School Improvement Plan

Title I, Part A



School Year:	**2026 - 2027**
School Name:	**Middle School**
Principal Name:	**Dr. Ashley Hosey**
Date Submitted:	**6/1/2026**
Revision Date(s):	

District Name	Cobb County School District
School Name	
Team Lead	
Position	
Email	
Phone	

	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:

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 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 Coach	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:			

Position/Role	Printed Name	Signature

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	Students on each grade level scoring proficient or distinguished on the EOG ELA Assessment will increase by 3%-5**%** from the May 2025 EOG ELA Assessment to May 2026 EOG ELA Assessment. • 6th Grade students scoring proficient or distinguished will increase from 27.6**%** on May 2025 EOG ELA (English Language Arts) Assessment to 32.6**%** on the May 2026 EOG ELA Assessment. • 7th Grade students scoring proficient or distinguished will increase from 35.9**%** on May 2025 EOG ELA (English Language Arts) Assessment to 40.9**%** on the May 2026 EOG ELA Assessment. • 8th Grade students scoring proficient or distinguished will increase from 38.2**%** on May 2025 EOG ELA (English Language Arts) Assessment to **43.2%** on the May 2026 EOG ELA Assessment.
Was the goal met? ☐ **YES** ☐ **NO** ☐ **Partially**	

What data supports the outcome of the goal?	EOG – ELA Milestone Data
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Data won't be available until next school year.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal?	Data won't be available until next school year.

Previous Year's Goal #2	Students on each grade level scoring proficient or distinguished on the Math EOG Assessment will increase 3-5% from the May 2025 EOG Math Assessment to May 2026 EOG Math Assessment. • 6th Grade students scoring proficient or distinguished will increase from **17.7%** on May 2025 Math EOG Assessment to **22.7%** on May 2026 Math EOG Assessment. • 7th Grade students scoring proficient or distinguished will increase from **26.5%** on May 2025 Math EOG Assessment to **30.5%** on May 2026 Math EOG Assessment. • 8th Grade students scoring proficient or distinguished will increase from **47.2%** on May 2025 Math EOG Assessment to **51.2%** on May 2026 Math Assessment.
Was the goal met? ☐ **YES** ☒ **NO** ☒ **Partially**	

<table>
<tr><td>What data supports the outcome of the goal?</td><td>
<table>
<tr><th>EOG Scores</th><th>2025</th><th>2026</th></tr>
<tr><td>6G Math</td><td>17.8%</td><td>23%</td></tr>
<tr><td>7G Math</td><td>26.5%</td><td>24.5%</td></tr>
<tr><td>8G Math</td><td>47.1%</td><td>30.5%</td></tr>
</table>
</td></tr>
<tr><td colspan="2">Reflecting on Outcomes</td></tr>
<tr><td>If the goal was not met, what actionable strategies could be implemented to address the area of need?</td><td>7th and 8th Grade Math students did not achieve their goal. They did not outperform the 7th and 8th graders from last year.
Strengthen Vertical Alignment Across Grades 6–8
Instruction and assessments may align to the depth of knowledge and rigor expected on the Georgia Milestones assessment; therefore ensure assessments match the rigor of Georgia Milestones.
Implement differentiate support during Tier 1 instruction.</td></tr>
<tr><td>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal?</td><td>6th Grade math students met their goal. The current 6th graders outperformed the 6th grades from last year by 5.2%
There was intentional focus on targeted remediation during the targeted intervention block
Overall, on the Beacon assessment a large percentage of students are performing in the Near Target range across multiple domains, indicating that many students are close to proficiency and could reach mastery with targeted instruction and intervention.</td></tr>
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA			
ELA Milestones Longitudinal Data	**FY23** % of students scoring proficient & distinguished	**FY24** % of students scoring proficient & distinguished	**FY25** % of students scoring proficient & distinguished
6th Grade	35.2%	32.1%	27.6%
7th Grade	28.9%	36.2%	35.9%
8th Grade	30.5%	32.3%	38.2%

Beacon ELA Data – Spring Administration	**Interpreting Texts**												**Constructing Texts**								
	Texts: Context; Structure & Style			**Texts: Techniques**			**Language: Vocabulary**			**Listening**			**Texts: Context; Structure & Style; Techniques**			**Texts: Research & Analysis**			**Language: Grammar Conventions**		
	SN	**NT**	**P**	**SN**	**NT**	**P**	**SN**	**NT**	**P**	**SN**	**NT**	**P**	**SN**	**NT**	**P**	**SN**	**NT**	**P**	**SN**	**NT**	**P**
6th Grade	29	52	19	31	45	23	33	47	21	40	47	13	28	53	19	27	53	20	40	47	13
7th Grade	22	48	30	21	48	31	25	49	27	38	40	22	31	41	28	26	42	32	34	44	29
8th Grade	20	41	39	18	40	41	21	46	33	35	38	27	21	36	43	16	44	40	26	45	29

