of Students On/Above in Reading</th><th>% of Students On/Above in Reading</th></tr> </thead> <tbody> <tr> <td>Third Grade Students</td><td>Students On/Above Level</td><td></td></tr> <tr> <td>Fourth Grade Students</td><td>Students On/Above Level</td><td></td></tr> <tr> <td>Fifth Grade Students</td><td>Students On/Above Level</td><td></td></tr> <tr> <td>Total = Students Assessed</td><td>Students On/Above Level</td><td></td></tr> </tbody> </table>			Grade Level Total # of Students	# of Students On/Above in Reading	% of Students On/Above in Reading	Third Grade Students	Students On/Above Level		Fourth Grade Students	Students On/Above Level		Fifth Grade Students	Students On/Above Level		Total = Students Assessed	Students On/Above Level	
	Grade Level Total # of Students	# of Students On/Above in Reading	% of Students On/Above in Reading															
	Third Grade Students	Students On/Above Level																
	Fourth Grade Students	Students On/Above Level																
Fifth Grade Students	Students On/Above Level																	
Total = Students Assessed	Students On/Above Level																	
<p style="text-align: center;">Reflecting on Outcomes</p>																		
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>ELA Goal 3-5 – <i>Waiting on Milestone Data coming in the fall.</i></p>																	

If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	<p>K-2 We met our goal in K-2 because we ended up with 345 students on or above level, which was our numerical goal; however, our percentage did not reach 72%, it was 68%. This is due to the total number of students in the K-2 band increasing by 28 students between drafting the goal and collecting EOY data.</p> <p>K-2</p> <ul style="list-style-type: none"> The focus on small group lesson planning and using data to drive planning for differentiation and the PD on differentiation provided by coaches throughout the year Using Wonders and UFly resources with fidelity and providing PD to support teachers with the new district resources Focus on data and using this for intervention and enrichment groups on the grade level <p>3-5 (Waiting on Milestone Data)</p>
---	--

Previous Year's Goal #2	Grades K-2: The percentage of students in grades K-2 scoring near target or prepared in math will increase from 81% (382 students) to 85% (401 students) as measured by Beacon		
	Grades 3-5: The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 43% (208 students) to 50% (242 students), as measured by the 2025 – 2026 Milestones.		
Was the goal met? ☐ YES ☐ NO ☒ Partially			
What data supports the outcome of the goal?	K-2 Beacon Scores - Spring		
	Grade Level Total # of Students	# of Students Near Target/Prepared in Math	% of Students On/Above in Math
	Kindergarten 176 Students	140 Students Near Target/Prepared	80%
	First Grade 153 Students	134 Students Near Target/Prepared	88%
	Second Grade 175 Students	151 Students Near Target/Prepared	86%
	Total = 504 Students Assessed	425 Students Near Target/Prepared	85%
	Grade Level Total # of Students	# of Students On/Above in Math	% of Students On/Above in Math
	Third Grade 176 Students	59 Students On/Above Level	34%
	Fourth Grade 169 Students	86 Students On/Above Level	51%
	Fifth Grade 180 Students	71 Students On/Above Level	39%
	Total = 525 Students Assessed	216 Students On/Above Level	41%
Reflecting on Outcomes			

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Milestones 3-5-</p> <ul style="list-style-type: none"> • Utilize the clarity documents to ensure that teachers have a complete understanding of the standards and are teaching and assessing to address the rigor of the standard • Add success criteria to the clarity document and use this with students to increase student agency and ownership • Monitor usage of manipulatives being used in instruction to build a conceptual understanding of the concept, particularly in intermediate grades, through regular walkthroughs AND share the data monthly with grade-level teams • Develop vocabulary instructional protocol
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal?</p>	<p>Beacon K-2-</p> <ul style="list-style-type: none"> • Teachers consistently implemented data-driven small group instruction with fidelity • A strong emphasis was placed on number sense, vocabulary development, and the use of manipulatives • Formative data was consistently analyzed by CCCs to guide conversations to share instructional strategies and resources for reteaching and enrichment

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

ELA DATA				
ELA Milestones Longitudinal Data	2022-2023 % of students scoring proficient & distinguished	2023-2024 % of students scoring proficient & distinguished	2024-2025 % of students scoring proficient & distinguished	2025-2026 % of students scoring proficient & distinguished
3 rd Grade	30%	34%	31%	
4 th Grade	41%	34%	34%	
5 th Grade	44%	56%	40%	

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	20%	33%	47%	23%	37%	40%	21%	43%	35%	19%	44%	37%	40%	33%	27%
2 nd Grade	13%	35%	52%	21%	34%	45%	20%	35%	45%	17%	33%	50%	23%	52%	25%

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Interpreting Texts: Reading			IT: Texts: Context/Structure & Style			IT: Texts: Techniques			IT: Language: Vocabulary			Interpreting Texts: Listening			Constructing Texts			CT: Texts: Context/Structure & Style/ Techniques			CT: Texts: Research & Analysis		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	9%	83%	8%	18%	67%	15%	18%	71%	12%	12%	76%	12%	34%	55%	11%	12%	81%	6%	13%	72%	15%	16%	75%	8%
4 th Grade	16%	68%	16%	20%	58%	22%	21%	61%	19%	18%	64%	19%	31%	51%	18%	14%	71%	15%	17%	61%	22%	19%	64%	17%
5 th Grade	14%	64%	22%	16%	49%	35%	22%	52%	27%	17%	60%	23%	30%	51%	19%	13%	79%	17%	27%	49%	23%	13%	65%	22%

Beacon ELA Data – Spring Administration	Reading		
	CT: Language: Grammar Conventions		
	SN	NT	P
3 rd Grade	19%	76%	5%
4 th Grade	20%	61%	19%
5 th Grade	18%	61%	21%

Source	Strengths	Weaknesses																																																
FY26 ELA Milestones (Grade Levels & Subgroups)	For Grade Levels, ELs and SWD Waiting on data	For Grade Levels, ELs and SW Waiting on data																																																
Beacon Assessment – ELA (Grade Levels & Subgroups)	Grade Levels (all students): 1 st Grade- Foundations, Language, Texts, and Interpreting Texts 2 nd Grade- Foundations, Language, Texts, and Interpreting Texts Reading, Contexts 3 rd Grade- Interpreting Texts, Context, Vocabulary, Constructing Texts, Grammar 4 th Grade- Constructing Texts, Grammar 5 th Grade- Interpreting Texts, Context, Techniques, Vocabulary, Constructing Texts EL: <table><tr><th>Grade Level</th><th>Needs Support</th><th>Near Target</th><th>Proficient</th></tr><tr><td>Grade 1 24 Students</td><td>38%</td><td>50%</td><td>13%</td></tr><tr><td>Grade 2 30 Students</td><td>40%</td><td>50%</td><td>10%</td></tr><tr><td>Grade 3 36 Students</td><td>6%</td><td>94%</td><td>0%</td></tr><tr><td>Grade 4 31 Students</td><td>35%</td><td>61%</td><td>3%</td></tr><tr><td>Grade 5 17 Students</td><td>24%</td><td>76%</td><td>0%</td></tr></table> <ul style="list-style-type: none">Grade 3 is an outlier. Only 6% need support, yet 0% are proficient. Nearly all students (94%) sit in Near Target. This unusual distribution may warrant a closer look at assessment alignment or instructional factors unique to that grade.All grade levels except 4th grade have a lower percentage of students in Support Needed than the district percentage5th grade has a 21% lower percentage of students (24%) in Support Needed than the district (55%)The "Near Target" category dominates in upper grades. Grades 3–5 show 61–94% of students clustered in the Near Target	Grade Level	Needs Support	Near Target	Proficient	Grade 1 24 Students	38%	50%	13%	Grade 2 30 Students	40%	50%	10%	Grade 3 36 Students	6%	94%	0%	Grade 4 31 Students	35%	61%	3%	Grade 5 17 Students	24%	76%	0%	Grade Levels (all students): 1 st and 2 nd - Constructing Texts- 40 % of students in Support Needed 3 rd -5 th - Large number of students are in Near Target with small percentage in Prepared 1 st - 5 th Grades- Listening EL: <table><tr><th>Grade Level</th><th>Needs Support</th><th>Near Target</th><th>Proficient</th></tr><tr><td>Grade 1 24 Students</td><td>38%</td><td>50%</td><td>13%</td></tr><tr><td>Grade 2 30 Students</td><td>40%</td><td>50%</td><td>10%</td></tr><tr><td>Grade 3 36 Students</td><td>6%</td><td>94%</td><td>0%</td></tr><tr><td>Grade 4 31 Students</td><td>35%</td><td>61%</td><td>3%</td></tr><tr><td></td><td>24%</td><td>76%</td><td>0%</td></tr></table> <ul style="list-style-type: none">Grades 1–2 have the highest "Needs Support" rates (38–40%). Early grades show more students in the lowest tier, suggesting a need for stronger foundational literacy instruction for newcomers.4th Grade has a larger percentage of Support Needed (35%) than the district (30%)Proficiency rates are critically low across all grades. No grade exceeds 13% proficient, and Grades 3 and 5 show 0% proficiency. This signals a systemic challenge in moving ELL students to grade-level mastery in ELA on the Beacon	Grade Level	Needs Support	Near Target	Proficient	Grade 1 24 Students	38%	50%	13%	Grade 2 30 Students	40%	50%	10%	Grade 3 36 Students	6%	94%	0%	Grade 4 31 Students	35%	61%	3%		24%	76%	0%
Grade Level	Needs Support	Near Target	Proficient																																															
Grade 1 24 Students	38%	50%	13%																																															
Grade 2 30 Students	40%	50%	10%																																															
Grade 3 36 Students	6%	94%	0%																																															
Grade 4 31 Students	35%	61%	3%																																															
Grade 5 17 Students	24%	76%	0%																																															
Grade Level	Needs Support	Near Target	Proficient																																															
Grade 1 24 Students	38%	50%	13%																																															
Grade 2 30 Students	40%	50%	10%																																															
Grade 3 36 Students	6%	94%	0%																																															
Grade 4 31 Students	35%	61%	3%																																															
	24%	76%	0%																																															

range, suggesting that many ELLs are approaching but not yet reaching proficiency. This group represents a key intervention opportunity—they're close and may benefit from targeted support.

SWD:

Grade Level	Needs Support	Near Target	Proficient
Grade 1 21 Students	48%	48%	5%
Grade 2 14 Students	43%	36%	21%
Grade 3 22 Students	36%	64%	0%
Grade 4 20 Students	30%	65%	5%
Grade 5 22 Students	41%	50%	9%

- Grade 2 has the highest proficiency rate at 21%, nearly 4x any other grade.
- Grades 3 and 4 show the lowest "support needed" rates (36% and 30%), meaning more students are at least approaching grade level
- A strong cluster of "Near Target" in 3rd (64%) and 4th (65%) grades

SWD:

Grade Level	Needs Support	Near Target	Proficient
Grade 1 21 Students	48%	48%	5%
Grade 2 14 Students	43%	36%	21%
Grade 3 22 Students	36%	64%	0%
Grade 4 20 Students	30%	65%	5%
Grade 5 22 Students	41%	50%	9%

- All Grade Levels- The percentage of students in Support Needed is significantly higher (CHLES- 40%) than the District (26%) and students in Prepared is lower than the District
- Grade 3 is a concern — despite having many Near Target students, 0% reached proficiency. This suggests students are on the edge but not breaking through, which could indicate a gap between instructional support and grade-level demands as the curriculum shifts toward more complex skills (Interpreting Texts, Context, Vocabulary).
- Grade 1 is also notable, with nearly half of SWD students requiring intensive support right from the start.
- Grade 5 shows an uptick in "support needed" (41%) compared to grades 3 and 4, suggesting that as content complexity increases, students who were Near Target begin to fall behind again.
- The overarching pattern: SWD students cluster heavily in "Near Target" throughout, but rarely convert to Proficient, indicating they are close but consistently lack the supports needed to reach full mastery.

Root Cause Explanation:

<div>Check the system that contributes to the root cause:</div> <div><div><div>☒ Coherent Instruction</div><div>☒ Professional Capacity</div><div>☒ Effective Leadership</div><div>☐ Supportive Learning Environment</div></div></div>	<div><div><div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div>Inconsistencies of high-quality instruction matching the rigor of the standards in all classrooms</div><div>Teachers were teaching new standards and using a new resource for the first time and a lack of professional knowledge in these two factors created challenges for all teachers K-5</div><div>Inconsistent focus during planning for how to differentiate for EL students in CCCs</div><div>ESOL-endorsed teachers are not confident or knowledgeable about how to scaffold interventions that are appropriate for our ELL students</div><div>Lack of true specialized instruction addressing our students with disabilities</div></div></div></div></div>																																																																																																																
<div>ACCESS Scores</div> <div>(Grade Level Reading & Writing)</div>	<div><div>Grade Levels (all students):</div><table><tr><th>Grade</th><th>Student Count</th><th>1.0-1.9</th><th>2.0-2.9</th><th>3.0-3.9</th><th>4.0-4.9</th><th>5.0-6.0</th></tr><tr><td>0</td><td>28</td><td>96.40%</td><td>-</td><td>-</td><td>-</td><td>3.60%</td></tr><tr><td>1</td><td>29</td><td>41.40%</td><td>34.50%</td><td>24.10%</td><td>-</td><td>-</td></tr><tr><td>2</td><td>33</td><td>6.10%</td><td>18.20%</td><td>51.50%</td><td>24.20%</td><td>-</td></tr><tr><td>3</td><td>38</td><td>10.50%</td><td>5.30%</td><td>50%</td><td>31.60%</td><td>2.60%</td></tr><tr><td>4</td><td>33</td><td>9.10%</td><td>9.10%</td><td>18.20%</td><td>51.50%</td><td>12.10%</td></tr><tr><td>5</td><td>23</td><td>-</td><td>17.40%</td><td>26.10%</td><td>52.20%</td><td>4.30%</td></tr><tr><td>ALL</td><td>184</td><td>26.10%</td><td>13.60%</td><td>29.90%</td><td>26.60%</td><td>3.80%</td></tr></table><div><div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div>60.3% of our students K-5 scored in Level 3 or higher on their composite score</div><div>K showed strengths in oral Language, listening, and speaking</div><div>Reading was a strength for grades 1-5, with 2-4 showing nearly half or more scoring a level 4 or higher (3rd=52%, 2nd=48%; 5th grade had almost half (44%) the students tested scoring a level 5 or 6; and 1st grade had almost half (48%) the students tested scoring a level 3 or higher.</div><div>4th grade students had the highest % of students scoring in level 4 or higher (69%) in reading and comprehension, which was also a strength for 4th grade, with 78% of students scoring a level 4 or higher</div><div>Listening was a strength for 1st grade (55% scored level 4 or higher) and for 5th grade (70% scored level 6)</div><div>Writing was a strength for 2nd grade, with 64% of students scoring level 3 or higher</div><div>1st (14 or 38%) and 3rd grade (12 or 33%) had the highest number of students who moved a negative band or had 0 band movement. Both of these grade levels also had the fewest</div></div></div></div></div> <div><div>Grade Levels (all students):</div><table><tr><th>Grade</th><th>Student Count</th><th>1.0-1.9</th><th>2.0-2.9</th><th>3.0-3.9</th><th>4.0-4.9</th><th>5.0-6.0</th></tr><tr><td>0</td><td>28</td><td>96.40%</td><td>-</td><td>-</td><td>-</td><td>3.60%</td></tr><tr><td>1</td><td>29</td><td>41.40%</td><td>34.50%</td><td>24.10%</td><td>-</td><td>-</td></tr><tr><td>2</td><td>33</td><td>6.10%</td><td>18.20%</td><td>51.50%</td><td>24.20%</td><td>-</td></tr><tr><td>3</td><td>38</td><td>10.50%</td><td>5.30%</td><td>50%</td><td>31.60%</td><td>2.60%</td></tr><tr><td>4</td><td>33</td><td>9.10%</td><td>9.10%</td><td>18.20%</td><td>51.50%</td><td>12.10%</td></tr><tr><td>5</td><td>23</td><td>-</td><td>17.40%</td><td>26.10%</td><td>52.20%</td><td>4.30%</td></tr><tr><td>ALL</td><td>184</td><td>26.10%</td><td>13.60%</td><td>29.90%</td><td>26.60%</td><td>3.80%</td></tr></table><div><div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div>Kindergarten and first grade make up the majority of the 39.7% of students scoring in level 1 or 2 on the composite score.</div><div>Reading was a weakness for KK, with 96% of students scoring in Level 1</div><div>Writing was a weakness for our EL students in all grades but 2nd. Kindergarten and 1st grade had 96% and 76% at Level 1 in writing, respectively. 3rd and 5th grade also had a high percentage of students scoring in Level3 or lower (94% and 83%)</div><div>Speaking was a weakness in 1st grd, 2nd and 4th. 72% of first-grade students who tested scored a level 1 or 2. 64% of our 2nd-grade students scored a level 1, and 60% of our 4th-grade students scored a level 3 or lower.</div></div></div></div></div>	Grade	Student Count	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-6.0	0	28	96.40%	-	-	-	3.60%	1	29	41.40%	34.50%	24.10%	-	-	2	33	6.10%	18.20%	51.50%	24.20%	-	3	38	10.50%	5.30%	50%	31.60%	2.60%	4	33	9.10%	9.10%	18.20%	51.50%	12.10%	5	23	-	17.40%	26.10%	52.20%	4.30%	ALL	184	26.10%	13.60%	29.90%	26.60%	3.80%	Grade	Student Count	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-6.0	0	28	96.40%	-	-	-	3.60%	1	29	41.40%	34.50%	24.10%	-	-	2	33	6.10%	18.20%	51.50%	24.20%	-	3	38	10.50%	5.30%	50%	31.60%	2.60%	4	33	9.10%	9.10%	18.20%	51.50%	12.10%	5	23	-	17.40%	26.10%	52.20%	4.30%	ALL	184	26.10%	13.60%	29.90%	26.60%	3.80%
Grade	Student Count	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-6.0																																																																																																											
0	28	96.40%	-	-	-	3.60%																																																																																																											
1	29	41.40%	34.50%	24.10%	-	-																																																																																																											
2	33	6.10%	18.20%	51.50%	24.20%	-																																																																																																											
3	38	10.50%	5.30%	50%	31.60%	2.60%																																																																																																											
4	33	9.10%	9.10%	18.20%	51.50%	12.10%																																																																																																											
5	23	-	17.40%	26.10%	52.20%	4.30%																																																																																																											
ALL	184	26.10%	13.60%	29.90%	26.60%	3.80%																																																																																																											
Grade	Student Count	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-6.0																																																																																																											
0	28	96.40%	-	-	-	3.60%																																																																																																											
1	29	41.40%	34.50%	24.10%	-	-																																																																																																											
2	33	6.10%	18.20%	51.50%	24.20%	-																																																																																																											
3	38	10.50%	5.30%	50%	31.60%	2.60%																																																																																																											
4	33	9.10%	9.10%	18.20%	51.50%	12.10%																																																																																																											
5	23	-	17.40%	26.10%	52.20%	4.30%																																																																																																											
ALL	184	26.10%	13.60%	29.90%	26.60%	3.80%																																																																																																											

	students who moved 2 or more bands (1st grade: 3 students/5% and 3rd grade: 13 students/24%).	
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> All classroom environments may not incorporate the necessary structures to allow students the opportunity to feel encouraged and comfortable speaking to develop speaking proficiency Speaking routines are not being utilized in all classrooms with fidelity to develop oral language. The professional capacity of teachers of ELs needs to be further developed to consistently incorporate visuals, charts, and consistent procedures to create a language-rich classroom that is differentiated to meet the needs of ELs Writing connected to text is not evident in lesson plans or consistent across the curriculum 	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): K- Blending and segmenting syllables in spoken words 1 st - Letter and Sound recognition, decoding, high-frequency words, fluency, letter formation, and letter sound awareness 2 nd - Decoding one-syllable and two-syllable words, decoding irregularly spelled words, encoding one-syllable and two-syllable words, determining author, audience, and purpose 3 rd - Vocabulary, explicit questions, fluency, generating thoughts and ideas, and orally expressing ideas 4 th - Answering literal questions and text features 5 th - Effectively using context clues to determine the meaning of unfamiliar words, accurately quoting textual evidence to support answers, demonstrating the ability to make logical inferences based on text evidence, identifying and interpreting figurative language within a text, understanding how the narrator's or speaker's point of view influences how events and ideas are presented EL: 1 st - Motivation and effort, increase in spoken vocabulary 2 nd - Decoding one-syllable and two-syllable words, decoding irregularly spelled words, determining author, audience and purpose 3 rd - Motivation and effort 4 th - Answering literal questions and text features	Grade Levels (all students): K- Count, add, delete, and substitute individual sounds in one-syllable spoken words 1 st - Phonemic awareness (substitution), increased fluency, encoding in text 2 nd - Nonfiction text features 3 rd - Critical thinking comprehension, inferencing, spelling, writing stamina, SIMPLE sentence structure 4 th - Main idea/key details, theme, figurative language, vocabulary, author's purpose/claim, constructed response questions, inferencing 5 th - Support needed with writing complete sentences, reducing run-ons and sentence fragments EL: K- Identify and decode parts of irregularly spelled high-frequency words 1 st - limited vocabulary, application of skills, lack of exposure, letter/sound awareness 2 nd - Encoding words with one and two syllables, heart words, nonfiction text features 3 rd - Vocabulary, fluency, and literal comprehension questions 4 th - Vocabulary, language, figurative language 5 th - Composing extended written responses and essays, inconsistent reading fluency impacting comprehension, Accurate quoting and