Source	Strengths	Weaknesses
FY26 ELA Milestones **(Grade Levels & Subgroups)** **NO DATA AS OF THE END OF THE 2025 SCHOOL YEAR**	**For Grade Levels, ELs and SWD** **Grade Levels (all students):**	**For Grade Levels, ELs and SWD** **Grade Levels (all students):**

	EL: **SWD:**	**EL:** **SWD:**
Beacon Assessment – ELA **(Grade Levels & Subgroups)**	**Grade Levels (all students):** Based on the BEACON results in ELA our 6th grade students have demonstrated strengths (Near Target and Prepared) in the following: ○ Key Ideas & Details - 71% ○ Context; Structure & Style, Techniques – 72% ○ Research and Analysis - 73% ○ Grammar Conventions – 70% ○ Context; Structure & Style – 71% Based on the BEACON results in ELA our 7th grade students demonstrated strengths (Near Target and Prepared) in the following: ○ Context; Structure & Style - 78% ○ Techniques – 79% ○ Language: Vocabulary– 76% ○ Research & Analysis – 74% ○ Grammar Conventions – 73% Based on the BEACON results in ELA our 8th grade students have demonstrated strengths (Near Target and Prepared) in the following: ○ Context; Structure & Style – 80% ○ Techniques – 81% ○ Vocabulary 79% ○ Context, Structure & Style; Techniques – 79% ○ Research & Analysis – 84% ○ Grammar Conventions – 74%	**Grade Levels (all students):** Based on the BEACON results in ELA, our 6th grade students demonstrated weaknesses in: ○ Listening with 40% at Support Needed ○ Language with 40% at Support Needed Based on the BEACON results in ELA our 7th grade students demonstrated weaknesses: ○ Listening with 38% at Support Needed Based on the BEACON results in ELA our 8th grade students demonstrated weaknesses in: ○ Listening with 35% at Support Needed Overall, Listening is an area that all grade levels need support in mastering. Although each grade level showed growth from the Fall to the Spring BEACON, school wide by the Spring administration, most of our students still fell under the Near Target group, not the Prepared group.

	Every grade level showed growth in the prepared category from the Fall to the Spring BEACON administration. The support needed and the near target category percentages decreased for all categories as well from the Fall to the Spring.	
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • A clear focus on effective implementation of the instructional framework and Cobb Collaborative Community process, with an emphasis on the data team process, should be conducted with fidelity each week. • Students are deficient in listening skills • Students are deficient in Language: Grammar Conventions skills • Teachers are not incorporating listening standards/learning targets in their lessons or among their CCCs • Instructional strategies are not consistent for teaching various ELA standards among teachers on each grade level. • Instructional assignments and assessment are developed and implemented on Depth of Knowledge Level 1 and 2	

ACCESS Scores
(Grade Level Reading & Writing)

Grade Levels (all students):

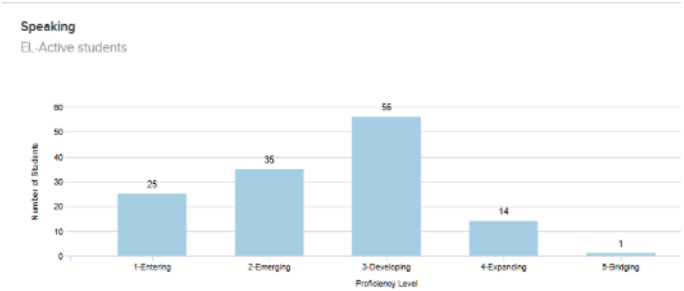
- Number of Level 1's decreased from 2025 (9.5%) to 2026 (7.8%)
- Number of Level 2's, 3's, and 4's increased from 2025 to 2026.

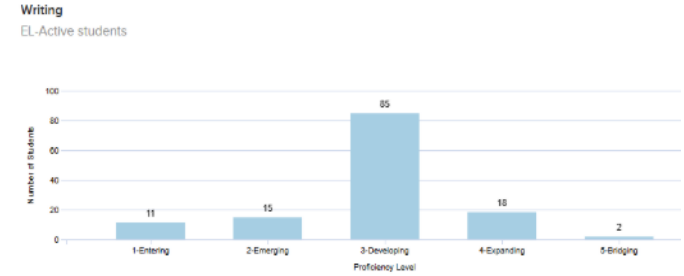
Table1: 2025 ACCESS Composite Proficiency Level (CPL) Ranges						
Data	**1.0-1.9**	**2.0-2.9**	**3.0-3.9**	**4.0-4.2**	**4.3+**	**Total**
Number of Students	16	24	57	16	56	169
Percentage	9.5%	14.2%	33.7%	9.5%	33.1%	100.0%

Table 2: 2026 ACCESS Composite Proficiency Level (CPL) Ranges						
Data	**1.0-1.9**	**2.0-2.9**	**3.0-3.9**	**4.0-4.2**	**4.3+**	**Total**
Number of Students	10	24	60	18	16	128
Percentage	7.8%	18.8%	46.9%	14.1%	12.5%	100.0%

Grade Levels (all students):

- Speaking and writing continues to be an area of need for our ESOL students.