	<p>5th- Demonstrating growth in phonemic awareness, applying encoding and decoding skills when reading and writing words, showing progress in orthographic mapping through improved word recognition, successfully manipulating spelling and language patterns, creating constructed responses using appropriate sentence structure and academic language support</p> <p>SWD:</p> <p>2nd- Decoding one syllable words and decoding irregularly spelled words</p> <p>3rd- Generating thoughts and ideas and orally expressing ideas</p> <p>4th- Answering literal questions and text features</p> <p>5th- Accurately identifying the main idea of a text, generating ideas and thoughts related to a topic during the drafting process, effectively using graphic organizers to plan and organize information, orally expressing ideas clearly when given appropriate support or accommodations</p>	<p>paraphrasing to avoid plagiarism, spelling accuracy, identifying and interpreting figurative language</p> <p>SWD:</p> <p>K- use fine motor skills to form legible letter and words in print</p> <p>1st- decoding skills, high frequency words, listening and reading comprehension</p> <p>2nd- Encoding words with one and two syllables, heart words, nonfiction text features</p> <p>3rd- Fluency and literal comprehension questions</p> <p>4th- Vocabulary, language, figurative language</p> <p>5th- Reading comprehension and processing, using context clues to determine meaning, limited vocabulary knowledge impacting understanding of text, writing complete sentences, understanding and applying figurative language</p>
<p>Check the system that contributes to the root cause:</p> <p>☒ Coherent Instruction</p> <p>☒ Professional Capacity</p> <p>☐ Effective Leadership</p> <p>☐ Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> • The professional capacity to use the new ELA resources and assessments in Wonders continued to be a challenge for teachers, especially in the 3-5 band. • Teachers need continued professional learning for explicit reading instruction with a focus on small-group reading instruction. • Teachers need continued opportunities to build capacity for understanding and implementing the new ELA Standards and the new ELA curriculum with integrity. • The use of the Wonders assessments across all classrooms on each grade level is inconsistent, and therefore, teachers are not analyzing data on CFAs and CSA consistently to plan for small groups and intervention. 	
<p>School Instructional Walks (Grade Level)</p>	<ul style="list-style-type: none"> • Wonders resources were used 89% of the time • 80% of the Literacy Centers were connected to the learning target • Teacher modeling in small groups • Student engagement in small groups • 100% of K-2 foundation instruction was using UFLI resources • Teachers were providing useful and immediate feedback to students in small groups 100% of the time 	<ul style="list-style-type: none"> • When constructing text, Wonders was not consistent (60% of the time) • Targeted differentiation was only used 67% of the time • 35% of the time, instructional resources being used were not ELA-approved resources • 67% of the small group walks indicated that teachers were not actively collecting/recording anecdotal notes • 61% of the walks had students actively speaking with peers 0-25% of the time

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> • Too much time is spent in direct instruction mode (both whole group and small group) without allowing students time to talk to each other and collaborate about their learning. • Speaking routines are not being utilized in all classrooms with fidelity • The walkthrough schedule was not completed with consistent fidelity to ensure a comprehensive picture of the instruction taking place, therefore, we could not gather enough data to determine an effect size or need. • Teachers struggled with the writing component of Wonders, and writing instruction was inconsistent within and among grade levels. 	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	N/A	N/A
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: N/A	

ELA - IMPROVEMENT PLAN			
GOAL #1: ELA	<p>Kindergarten – 140 (77%) students (out of an estimated 180) will have an ARM score of On Track or Above on the EOY Amira test.</p> <p>First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 268 students (81%) to 276 students (84%) by the EOY Beacon Assessment. (data based on 329 total 1st and 2nd grade students and may need adjusting when the school year starts).</p> <p>Third -Fifth–During the 26 - 27 school year, the percentage of 3rd-5th grade students scoring Proficient and Distinguished on the Georgia Milestones ELA Assessment will increase by at least 3% from the 2025–2026 baseline to the Spring 2027.</p>		
Root Cause(s) to be Addressed:	Teachers need continued support using data to plan and implement effective, differentiated small group instruction with fidelity		
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☒ Other: no funding needed		
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: <ul style="list-style-type: none"> By September 4: 100% of teachers have established a data binder and recorded baseline data for ELA based on Beacon By Sept. 18th: 80% of teachers demonstrate at least one documented small group adjustment based on skill/standard-level data By Nov. 20th: 100% of teachers show consistent (2–3-week cycle) data-informed regrouping for ELA, verified through coach/admin walkthroughs and data notebook documentation Implementation Plan:	Evaluation Performance Target: <p>Kindergarten – 140 (77%) students (out of an estimated 180) will have an ARM score of On Track or Above on the EOY Amira test.</p> <p>First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 268 students (81%) to 276 students (84%) by the EOY Beacon Assessment. (data based on 329 total 1st and 2nd grade students and may need adjusting when the school year starts).</p> <p>Third -Fifth– TBD</p> Evaluation Tool(s)	
Target Student Group			
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

<p>Teachers will use data to form and regroup students based on skills and standards at least every 2-3 weeks utilizing data analysis from classroom assessments (formative checks, exit tickets, common formative and unit assessments) as evidenced by data notebooks, and lesson plans showing small groups and regrouping over time.</p>	<ul style="list-style-type: none"> ○ Preplanning: <ul style="list-style-type: none"> ○ Review and introduce any new guidelines for data notebooks and tracking (CTLS results (CFS/CSA, anecdotal notes, exit tickets, skills checklists) ○ Review data-team meeting expectations (bi-weekly meetings, recording form, roles and responsibilities and where documents are saved in TEAMS) ○ August-September: <ul style="list-style-type: none"> ○ Review Q1 Assessment Plan and choose what assessments will be part of the bi-weekly data protocol by highlighting them on the assessment plan (August) ○ Set up data notebooks to incorporate planned assessments (August) ○ Administer Beacon, record data and set up first small group ○ Training teachers on translating data into skill-specific groupings (e.g., grouping by a phonics pattern, fraction concept, or comprehension strategy rather than broad "high/medium/low" labels) (Training #1 – “I do”-coach models) (beginning of September) ○ Begin inviting administration to bi-weekly data team meetings (by end of Sept.) ○ Begin collecting walkthrough data and tracking data notebooks ○ October-December: <ul style="list-style-type: none"> ○ Train teachers on translating data into skill-specific groupings (e.g., grouping by a phonics pattern, fraction concept, or comprehension strategy rather than broad "high/medium/low" labels) (Training #2-we do-coach 	<ul style="list-style-type: none"> ○ Common Formative and Summative Assessments ○ Amira (K Only) ○ Beacon ○ GA Milestones (3-5) ○ Walkthrough Data <p>Evaluation Plan: Students will be assessed:</p> <p>☒ ~Every 2 weeks-CFA</p> <p>☒ ~Monthly-CSA</p> <p>☐ Every other month</p> <p>☒ 3 times per year -Beacon</p> <p>☒ 1 time per year – GA Milestone</p> <p>Data Analysis Plan: Teacher CCCs: <i>Common Formative & Summative Assessments</i></p> <ul style="list-style-type: none"> • Analysis focus: Item analysis by standard, identify mastery vs. non-mastery groups, compare against pre-test if given • Action: Adjust small groups by skill; plan re-teach/extension lessons; update data tracker <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis focus: Compare Beacon levels and performance bands by standard/domain to classroom CFA data; identify trend alignment or discrepancies?? • Action: Validate or adjust current groupings; flag standards needing whole-group reteach vs. small group targeting <p><i>Milestone (4th and 5th grade teachers when data comes in for ELA)</i></p> <ul style="list-style-type: none"> • Analysis focus: Review achievement levels, and domain/strand performance for incoming students • Action: Identify bubble students by cut scores and create initial groupings for 		
--	---	---	--	--

	<p>facilitates) (beginning of Oct.) (Training #3 -Drop in based on teacher need with exemplars) (beginning of November)</p> <ul style="list-style-type: none"> ○ Support individual teachers who are not meeting the November performance target ○ Continue bi-weekly data team meetings ○ Continue walkthroughs ○ Teacher reflection on practice and feedback on needs (end of November) ○ Share performance target data and celebrate wins <p>○ January-February:</p> <ul style="list-style-type: none"> ○ Data notebook gallery walks with peer-to-peer feedback ○ Continue bi-weekly data team meetings ○ Differentiate support needed for teachers ○ Continue Walkthroughs <p>○ March-April:</p> <ul style="list-style-type: none"> ○ Continue bi-weekly data team meetings ○ Differentiate support needed for teachers ○ Continue Walkthroughs <p>○ May:</p> <ul style="list-style-type: none"> ○ Share performance target data and celebrate wins <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Walkthrough data for notebooks and small group rosters showing regrouping over time. • CCC data team meeting forms documenting data analysis and grouping decisions • Lesson plans showing small group instruction aligned to specific skills/standards and rosters showing regrouping over time 	<p>moving students from L1 to L2, L2 to L3 and L3-L4</p> <p>Admin & Coaches: <i>Common Formative & Summative Assessment</i></p> <ul style="list-style-type: none"> • Analysis focus: Attend grade level data team meetings focusing on item analysis and look for trends and effective practices • Action: identify targeted coaching support; adjust PD focus; celebrate/share effective practices <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide and grade-level trends by standard/domain; compare to prior Beacon and to CFA data for consistency (in the fall – compare fall 2025 to fall 2026) • Action: Inform school improvement plan adjustments; target coaching/PD by grade level or standard; communicate trends to staff <p><i>GA Milestones (3-5)</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide proficiency trends, subgroup performance, strand-level strengths/weaknesses across grades 3-5 • Action: share data school-wide, prioritize PD and resource allocation when ELA scores come in, write ELA goals <p><i>Walkthrough Data</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide implementation rates of skill-based small groups, data-informed planning, and flexible grouping; identify teachers/teams needing support vs. those modeling best practice • Action: Differentiate coaching support; adjust implementation timeline/targets; report progress to guiding coalition quarterly <p>Person(s) Collecting Evidence:</p>		
--	---	---	--	--

	<ul style="list-style-type: none"> Sign-in sheets and agendas from PD sessions on data use and small group instruction Coaching logs documenting feedback/support provided to teachers <p>Person(s) Monitoring Implementation:</p> <p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> Data team meetings: With summative cycles Coach/admin walkthroughs focused on small groups: Monthly Coaching follow-up/feedback cycles: Monthly/as needed Data Notebook review by administration: During walkthroughs and TKES eval observations and gallery walks Formal progress check on the implementation target (leadership team review): Quarterly (aligned to report card/grading periods) 	<p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>☒ CCC Leads</p>		
Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Writing instruction using the new curriculum and connected to text is not evident in lesson plans or done across the curriculum 			
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	<p>Implementation Performance Target:</p> <ul style="list-style-type: none"> By July 31: 100% of teachers attend meeting on writing expectations using wonders and lesson plan non-negotiables By Sept. 18th: 80% of teachers' lesson plans show evidence of the writing curriculum with text connections in ELA 	<p>Evaluation Performance Target:</p> <p>Kindergarten – 140 (77%) students (out of an estimated 180) will have an ARM score of On Track or Above on the EOY Amira test.</p> <p>First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 268 students (81%) to 276 students</p>		
Target Student Group				