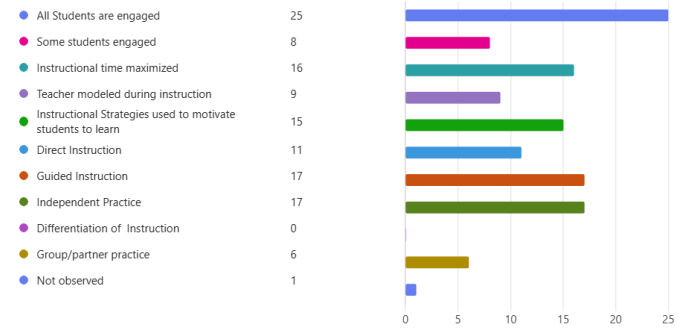
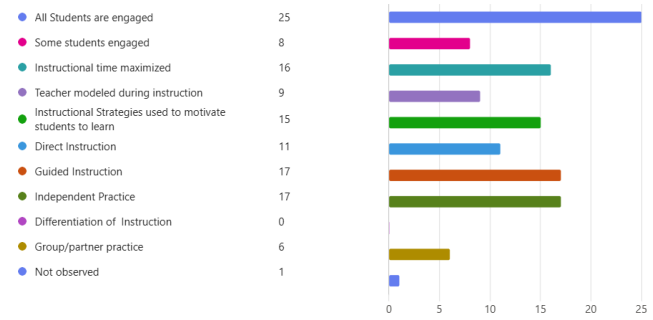
Check the system that contributes to the root cause:

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

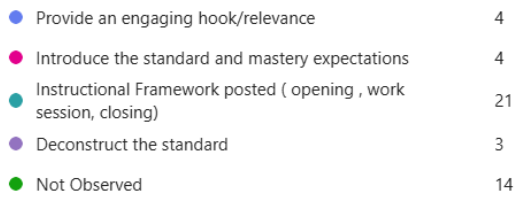
Root Cause Explanation:

- ESOL teachers are not utilizing and incorporating ELLevation with fidelity.
- General Education teachers are not utilizing and incorporating ELLevation with fidelity.
- ESOL push-in, sheltered teachers, and general education teachers are not consistently incorporating speaking and writing strategies within their classes to support ESOL students.

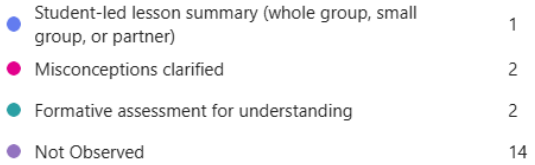
ELA Common Assessments **(Grade Level Reading & Writing)**	**Grade Levels (all students):** Utilizing the standard analysis report in CTLS, the following standards have been mastered per grade level: 6th: ○ LANG.6.T.T.1.a - 82% ○ LANG.6.T.T.1.b - 74% ○ LANG.6.P.EICC.3.d - 73% 7th: ○ LANG.7.L.GC.2.b - 75% ○ LANG.7.L.GC.1.49 - 81% ○ LANG.7.T.RA.1.b - 83% ○ LANG.7.T.T.1.a - 87% ○ LANG.7.T.T.1.b - 72% ○ LANG.7.P.EICC.3.f - 73% 8TH: ○ LANG.8.T.C.2.c - 76% ○ LANG.8.P.EICC.3.a - 77% ○ LANG.8.L.GC.2.d - 79% ○ LANG.8.L.GC.1.54 - 84% ○ LANG.8.L.GC.1.53 - 83% ○ LANG.8.P.EICC.1.f - 82% ○ LANG.8.T.C.1.a - 88% ○ LANG.8.L.V.3.a - 93% Although CTLS was utilized this school year, ELA & Reading teachers also utilized MyPerspective, Common Lit & Progress Learning for Common Assessments.	**Grade Levels (all students):** Utilizing the standard analysis report In CTLS, the following standards have **not** been mastered per grade level: 6th: ○ LANG.6.P.AC.2.a - 58% ○ LANG.6.P.EICC.4 - 58% ○ LANG.6.T.T.1.d - 53% ○ LANG.6.P.EICC.4.a - 58% 7th: ○ LANG.7.L.GC.1.49 - 68% ○ LANG.7.T.RA.1.a - 63% ○ LANG.7.T.T.3.c - 35% ○ LANG.7.T.T.1.c - 62% 8TH: ○ LANG.8.L.V.1.a - 69% ○ LANG.8.P.EICC.3.d - 49% ○ LANG.8.T.T.1.b - 50% ○ LANG.8.T.T.3.a - 56% ○ LANG.8.T.T.1.d - 34%
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Professional development is needed on creating assessments that align with the new ELA grade level standards • Professional development is needed on the use of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction • Vertical team alignment and data analysis is needed to address students' deficits and strengths. • Professional development is needed on aligning new standards to learning targets	