☒ Gen Ed ☐ EL ☐ SWD	<ul style="list-style-type: none"> • By November 20th: 100% of teachers' lesson plans show evidence of the writing curriculum with text connections across at least two content areas, confirmed through learning walks 	<p>(84%) by the EOY Beacon Assessment. (data based on 329 total 1st and 2nd grade students and may need adjusting when the school year starts).</p>	
<p>Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</p>	<p>Implementation Plan:</p> <ul style="list-style-type: none"> • Preplanning: <ul style="list-style-type: none"> ○ Share expectations for lesson planning using template <i>with a focus on the writing connected to text section</i> • August-September: <ul style="list-style-type: none"> ○ Provide PD on the new writing curriculum's structure, units, and text-based writing tasks/resources in CCCs September 17th Wonders ○ Have instructional coaches facilitate planning a lesson that shows evidence of writing curriculum use connected to text • October-December: <ul style="list-style-type: none"> ○ CCCs collaboratively plan writing weekly with a focus on writing connected to text ○ Conduct writing-focused learning walks to observe text-based writing instruction in action across content areas (<i>embed this into existing walk form</i>) ○ Explore writing rubrics in Wonders (K-5) both vertically (one grade level above and below) and compare these rubrics to GA Milestone Writing Rubrics (Oct) ○ Teams will collaboratively score grade level writing 2x (Oct. and Dec.) ○ Metro Resa PD – Diving Deeper – Writing to Learn: Connecting Reading, Writing and Content (Oct. 13th – 1 person from each grade level) 	<p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> ○ Beacon ○ GA Milestones ☒ Common Summative Writing Assessments 	
<p>Teachers will plan and deliver writing instruction using the adopted writing curriculum, with writing tasks explicitly connected to text (e.g., reading passages, content-area texts, mentor texts) embedded across content areas (ELA, Science, Social Studies), as evidenced in weekly lesson plans for grades K-5.</p>		<p>Evaluation Plan: Students will be assessed:</p> <p>☐ Every 2 weeks ☒ ~Monthly-Common Summative Assessments ☐ ~Every other month ☒ 3 times per year-Beacon ☒ 1x GA Milestone</p> <p>Data Analysis Plan: Teacher CCCs <i>Common Summative Writing Assessments</i></p> <ul style="list-style-type: none"> • Analysis focus: identify trends by genre, skill, and text-connection quality (e.g., are students using evidence from the text effectively?) • Action: Identify reteach needs for specific writing skills/standards; adjust upcoming text selections and mini lessons; share strong student work samples as exemplars; plan small group writing instruction based on results <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis focus: Review writing/language strand performance; compare to Common Summative Writing Assessment results to check for alignment/discrepancies between local and interim data • Action: Validate or adjust writing instruction focus; flag standards needing additional emphasis in upcoming units; inform small group writing instruction <p><i>GA Milestones (3-5 when scores are released)</i></p> <ul style="list-style-type: none"> • Analysis focus: Review writing/ELA domain scores and achievement levels for 	

Commented [GM1]: @Danielle Hickerson
@Kevin O'Meara
does Wonders provide summative assessments for writing?
I wrote this into the plan but not sure what this looks like in Wonders or if teachers would need to create a summative writing assessment at the end of their units.

	<ul style="list-style-type: none"> ○ Teacher reflection on practice and feedback on needs (end of November) ○ Share performance target data and celebrate wins <ul style="list-style-type: none"> • January-February: <ul style="list-style-type: none"> ○ Meet vertically to collaboratively score grade level writing using wonders rubrics and discuss strengths and weaknesses in writing across grade levels. ○ Continue learning walks ○ Continue collaboratively planning writing • March-April: <ul style="list-style-type: none"> ○ Teams will collaboratively score writing 1 x (beginning of March) ○ Continue learning walks ○ Continue collaboratively planning writing • May: <ul style="list-style-type: none"> ○ Share performance target data and celebrate wins <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Weekly lesson plans showing the connected text, genre, and skill • Photos or student writing samples/work products tied to specific texts and writing standards including samples connected to text • Vertical and grade level collaborative scoring rubrics used in sessions. • Walkthrough data documenting text-based writing instruction in action • PD sign-in sheets and agendas for writing curriculum training <p>Person(s) Monitoring Implementation:</p> <ul style="list-style-type: none"> ☒ Principal ☒ Assistant Principals ☒ Academic Coaches 	<p>incoming students; identify trends in writing performance by grade level/cohort</p> <ul style="list-style-type: none"> • Action: Inform initial planning priorities for the year; identify students needing early writing intervention/extension <p>Admin & Coaches</p> <p><i>Common Summative Writing Assessments</i></p> <ul style="list-style-type: none"> • Analysis focus: Aggregate trends across grade levels/teams; identify teams or specific writing standards/genres showing the greatest need; verify lesson plans and instruction align with assessment results • Action: Target coaching support and PD by grade level or skill; share effective practices and trends in guiding coalition <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide and grade-level trends in writing/language performance; compare to summative writing data and prior Beacon results for consistency and growth • Action: Inform school improvement plan adjustments; target PD/coaching by grade band; communicate trends and priorities to guiding coalition <p><i>GA Milestones (3-5)</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide writing/ELA proficiency trends, subgroup performance, and growth; identify vertical trends (e.g., a writing skill consistently weak across grades 3-5) • Action: Set school-wide writing goals/targets; adjust PD and resource allocation (mentor texts, rubrics, training); inform vertical alignment work on the writing curriculum <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads 		
--	--	--	--	--

	<p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> • Weekly lesson plans: Reviewed monthly • CCC grade-level planning notes: Reviewed monthly • Coach/admin walkthroughs focused on small groups: Monthly (at least 2x per month per teacher) • PD sign-in sheets/agendas: Collected at time of each PD session; reviewed quarterly • Published student writing displays: Checked during monthly walkthroughs • Overall progress check on this action step: Quarterly review by the guiding coalition team, using compiled data from all artifacts above. 			
--	--	--	--	--

Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Teachers need opportunities to build capacity for understanding and implementing the new ELA Standards and the new ELA curriculum with integrity with all students including ELLs and SWDs Inconsistencies of high-quality instruction matching the rigor of the standards in all classrooms 		
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: <ul style="list-style-type: none"> By July 31st: 100% of teachers will complete initial refresh on ELA standards & frameworks, district expectations for required Wonders components, and purpose and expectations for clarity documents for the year By Sept. 25th: 80% of teachers' lesson plans show evidence of curriculum-provided materials/routines and success criteria aligned to the standard being taught By Nov. 20th: 100% of teachers' lesson plans and observed instruction show consistent use of the curriculum (pacing, routines, materials), clarity documents, and success criteria By March 5th: Clarity documents are fully drafted/refined for all K-5 ELA units, with evidence of ongoing use in planning and instruction 		
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 participate in ongoing, job-embedded professional development on the new ELA standards and curriculum (including unit structure, instructional routines, resources) and will implement the curriculum with integrity as evidenced in lesson plans, classroom instruction, and use of curriculum-provided materials and assessments for grades K-5.	Implementation Plan: <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> Provide initial refresh training on ELA standards & frameworks, district expectations for required components, and purpose and expectations for clarity documents (can be combined with lesson planning and writing expectation refresh) August-September: <ul style="list-style-type: none"> Metro Resa 2.0 Training "Practices" (Aug. 13) & "Text Domain" (Aug. 27th) 		
	Evaluation Performance Target: Kindergarten – 140 (77%) students (out of an estimated 180) will have an ARM score of On Track or Above on the EOY Amira test. First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 268 students (81%) to 276 students (84%) by the EOY Beacon Assessment. (data based on 329 total 1 st and 2 nd grade students and may need adjusting when the school year starts). Evaluation Tool(s): <ul style="list-style-type: none"> Common Formative and Summative Assessments Beacon GA Milestones (3-5) Walkthrough Data 		
	Evaluation Plan: Students will be assessed: ☒ ~Every 2 weeks-CFA ☒ ~Monthly-CSA ☐ Every other month ☒ 3 times per year -Beacon ☒ 1 time per year – GA Milestone Data Analysis Plan: Teacher CCCs <i>Common Formative Assessments</i> <ul style="list-style-type: none"> Analysis Focus: Identify patterns in student mastery of the standard and success criteria 		

	<ul style="list-style-type: none"> ○ Metro Rese 2.0 Redelivery by team (Practices-Aug. 17, Digital Lrng. Day & Sept. 3 on planning) ○ Provide PD on writing success criteria (Aug) ○ Continue development and refinement of clarity documents (standards unpacked into learning targets, success criteria, and vocabulary) through ongoing collaborative work in grade-level CCCs with coach/admin support ○ October-December: <ul style="list-style-type: none"> ○ Metro Resa 2.0 training “Foundations” (Oct. 7th) & Language Domaine (Nov. 12th) ○ Metro Resa Redelivery by team (Foundations-Oct. 12, Digital Lrng. Day & Language-Dec. 1, Digital Lrng. Day) ○ Provide grade-level planning time for the continued development and refinement of clarity documents (standards unpacked into learning targets, success criteria, and vocabulary) through ongoing collaborative work in grade level with coach/admin support (Q2-Oct, Q3-Dec.) ○ Conduct learning walks/observations focused on curriculum implementation ○ Assign instructional coaches to model lessons, co-teach, and provide in-class coaching on curriculum implementation as needed ○ Teacher reflection on practice and feedback on needs (end of November) ○ Share performance target data and celebrate wins ○ January-February: <ul style="list-style-type: none"> ○ Continue learning walks/observations focused on curriculum implementation, providing feedback aligned to the look-for guide ○ Implement teacher rounds for classroom walkthroughs 	<p>being taught; determine whether curriculum-aligned instruction and routines are producing intended learning</p> <ul style="list-style-type: none"> ● Action: Identify reteach needs and adjust upcoming lesson plans; refine success criteria in clarity documents as needed; plan small group instruction based on results; document next steps in CCC meeting minutes <p><i>Common Summative Assessments</i></p> <ul style="list-style-type: none"> ● Analysis Focus: Review student performance by standard and skill across the unit; compare results across classrooms to identify consistency in curriculum implementation and student outcomes ● Action: Adjust planning for upcoming units; identify standards needing additional emphasis or reteaching; refine clarity documents based on where students struggled; share strong student work as exemplars <p><i>Beacon (3x Per Year)</i></p> <ul style="list-style-type: none"> ● Analysis Focus: Review ELA strand performance and compare to CFA/CSA results to check for alignment or discrepancies between local and interim data ● Action: Validate or adjust instructional focus; flag standards needing additional emphasis in upcoming units; inform small group instruction planning; use results to inform grade level intervention block <p><i>GA Milestones (3-5 when scores are released)</i></p> <ul style="list-style-type: none"> ● Analysis Focus: Review ELA proficiency trends and achievement levels by grade level and identify patterns in performance on standards ● Action: Inform planning priorities for the current students in your classes; identify students needing early intervention or extension; use results to reflect on the effectiveness of curriculum implementation and adjust future plans and/or clarity documents as needed. 	
--	--	--	--

	<ul style="list-style-type: none"> ○ Continue instructional coach support to model lessons, co-teach, and provide in-class coaching on curriculum implementation ○ March-April: <ul style="list-style-type: none"> ○ Provide grade-level planning time for teachers to unpack upcoming units, standards, and instructional materials together and revise/refine clarity documents to include success criteria (Q4 March) ○ May: <ul style="list-style-type: none"> ○ Share performance target data and celebrate wins <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Clarity Documents • Weekly Lesson Plans aligned to the standard and success criteria • Walkthrough data • Sign In Sheets from PD • Teacher Reflection Survey Summary from November and May <p>Person(s) Monitoring Implementation:</p> <p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> • Weekly lesson plans: Reviewed monthly • Clarity Documents – Quarterly • CCC grade-level planning notes: Reviewed monthly • Coach/admin walkthrough data focused instruction aligned to standards and Wonders resource and district expectations -Monthly (at least 2x per month per teacher) • PD sign-in sheets/agendas: Collected at the time of each PD session and redelivery sessions – review quarterly • Teacher Reflection Survey – 2x annually after administration mid-year and May 	<p>Admin and Coaches</p> <p><i>Common Formative and Summative Assessments</i></p> <ul style="list-style-type: none"> • Analysis Focus: Review Common assessment results alongside walkthrough data to identify connections between instructional practice and student outcomes; determine whether curriculum routines, materials, and success criteria are being implemented with fidelity • Action: Adjust coaching focus and support by teacher or grade level based on data trends; use patterns to guide feedback conversations following walkthroughs <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis Focus: School-wide and grade-level ELA performance trends; compare to CSA data and prior Beacon results for consistency and growth • Action: Inform SIP adjustments and next steps; target PD and coaching by grade band; communicate trends and priorities to guiding coalition; adjust resource allocation as needed <p><i>GA Milestones (3-5)</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide ELA proficiency trends, subgroup performance, and growth; identify vertical trends (e.g., a content area consistently weak across grades 3-5) • Action: Set school-wide reading goals/targets; adjust PD and resource allocation <p>Person(s) Collecting Evidence:</p> <p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>☒ CCC Leads</p>	
--	---	--	--

	<ul style="list-style-type: none"> Overall progress check on this action step: Quarterly review by the guiding coalition team, using compiled data from all artifacts above. 		
--	--	--	--

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> ○ Preplanning: ○ August-September: ○ October-December: ○ January-February: ○ March-April: ○ May: 	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> ○ Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ 	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
(4) (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads 	

MATH DATA				
MATH Milestones Longitudinal Data	2022-2023 % of students scoring proficient & distinguished	2023-2024 % of students scoring proficient & distinguished	2024-2025 % of students scoring proficient & distinguished	2025-2026 % of students scoring proficient & distinguished
3 rd Grade	35%	32%	36%	38%
4 th Grade	41%	53%	50%	51%
5 th Grade	32%	37%	43%	39%

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 (March Administration)	19%	48%	33%	37%	46%	17%	30%	40%	30%	34%	41%	25%
1 st Grade	21%	46%	33%	18%	37%	44%	6%	41%	54%	21%	47%	32%
2 nd Grade	18%	51%	30%	29%	38%	33%	26%	37%	37%	12%	32%	56%
3 rd Grade	16%	81%	3%	14%	83%	3%	18%	81%	1%	27%	72%	2%
4 th Grade	35%	56%	9%	34%	59%	7%	36%	57%	7%	29%	65%	6%
5 th Grade	37%	56%	7%	50%	48%	2%	43%	49%	7%	58%	38%	3%

Third Grade 176 students

	Numerical Reasoning Domain Achievement	Numerical Reasoning: Place Value and Rounding Domain Achievement	Numerical Reasoning: Represent Fractions Domain Achievement	Patterning & Algebraic Reasoning Domain Achievement	Patterning & Algebraic Reasoning: Addition and Subtraction within 10,000 Domain Achievement	Patterning & Algebraic Reasoning: Multiplication and Division within 100 Domain Achievement	Measurement & Data Reasoning: Length, Volume, Mass, and Time Domain Achievement	Geometric & Spatial Reasoning Domain Achievement	Geometric & Spatial Reasoning: Attributes of Polygons Domain Achievement	Geometric & Spatial Reasoning: Area and Perimeter Domain Achievement
Below Target	53%-93	39%-68	39%-69	58%-102	43%-76	52%-92	49%-86	47%-83	42%-74	49%-87
App Target	20%-36	41%-73	32%-57	17%-30	39%-69	20%-36	31%-54	24%-42	29%-51	26%-46
Met Target	27%-47	20%-35	28%-50	25%-44	18%-31	27%-48	20%-36	29%-51	29%-51	24%-43

Fourth Grade 169

	Numerical Reasoning Domain Achievement	Numerical Reasoning: Compare and Round Numbers Domain Achievement	Numerical Reasoning: Addition and Subtraction of Whole Numbers Domain Achievement	Numerical Reasoning: Addition and Subtraction of Fractions Domain Achievement	Numerical Reasoning: Connection Between Decimals and Fractions Domain Achievement	Patterning & Algebraic Reasoning: Number and Shape Patterns Domain Achievement	Measurement & Data Reasoning: Time and Data Displays Domain Achievement	Geometric & Spatial Reasoning Domain Achievement	Geometric & Spatial Reasoning: Angle Measurement Domain Achievement	Geometric & Spatial Reasoning: Area, Perimeter, and Polygons Domain Achievement
Below Target	41%-69	35%-59	43%-72	36%-60	38%-65	29%-49	37%-63	36%-60	30%-51	32%-54
App Target	24%-40	31%-53	28%-48	40%-68	25%-42	30%-50	22%-38	31%-52	24%-41	31%-53
Met Target	36%-60	34%-57	29%-49	24%-41	37%-62	41%-70	40%-68	34%-57	46%-77	37%-62

Source	Strengths	Weaknesses
FY26 MATH Milestones (Data by grade & subgroup)	<p>For Grade Levels, ELs and SWD Grade Levels (all students):</p> <p>3rd Grade Data: -Place Value & Rounding stands out as a relative strength — it has the highest "approaching target" rate (41%) of any domain, suggesting a solid middle group that's close to proficiency. -Fractions and Numerical Reasoning also show more students in the approaching/met range combined (~60%), meaning fewer students are deeply behind there. -About a quarter of students are meeting targets across most domains, which gives a foundation to build from.</p> <p>4th Grade Data: -Angle Measurement is the standout bright spot — 46% of students met target, the highest proficiency rate across any domain in either grade. Nearly half the class is performing well here. -Number & Shape Patterns and Time & Data Displays both show strong "met target" rates (41% and 40%), meaning these are areas where instruction is working for a meaningful portion of students. -Overall, the "met target" average (36%) is much healthier than 3rd grade's (25%), and it actually ties the "below target" average — a notably more balanced picture.</p> <p>EL: 3rd Grade- Number Sense and Basic Operations (addition, subtraction, and early multiplication concepts), pure computation tasks, and visual representations 4th Grade- Basic computation and procedures, Place value understanding, and Ability to learn through visual/structured tasks 5th Grade- Multiplication and division, Basic numerical reasoning, computation, Algebraic reasoning (patterns),and Geometry</p>	<p>For Grade Levels, ELs and SWD Grade Levels (all students):</p> <p>3rd Grade Data: -Patterning & Algebraic Reasoning is the most urgent area — 58% of students are below target (102 out of 176), and only 17% are approaching. This is the largest below-target percentage by far. -Addition & Subtraction within 10,000 has the lowest "met target" rate (18%), meaning very few students are fully proficient despite this being a foundational skill. -Multiplication & Division within 100 mirrors this — 52% below target and only 20% approaching. -Across every single domain, students below target outnumber those who met target, often by a 2:1 margin or more. There's no domain where the grade is performing well overall.</p> <p>4th Grade Data: -Addition & Subtraction of Fractions is the most urgent gap — 36% below target but only 24% meeting it, with a high 40% approaching. That large middle group suggests students have a partial understanding but aren't consolidating it, which is common with fraction operations. -Addition & Subtraction of Whole Numbers has the highest below-target rate (43%) and the lowest met-target rate (29%). For a 4th grade foundational skill, this is a meaningful concern that could affect performance across other domains. -Decimals & Fractions Connection shows 38% below target with only 37% meeting — a nearly even split that reflects how difficult connecting these two concepts tends to be for students.</p> <p>EL: 3rd Grade- Problem Solving, Application of Multiplication and Division, Fractions, Measurement and Data 4th Grade- Fractions (highest priority), Problem solving & application, Measurement & data, Algebraic reasoning, Academic math language</p>

	<table><tr><th>Grade Level</th><th>Beginning</th><th>Developing</th><th>Proficient</th><th>Distinguished</th></tr><tr><td>Grade 3 39 Students</td><td>9 (23%)</td><td>20 (51%)</td><td>8 (21%)</td><td>2 (5%)</td></tr><tr><td>Grade 4 33 Students</td><td>7 (21%)</td><td>16 (48%)</td><td>9 (27%)</td><td>1 (3%)</td></tr><tr><td>Grade 5 22 Students</td><td>9 (41%)</td><td>11 (50%)</td><td>1 (5%)</td><td>1 (5%)</td></tr></table> <p>SWD:</p> <p>3rd Grade- Foundational number sense and Basic operations (addition/multiplication exposure)</p> <p>4th Grade- Basic computation, Place value foundations, and Success with structured tasks</p> <p>5th Grade- Foundational computational skills, Place value and decimals, and Geometry</p> <table><tr><th>Grade Level</th><th>Beginning</th><th>Developing</th><th>Proficient</th><th>Distinguished</th></tr><tr><td>Grade 3 20 Students</td><td>13 (65%)</td><td>5 (25%)</td><td>2 (10%)</td><td>0 (0%)</td></tr><tr><td>Grade 4 15 Students</td><td>7 (47%)</td><td>5 (33%)</td><td>2 (14%)</td><td>1 (7%)</td></tr><tr><td>Grade 5 20 Students</td><td>8 (40%)</td><td>7 (35%)</td><td>5 (25%)</td><td>0 (0%)</td></tr></table>	Grade Level	Beginning	Developing	Proficient	Distinguished	Grade 3 39 Students	9 (23%)	20 (51%)	8 (21%)	2 (5%)	Grade 4 33 Students	7 (21%)	16 (48%)	9 (27%)	1 (3%)	Grade 5 22 Students	9 (41%)	11 (50%)	1 (5%)	1 (5%)	Grade Level	Beginning	Developing	Proficient	Distinguished	Grade 3 20 Students	13 (65%)	5 (25%)	2 (10%)	0 (0%)	Grade 4 15 Students	7 (47%)	5 (33%)	2 (14%)	1 (7%)	Grade 5 20 Students	8 (40%)	7 (35%)	5 (25%)	0 (0%)	<p>5th Grade- Conceptual understanding, Problem-solving and application, Fractions, and Mathematical vocabulary</p> <p>SWD:</p> <p>3rd Grade- Multiplication/division fluency, Problem solving, Fractions readiness, Measurement & data, and Conceptual understanding, Large percentage (65%) scored in Beginning</p> <p>4th Grade- Fractions, Problem solving/application, Measurement & data, Algebraic reasoning, and Conceptual understanding</p> <p>5th Grade- Fractions, Algebraic reasoning, Measurement and Data</p>
Grade Level	Beginning	Developing	Proficient	Distinguished																																						
Grade 3 39 Students	9 (23%)	20 (51%)	8 (21%)	2 (5%)																																						
Grade 4 33 Students	7 (21%)	16 (48%)	9 (27%)	1 (3%)																																						
Grade 5 22 Students	9 (41%)	11 (50%)	1 (5%)	1 (5%)																																						
Grade Level	Beginning	Developing	Proficient	Distinguished																																						
Grade 3 20 Students	13 (65%)	5 (25%)	2 (10%)	0 (0%)																																						
Grade 4 15 Students	7 (47%)	5 (33%)	2 (14%)	1 (7%)																																						
Grade 5 20 Students	8 (40%)	7 (35%)	5 (25%)	0 (0%)																																						
Beacon Assessment – Math (Grade Level & Subgroups)	<p>Grade Levels (all students):</p> <p>2nd Grade- Geometry</p> <p>3rd Grade- Patterning and Algebraic Reasoning (high Near Target but low Prepared)</p>	<p>Grade Levels (all students):</p> <p>5th Grade- Geometry, Patterning and Algebraic Reasoning</p> <p>5th Grade highest percent Support Needed in school</p>																																								

	<p>3rd-5th Grades- Numerical Reasoning</p> <p>EL:</p> <p>K-2nd Grades- Low percentage of students in Support Needed 3rd Grade- High percentage of students in Near Target</p> <p>SWD:</p> <p>Kindergarten- Highest grade level percentage of students in Prepared (29%) 2nd Grade- 71% of students in Near Target (50%) and Prepared (21%)</p>	<p>EL:</p> <p>4th and 5th- High percentage of students in Support Needed</p> <p>SWD:</p> <p>3rd-5th Low percentage of Prepared 4th and 5th- High percentage of Support Needed</p>
<p>Check the system that contributes to the root cause:</p> <p>☒ Coherent Instruction</p> <p>☒ Professional Capacity</p> <p>☐ Effective Leadership</p> <p>☐ Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> ○ 3rd Grade: Nearly half the grade (averaging ~47%) is below target across all math strands on the GA Milestones. The data suggest whole-class instructional gaps rather than isolated struggles in one area, which points to the need to review core instructional approaches alongside targeted intervention. ○ There continue to be gaps in the consistent use of data to create flexible, differentiated groups to meet students where they are. ○ Teachers need support in planning using differentiated instructional resources and strategies. ○ 4th Grade: This data tells a noticeably more encouraging story. The below-target average dropped from 47% to 36%, and the met-target average jumped from 25% to 36%. Fourth grade shows genuine pockets of strength rather than uniform underperformance. The challenge areas are more concentrated and specific, which makes targeted intervention more tractable. 	
MATH Common Assessments	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <p>Kindergarten- Identify, sort, classify, analyze, and compare 2d and 3d shapes 1st- Fluency within 10, comparing numbers, place value, using strategies to add/subtract within 20 2nd- Counting forward and backward within 1,000, and comparing numbers within 1,000 3rd – Place value/decomposing and composing numbers and computation 4th- Patterning and Algebraic Reasoning, Equivalent Fractions, Fractions and Decimals, Angles and Angle Measurement 5th- Comparing and ordering decimals, Comparing and ordering fractions, Powers of ten to represent and reason with numbers</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <p>Kindergarten- Use count sequences within 100 to count forward and backward in sequence 1st- Counting backward from 120, writing numbers from 100-120, ordering numbers, time to the half hour, vocabulary, meaning of the equal sign 2nd – Problem solving using 2-digit addition and subtraction and fluently adding and subtracting within 100 3rd – Multi-step word problems, multiplication facts and inverse operations 4th- Place Value Reasoning, Multiplication and Division, Reasoning with Shapes</p>

	<p>EL: Kindergarten- Cardinality of number when counting 1st- Creating picture representations to assist with thinking numerically 2nd- Counting forward and back & comparing numbers w/l 1000; answering and gathering information using data 3rd – Geometry & Measurement 4th- Equivalent Fractions, Angles and Angle Measurement 5th- Use visual models and provided resources to independently solve mathematical problems</p> <p>SWD: Kindergarten- Composing and decomposing up to 10 1st- Add and subtract with 10 2nd - Counting forward and back & comparing numbers w/l 1000 3rd – Computations, visual representation of fractions and 1-step word problems. 4th- Patterning and Algebraic Reasoning and Equivalent Fractions 5th- Perform more successfully when information is presented in smaller chunks and show improved understanding when instructional routines are implemented with fidelity</p>	<p>5th- Rounding decimals, Generating and extending numerical patterns, adding and subtracting fractions, particularly with unlike denominators</p> <p>EL: Kindergarten- Use count sequences within 100 to count forward and backward in sequence 1st- math vocabulary 2nd – Word problems with 2digits numbers 3rd – Multi-Step Word Problems 4th- Place Value Reasoning, Patterning and Algebraic Reasoning, Multiplication and Division, Fractions and Decimals, Reasoning with Shapes 5th- Vocabulary impacting problem solving and comprehension</p> <p>SWD: Kindergarten- Count forward to 100 by tens and ones and backward from 20 by ones 1st- add and subtract within 20 2nd grade - Word problems with 2digits numbers 3rd-Mutli-step word problems and Multi digit regrouping 4th- Place Value Reasoning, Multiplication and Division, Fractions and Decimals, Reasoning with Shapes, Angles and Angle Measurement 5th- Need reinforcement of foundational computational skills, multi-step word problems</p>
<p>Check the system that contributes to the root cause:</p> <p>☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <ul style="list-style-type: none"> • Some teachers are still not planning and implementing effective small-group instruction to support students based on data. • Small groups are not truly flexible across the board b/c teachers struggle with keeping consistent formative data and anecdotal notes. • Teachers need opportunities to build capacity for understanding and implementing math standards with integrity. • Teachers are not consistent from classroom to classroom in using manipulatives to ensure conceptual understanding. 	

School Instructional Walks (Grade Level)	<p>During 100% of the walks that included small group instruction, the teacher was delivering targeted, differentiated instruction to a small group of students</p> <p>Even distribution of instructional strategies being used during the mini-lesson</p> <p>Station rotation, differentiated small group instruction, and practice of basic skills were the highest activities during the work session</p> <p>Customized digital content, manipulatives, and the CTLS digital library were the most frequently used instructional resources</p> <p>81% of the time the Learning Target was posted and/or referenced</p> <p>90% of the time Highly Effective Math Instructional Strategies were being used</p> <p>29% of the small group walks had the teacher delivering small group instruction without the use of hands-on materials</p> <p>Success criteria was not posted or referenced 50% of the time</p> <p>Constructing viable arguments and critiquing the reasoning of others were present in the lessons only 7% of the time</p>	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: <ul style="list-style-type: none"> • Too much time is spent in direct instruction mode (both whole group and small group) without allowing students time to talk to each other and collaborate about their learning. • Teachers are not consistent from classroom to classroom in using manipulatives to ensure conceptual understanding. • The walkthrough schedule was not completed with consistent fidelity to ensure a comprehensive picture of the instruction taking place. Therefore, we could not gather enough data to determine an effect size or need 	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

MATH - IMPROVEMENT PLAN			
GOAL #2: MATH		<p>Kindergarten, First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 425 students (84%) to 438 students (87%) by the EOY Beacon Assessment. (data based on 504 total Kindergarten, 1st and 2nd grade students and may need adjusting when the school year starts).</p> <p>Third, Fourth, and Fifth Grade- The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (216 students) to 44% (231 students), as measured by the 2026 – 2027 Milestones. (data based on 525 total of 3rd, 4th, and 5th grade students tested).</p>	
Root Cause(s) to be Addressed:		Teachers need continued support using data to plan and implement effective, differentiated small group instruction with fidelity	
Funding Source(s) SWP Checklist 5.e		☒ Title I Funds ☒ Local School Funds ☐ Other: No funds needed	
Components		Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26
Who? One Action (Verb) What? Frequency		Kindergarten, First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 425 students (84%) to 438 students (87%) by the EOY Beacon Assessment. (data based on 504 total Kindergarten, 1 st and 2 nd grade students and may need adjusting when the school year starts).	
Target Student Group		Third, Fourth, and Fifth Grade- The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (216 students) to 44% (231 students), as measured by the 2026 – 2027 Milestones. (data based on 525 total of 3 rd , 4 th , and 5 th grade students tested).	
☒ Gen Ed ☒ EL ☒ SWD		Implementation Performance Target: <ul style="list-style-type: none"> By August 21st: 100% of teachers have established a data notebook and recorded baseline data for Math based on Beacon By Sept. 18th: 80% of teachers demonstrate at least one documented small group adjustment based on skill/standard-level data By Nov. 20th: 100% of teachers show consistent (2–3-week cycle) data-informed regrouping for Math, verified through coach/admin walkthroughs and data notebook documentation 	
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)		Implementation Plan: <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> Review and introduce any new guidelines for data notebooks and tracking (CTLS results (CFS/CSA, anecdotal notes, exit tickets, skills checklists) Review data-team meeting expectations (bi-weekly meetings, recording form, roles and responsibilities and where documents are saved in TEAMS) 	
Teachers will use data to form and regroup students based on skills and standards at least every 2-3 weeks utilizing data analysis from classroom assessments (formative checks, exit tickets, common		Evaluation Tool(s): <ul style="list-style-type: none"> Common Formative and Summative Assessments Beacon GA Milestones (3-5) Walkthrough Data Evaluation Plan: Students will be assessed:	

<p>formative and unit assessments) as evidenced by notebooks, and lesson plans showing small groups and regrouping over time.</p>	<ul style="list-style-type: none"> ○ August-September: <ul style="list-style-type: none"> ○ Review Q1 Assessment Plan and choose what assessments will be part of the bi-weekly data protocol by highlighting them on the assessment plan (August) ○ Set up data notebooks to incorporate planned assessments (August) ○ Administer Beacon, record data and set up first small group ○ Training teachers on translating data into skill-specific groupings (e.g., grouping by a phonics pattern, fraction concept, or comprehension strategy rather than broad "high/medium/low" labels) (Training #1 – "I do"-coach models) (beginning of September) ○ Begin inviting administration to bi-weekly data team meetings (by the end of Sept.) ○ Begin collecting walkthrough data tracking data notebooks ○ October-December: <ul style="list-style-type: none"> ○ Train teachers on translating data into skill-specific groupings (e.g., grouping by a standard, fraction concept, or fluency strategy rather than broad "high/medium/low" labels) (Training #2- we do-coach facilitates) (beginning of Oct.) (Training #3 Drop in based on teacher need with exemplars) (beginning of November) ○ Support individual teachers who are not meeting November performance target ○ Continue bi-weekly data team meetings ○ Continue walkthroughs ○ Share performance target data and celebrate wins ○ January-February: <ul style="list-style-type: none"> ○ Data notebook gallery walks with peer-to-peer feedback ○ Continue bi-weekly data team meetings ○ Differentiate support needed for teachers 	<ul style="list-style-type: none"> ☒ ~Every 2 weeks-CFA ☐ ~Monthly-CSA ☐ Every other month ☒ 3 times per year -Beacon ☒ 1 time per year – GA Milestone <p>Data Analysis Plan:</p> <p>Teacher CCCs:</p> <p><i>Common Formative & Summative Assessments</i></p> <ul style="list-style-type: none"> • Analysis focus: Item analysis by standard, identify mastery vs. non-mastery groups, compare against pre-test if given • Action: Adjust small groups by skill; plan re-teach/extension lessons; update data tracker <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis focus: Compare Beacon levels and performance bands by standard/domain to classroom CFA data; identify trend alignment or discrepancies ?? • Action: Validate or adjust current groupings; flag standards needing whole-group reteach vs. small group targeting <p><i>Milestone (4th and 5th grade teachers)</i></p> <ul style="list-style-type: none"> • Analysis focus: Review achievement levels, and domain/strand performance for incoming students • Action: Identify bubble students by cut scores and create initial groupings for moving students from L1 to L2, L2 to L3 and L3-L4 <p>Admin & Coaches:</p> <p><i>Common Formative & Summative Assessment</i></p> <ul style="list-style-type: none"> • Analysis focus: Attend grade level data team meetings focusing on item analysis and look for trends and effective practices • Action: identify targeted coaching support; adjust PD focus; celebrate/share effective practices <p><i>Beacon</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide and grade-level trends by standard/domain; compare to prior 	
---	---	--	--

	<ul style="list-style-type: none"> ○ Continue Walkthroughs <p>○ March-April:</p> <ul style="list-style-type: none"> ○ Continue bi-weekly data team meetings ○ Differentiate support needed for teachers ○ Continue Walkthroughs <p>○ May:</p> <ul style="list-style-type: none"> ○ Share performance target data and celebrate wins <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Walkthrough data for notebooks and small group rosters showing regrouping over time. • CCC data team meeting forms documenting data analysis and grouping decisions • Lesson plans showing small group instruction aligned to specific skills/standards and rosters showing regrouping over time • Sign-in sheets and agendas from PD sessions on data use and small group instruction • Coaching logs documenting feedback/support provided to teachers <p>Person(s) Monitoring Implementation:</p> <p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> • Data team meetings: Bi-weekly (every 2 weeks) • Coach/admin walkthroughs focused on small groups: Monthly (at least 2x per month per teacher) • Coaching follow-up/feedback cycles: Monthly • Data Notebook review by administration: During walkthroughs and TKES eval observations <p>Formal progress check on the implementation target (leadership team review): Quarterly (aligned to report card/grading periods)</p>	<p>Beacon and to CFA data for consistency (in the fall – compare fall 2025 to fall 2026)</p> <ul style="list-style-type: none"> • Action: Inform school improvement plan adjustments; target coaching/PD by grade level or standard; communicate trends to staff <p><i>GA Milestones (3-5)</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide proficiency trends, subgroup performance, strand-level strengths/weaknesses across grades 3-5 • Action: share data schoolwide, prioritize PD and resource allocation when Math scores come in, adjust goals if needed. <p><i>Walkthrough Data</i></p> <ul style="list-style-type: none"> • Analysis focus: School-wide implementation rates of skill-based small groups, data-informed planning, and flexible grouping; identify teachers/teams needing support vs. those modeling best practice • Action: Differentiate coaching support; adjust implementation timeline/targets; report progress to guiding coalition quarterly <p>Person(s) Collecting Evidence:</p> <p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>☒ CCC Leads</p>	
--	---	--	--

Root Cause(s) to be Addressed:	<ul style="list-style-type: none"> Teachers need opportunities to build capacity for understanding and implementing math standards with integrity. Teachers are not consistent from classroom to classroom in using manipulatives to ensure conceptual understanding. 		
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: <ul style="list-style-type: none"> By July 31st: 100% of teachers will complete an initial refresh on math standards and frameworks, district expectations for required curriculum components, and the purpose and expectations for the concrete-representational-abstract (CRA) progression, including purposeful manipulative use By September 25th: 80% of teachers' lesson plans and observed instruction show evidence of intentional manipulative use and/or concrete or representational tasks aligned to the standard being taught, with clear success criteria By November 20th: 100% of teachers' lesson plans and observed instruction show consistent use of the CRA progression, including purposeful manipulative use, with tasks and success criteria aligned to the grade-level standard By March 5th: Clarity documents are fully drafted/refined for all K-5 Math units, with evidence of ongoing use in planning and instruction 		
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 participate in ongoing, job-embedded professional development on the math standards and curriculum, and will implement instruction with integrity, including consistent, purposeful use of manipulatives to build conceptual understanding before moving to abstract representations—as evidenced in lesson plans and classroom instruction for grades K-5.	Implementation Plan: Notes <ul style="list-style-type: none"> Provide grade-level/vertical planning time for teachers to unpack upcoming units, standards, and identify which manipulatives support each concept Preplanning:	Evaluation Performance Target: Kindergarten, First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 425 students (84%) to 438 students (87%) by the EOY Beacon Assessment. (data based on 504 total Kindergarten, 1 st and 2 nd grade students and may need adjusting when the school year starts). Third, Fourth, and Fifth Grade- The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (216 students) to 44% (231 students), as measured by the 2026 – 2027 Milestones. (data based on 525 total 3 rd , 4 th , and 5 th grade students tested). Evaluation Tool(s): <ul style="list-style-type: none"> Common Formative and Summative Assessments Beacon GA Milestones (3-5) Walkthrough Data Evaluation Plan: Students will be assessed: ☒ ~Every 2 weeks-CFA ☒ ~Monthly-CSA ☐ Every other month ☒ 3 times per year -Beacon ☒ 1 time per year – GA Milestone Data Analysis Plan: Teacher CCCs <i>Common Formative Assessments</i> <ul style="list-style-type: none"> Analysis Focus: Identify patterns in student mastery of the standard and success criteria 	

	<ul style="list-style-type: none"> Provide initial PD sessions introducing the math standards, curriculum framework, unit progressions, and the Concrete-Representational-Abstract (CRA) instructional sequence. Review Resources from Metro Resa Trainings held last year. <p>August-September:</p> <ul style="list-style-type: none"> Provide PD on writing success criteria (Aug) Continue development and refinement of clarity documents (standards unpacked into learning targets, success criteria, and vocabulary and which manipulatives support each concept) through ongoing collaborative work in grade-level CCCs with coach/admin support Metro Resa Training and Redelivery? TBD <p>October-December:</p> <ul style="list-style-type: none"> Provide grade-level planning time for the continued development and refinement of clarity documents (standards unpacked into learning targets, success criteria, and vocabulary, and which manipulatives support each concept) through ongoing collaborative work in grade level with coach/admin support (Q2-Oct, Q3-Dec.) CCCs collaborative planning focused on effective use of the math district provided resources Conduct learning walks/observations focused on math instruction, manipulative use, and conceptual understanding Assign instructional coaches to model lessons, co-teach, and provide in-class coaching on curriculum implementation as needed Teacher reflection on practice and feedback on needs (end of November) Share performance target data and celebrate wins Metro Resa Training and Redelivery? TBD <p>January-February:</p>	<p>being taught; determine whether curriculum-aligned instruction and routines are producing intended learning</p> <ul style="list-style-type: none"> Action: Identify reteach needs and adjust upcoming lesson plans; refine success criteria in clarity documents as needed; plan small group instruction based on results; document next steps in CCC meeting minutes <p><i>Common Summative Assessments</i></p> <ul style="list-style-type: none"> Analysis Focus: Review student performance by standard and skill across the unit; compare results across classrooms to identify consistency in curriculum implementation and student outcomes Action: Adjust planning for upcoming units; identify standards needing additional emphasis or reteaching; refine clarity documents based on where students struggled; share strong student work as exemplars <p><i>Beacon (3x Per Year)</i></p> <ul style="list-style-type: none"> Analysis Focus: Review Math strand performance and compare to CFA/CSA results to check for alignment or discrepancies between local and interim data Action: Validate or adjust instructional focus; flag standards needing additional emphasis in upcoming units; inform small group instruction planning; use results to inform grade level intervention block <p><i>GA Milestones</i></p> <ul style="list-style-type: none"> Analysis Focus: Review Math proficiency trends and achievement levels by grade level and identify patterns in performance on standards Action: Inform planning priorities for the current students in your classes; identify students needing early intervention or extension <p>Admin and Coaches</p> <p><i>Common Formative and Summative Assessments</i></p> <ul style="list-style-type: none"> Analysis Focus: Review Common assessment results alongside walkthrough data to identify 	
--	--	---	--

	<ul style="list-style-type: none"> Continue learning walks/observations focused on curriculum implementation, providing feedback aligned to the look-for guide Implement teacher rounds for classroom walkthroughs Continue instructional coach support to model lessons, co-teach, and provide in-class coaching on curriculum implementation CCCs collaborative planning focused on effective use of the math district provided resources Continue development and refinement of clarity documents (standards unpacked into learning targets, success criteria, and vocabulary, and which manipulatives support each concept) through ongoing collaborative work in grade-level CCCs with coach/admin support <p>March-April</p> <ul style="list-style-type: none"> Provide grade-level planning time for teachers to unpack upcoming units, standards, and instructional materials together and revise/refine clarity documents to include success criteria (Q4 March) Continue instructional coach support to model lessons, co-teach, and provide in-class coaching on curriculum implementation CCCs collaborative planning focused on effective use of the math district provided resources Continue development and refinement of clarity documents (standards unpacked into learning targets, success criteria, and vocabulary, and which manipulatives support each concept) through ongoing collaborative work in grade-level CCCs with coach/admin support <p>May:</p>	<p>connections between instructional practice and student outcomes; determine whether curriculum routines, materials, and success criteria are being implemented with fidelity</p> <ul style="list-style-type: none"> Action: Adjust coaching focus and support by teacher or grade level based on data trends; use patterns to guide feedback conversations following walkthroughs <p><i>Beacon</i></p> <ul style="list-style-type: none"> Analysis Focus: School-wide and grade-level Math performance trends; compare to CSA data and prior Beacon results for consistency and growth Action: Inform SIP adjustments and next steps; target PD and coaching by grade band; communicate trends and priorities to guiding coalition; adjust resource allocation as needed <p><i>GA Milestones (3-5)</i></p> <ul style="list-style-type: none"> Analysis focus: School-wide Math proficiency trends, subgroup performance, and growth; identify vertical trends (e.g., a content area consistently weak across grades 3-5) Action: Identify bubble students by cut scores and create initial groupings for moving students from L1 to L2, L2 to L3 and L3-L4 <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads 	
--	--	--	--

	<ul style="list-style-type: none"> ○ Share performance target data and celebrate wins <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Clarity Documents • Weekly Lesson Plans aligned to the standard and success criteria • Coach/admin walkthrough data • Professional Development Attendance & Redelivery Attendance Sign-In Sheets • Teacher Reflection Survey Summary from November and May <p>Person(s) Monitoring Implementation:</p> <p>☒ Principal</p> <p>☒ Assistant Principals</p> <p>☒ Academic Coaches</p> <p>Frequency of Monitoring:</p> <ul style="list-style-type: none"> • Weekly lesson plans: Reviewed monthly • Clarity Documents – Quarterly • CCC grade-level planning notes: Reviewed monthly • Coach/admin walkthrough data focused instruction aligned to standards and district resource and manipulative use -Monthly (at least 2x per month per teacher) • PD sign-in sheets/agendas: Collected at the time of each PD session and redelivery sessions – review quarterly • Teacher Reflection Survey – 2x annually after administration mid-year and May 		
--	--	--	--

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> ○ Preplanning: ○ August-September: ○ October-December: ○ January-February: ○ March-April: ○ May: 	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> ○ Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ 	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads 	

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☒ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> Preplanning: August-September: October-December: January-February: March-April: May: 	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ 	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
4. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads 	

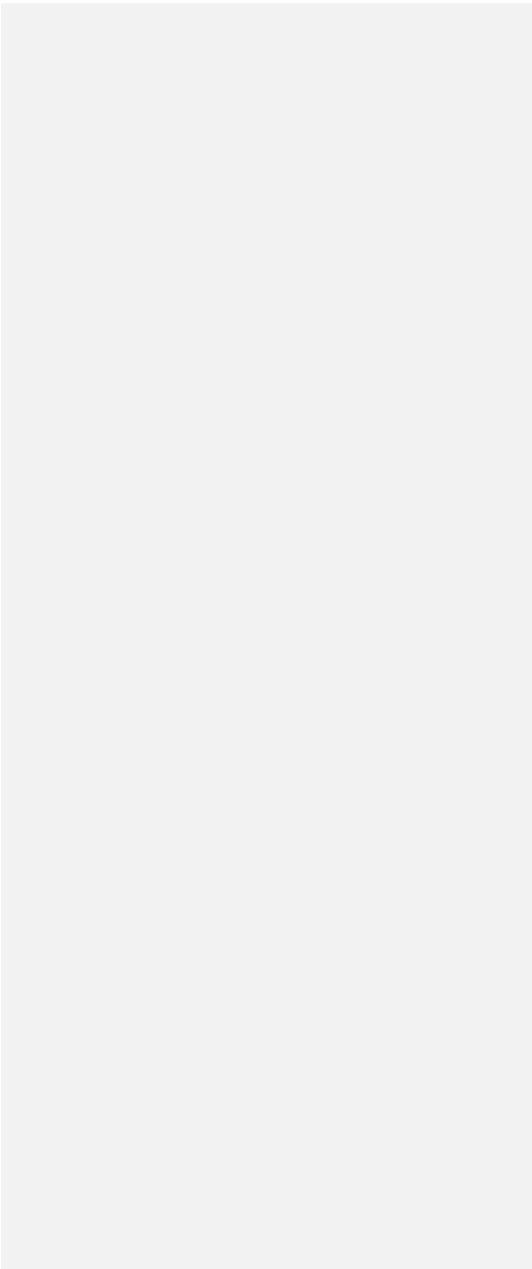
OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
(Name of Assessment) (Data by grade & subgroup)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level 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)		

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:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN			
GOAL #3: OTHER			
Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> ○ Preplanning: ○ August-September: ○ October-December: ○ January-February: ○ March-April: ○ May: 	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> ○ Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ 	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads 	

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> ○ Preplanning: ○ August-September: ○ October-December: ○ January-February: ○ March-April: ○ May: 	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> ○ Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ 	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. (Insert action step here)	Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads 	

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: <ul style="list-style-type: none"> ○ Preplanning: ○ August-September: ○ October-December: ○ January-February: ○ March-April: ○ May: Artifacts to be Collected: Person(s) Monitoring Implementation: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): <ul style="list-style-type: none"> ○ Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Person(s) Collecting Evidence: <ul style="list-style-type: none"> ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads 	
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
3. (Insert action step here)			



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 25 th August 27 th	August 25 th and 27 th	☒ 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 13-16 th	10/23/2026	☐ 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 participating in discussions about the family engagement funds.	March/April – Date TBD		☐ 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 2 nd	9/2/2026	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	January 22 nd		
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: <ul style="list-style-type: none"> Kindergarten Camp – Parent Orientations held during first day Prospective K Parent Meetings – K teacher presentation/Admin and Important Staff Introduced/Preview of Events/Programs and short tour Middle School Visits 	Kinder Camp July 5-8 July 12-15 Kinder Tours (3) November 13th January 29th March 26th Middle School Visit Spring - TBD	Kinder Camp	☐ 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: Compacting Policy All Flyers and Announcements for Events		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

<u>Academic-Related</u> School-Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
Academic-Related and School-Developed Family Engagement Activities (*Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Magical Morning of Math – Parents learn a grade-level math standard and success criteria, learn a math game with manipulatives, and play it with their child. All families will take home a game to continue supporting their child at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Math and literacy games, baggies, copies, manipulatives, and refreshments	Local Funding Source	10/21 and 10/23	Attendance will be monitored using a sign-in sheet (artifact), and a parent survey will be administered to collect data on the effectiveness and gather feedback on what parents would like to see more of.	Academic Coach Parent Facilitator Teachers
EOG Night –3rd-5th Grade Parents are Invited to Attend an Interactive Informational Night About the Georgia Milestone Assessment. Fifth-grade teachers and coaches will share information about the test, provide tips for helping their children be ready for the test, and be given time to experience the online testing platform with their students.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Computers, GaDOE Website (Resources for parents), PPT for presentation, sample of a score report, Handout – Parent Guide to Interpreting the GA Milestone student report, snacks	Local	January 14th	Attendance will be monitored using a sign-in sheet (artifact), and a parent survey will be administered to collect data on the effectiveness and gather feedback on what parents would like to see more of.	Coaches and APs
	☐ 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.
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 – <i>Section 1114(2)(B) (i-iv)</i>
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)

<p>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)</p>
<p>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)</p>
<p>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)</p>
<p>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 School Improvement Plan for Clay-Harmony Leland Elementary School was developed in conjunction with other Federal service such as the federally funded nutrition program, State services such as the Early Intervention Program (EIP), and district funding that supports classroom instruction. Our school also utilizes the Early Literacy Framework in grades K-2, utilizes Imagine Learning and, Ellevation and iReady. One teacher completed their gifted endorsement this year. One teacher completed their LETRS training (9 total) and support students using their learning. Our SIP is based on the needs of our students and fosters parent and community involvement.</p>
<p>ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)</p>

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:

Clay-Harmony Leland regularly monitors the implementation and results of the plan by reviewing the artifacts and evidence consistently in team meetings and Guiding Coalition Meetings. The school monitors the results of the following assessments: Amira, Beacon, iReady, common formative and summative assessments quarterly. In addition the school monitors walk through data to determine how instructional strategies are being implemented in the classroom. Milestones results are reviewed annually and used to identify specific students who are on the bubble of the next performance band.

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:

Clay-Harmony Leland determines if the schoolwide program has been effective by reviewing the assessment data and tracking student growth. Each teacher keeps a data notebook and monitors local, district and state assessment data for their classroom. Teams also collaborate to monitor grade level data and plans intervention and extension blocks based on results. CHL has a robust Tier 2 protocol in place where teachers meet to collaborate on strategies to support students both behaviorally and academically. Students on Tier 2 and Tier 3 are monitored for growth on goals while teachers administer interventions with fidelity.

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:

The schoolwide plan will be revised, as necessary, through an ongoing cycle of regular monitoring designed to ensure continuous improvement for students in the schoolwide program. Throughout the school year, artifacts related to plan implementation will be collected and monitored, and data analysis will be tracked to assess progress toward established action steps and goals. This progress will be reviewed regularly during building leadership meetings as well as admin and coach meetings, providing consistent checkpoints for reflection and adjustment.

As data is collected and analyzed from local, state, and district assessments, along with teacher feedback surveys, the building leadership team will use these findings to identify trends, strengths, and areas of unforeseen need. Based on this ongoing analysis, the schoolwide plan will be adjusted accordingly, with

input from the building leadership team guiding revisions to strategies, action steps, and goals. **This continuous feedback loop ensures that the plan remains responsive, data-driven, and aligned with student needs throughout the year.**

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:

Our school implements a schoolwide tiered model to prevent and address problem behavior, coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA). Students not making adequate progress with Tier 1 instruction are considered for Tier 2 (T2) interventions. Grade-level T2 meetings are held monthly, facilitated by grade-level RTI leads with administrators and coaches participating, to review progress, adjust goals or strategies, and determine tier movement. If adequate progress is still not made, the student may be referred for an evaluation to determine eligibility for special education services, ensuring coordination between early intervening services and IDEA processes. Tier progress is fluid, allowing students to receive whatever level of support they need at any point in the year.

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:

Our school provides ongoing professional development and support for teachers, paraprofessionals, and other school personnel to improve instruction, strengthen the use of data from academic assessments, and recruit and retain effective teachers in high-need subjects.

Teachers participate in periodic professional development sessions in ELA and math, conducted by instructional coaches or district-level coaches, with a focus on improving instructional practices and the effective use of assessment data to drive instruction. Teachers also participate in district-provided training at least twice annually, ensuring alignment with district initiatives and continued growth in core content areas.

Paraprofessionals participate in a year-long professional development course planned and implemented to build instructional capacity. This course is designed to enhance paraprofessionals' ability to support instruction in the classroom by increasing their professional knowledge of research-based instructional strategies and behavior interventions.

To support the recruitment and retention of effective teachers, our school offers a mentoring program for teachers new to CHL, providing tiered support based on individual experience and need. This program helps new teachers acclimate to the building, develop effective instructional practices, and build the confidence and skills needed for long-term success, supporting both teacher retention and improved student outcomes.

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:

A kindergarten camp is offered to all rising K students living in our attendance zone and registered for kindergarten. Fifth grade students visit Betty Gray Middle School and Lindley Middle School and participate in an information session provided by school counselors and administration. Parents of fifth graders are also invited to the middle schools for an information session. Quarterly Chat and Chews are offered by the principal to share and highlight events happening at the school and ways for parents to support their students and get involved.

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:

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 <small>SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)</small>			
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Classroom Teacher(s)	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	<ul style="list-style-type: none"> Classroom teachers funded through the Title I budget support the school improvement plan by reducing class sizes, which allows for more individualized instruction and increased teacher attention to student needs. Smaller class sizes enable teachers to more effectively differentiate instruction, provide targeted support to students struggling to meet grade-level expectations, and implement Tier 1 instructional strategies with greater fidelity. By reducing the student-to-teacher ratio, these positions directly support the goals outlined in the schoolwide plan, including improving academic achievement, closing achievement gaps, and ensuring students receive timely, high-quality instruction. Smaller class sizes also allow teachers to more easily collect and respond to formative data, identify students who may need Tier 2 interventions, and collaborate with instructional coaches and RTI teams as part of the schoolwide tiered model. Ultimately, these Title I-funded class size reduction teachers contribute to continuous improvement efforts by strengthening core instruction, supporting data-driven decision making, and helping ensure all students have access to effective, personalized teaching that aligns with the school's overall improvement goals.
Academic Coach(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	<ul style="list-style-type: none"> The academic coach funded through Title I supports the school improvement plan by monitoring and analyzing data to track student progress and identify trends that inform instructional decisions and intervention needs. This ongoing data analysis helps ensure that goals and action steps within the schoolwide plan remain responsive to student performance throughout the year. The coach also collects artifacts that document implementation of the schoolwide plan, providing evidence of progress and supporting accountability during building leadership and admin meetings. In addition,

			<p>the coach works directly with classroom teachers to support planning and instruction, helping ensure that research-based strategies are implemented with fidelity and that instruction is aligned to student needs identified through data.</p> <ul style="list-style-type: none"> Through this combination of data monitoring, artifact collection, and instructional support, the academic coach plays a central role in strengthening Tier 1 instruction, supporting continuous improvement, and helping the school meet the goals outlined in the schoolwide improvement plan.
Parent Facilitator(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	<ul style="list-style-type: none"> 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.
Instructional Paraprofessional(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	<p>Kindergarten – 140 (77%) students (out of an estimated 180) will have an ARM score of On Track or Above on the EOY Amira test.</p> <p>First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 268 students (81%) to 276 students (84%) by the EOY Beacon Assessment. (data based on 329 total 1st and 2nd grade students and may need adjusting when the school year starts).</p> <p>Third -Fifth– During the 26 - 27 school year, the percentage of 3rd-5th grade students scoring Proficient and Distinguished on the Georgia Milestones ELA Assessment will increase by at least 3% from the 2025–2026 baseline to the Spring 2027.</p>
Goal #2	<p>Kindergarten, First and Second Grade – The percentage of students scoring Near Target or Proficient will increase from 425 students (84%) to 438 students (87%) by the EOY Beacon Assessment. (data based on 504 total Kindergarten, 1st and 2nd grade students and may need adjusting when the school year starts).</p> <p>Third, Fourth, and Fifth Grade- The percentage of students in grades 3-5 scoring on or above grade level in math will increase from 41% (216 students) to 44% (231 students), as measured by the 2026 – 2027 Milestones. (data based on 525 total of 3rd, 4th, and 5th grade students tested).</p>
Goal #3	
Goal #4	