School Instructional Walks **(Grade Level)**	• Instructional walks show the following areas as strengths: ✓ Student engagement ✓ Instruction time maximized ✓ Guided instruction ✓ Independent instruction ✓ Instructional framework posted ✓ Anchor charts are present ✓ Room is arranged for a variety of learning ✓ Student work is displayed • Teachers are consistently using Common Lit & SAAVAS Resources • Teachers are creating learning targets and success criteria which are aligned to the new standards consistently 9. **Work Session**  	• Instructional walks showed the following areas as weaknesses: ✓ Differentiation instruction ✓ Group/partner practice ✓ Closings ✓ Deconstructing the standard • Data revealed that teachers do more lecture-based teaching versus student-led instruction. • An instructional walk calendar can be created at the beginning of each semester. 9. **Work Session** 

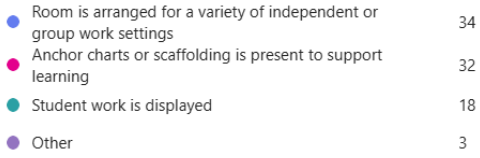
7. **Opening**
Activating Strategy/Making Connections



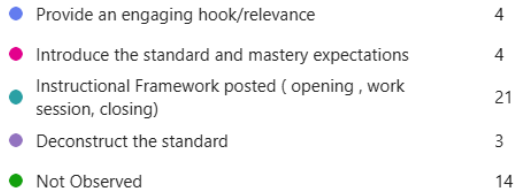
11. **Closing**



13. **Environment**



7. **Opening**
Activating Strategy/Making Connections



Check the system that contributes to the root cause:

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

Root Cause Explanation:

- Data revealed that teachers do more lecture-based teaching versus student-led instruction which is why group/partner work isn't being implemented
- An instructional walk calendar can be created at the beginning of each semester to monitor teachers' instructional strategies
- Data indicates that differentiated instruction strategies were not consistently observed during work sessions, which may limit teachers' ability to address diverse student learning needs and provide targeted support.

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	Students at each grade level scoring level 2-4 on the ELA EOG Assessment will increase 3-5% from the 2025 EOG ELA Assessment to the 2027 EOG ELA Assessment. • 6th Grade students scoring Level 2-4 will increase from 58% the 2025 ELA EOG Assessment to 63% on the ELA 2027 EOG Assessment. • 7th Grade students scoring Level 2-4 will increase from 60% on May 2025 ELA EOG Assessment to 65% on the ELA 2027 EOG Assessment. • 8th Grade students scoring Level 2-4 will increase from 76% on the 2025 ELA EOG Assessment to 80% on ELA EOG Assessment.
Root Cause(s) to be Addressed:	• Professional development is needed on creating assessments that align with the new ELA grade level standards • Professional development is needed on the use of the 6 Step Data Team Process with a focus on disaggregating data to inform and plan instruction • Vertical team alignment and data analysis are needed to address students' deficits and strengths.
Funding Source(s) *SWP Checklist 5.e*	☐ Title I Funds ☐ Local School Funds ☐ Other: _____

Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ All Students ☐ EL ☐ SWD	**Implementation Performance Target:** 100% of 6-8th grade ELA teachers will create and implement weekly common formative and unit summative assessments that align with their performance standards. **Implementation Plan:** Preplanning: • All ELA teachers will be given expectations of utilizing CTLS Assess to create and administer all common assessments (pre-unit, weekly and, post unit assessments)	**Evaluation Performance Target:** 90% of Students will reach mastery of 75% or higher on weekly common assessments. **Evaluation Tool(s):** 1. Common Assessments in CTLS 2. Common Assessment in Progress Learning **Evaluation Plan:** Students will be assessed: ☒ Weekly ☐ Monthly	

Action Step *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*			
1. 6th-8th grade ELA teachers will create and implement common formative and summative assessments that align with the DOK level of the Georgia Standards of Excellence .	August-December: • During their weekly CCC meetings, English Language Art teachers will collaborate and create common pre-unit, weekly and, post unit assessments that align with the weekly learning targets using CTLS. • During their CCC meetings, teachers will complete data analysis on all common assessments • All 6-8th grade ELA CCC's will assign common Progress Learning assignments aligned with grade level standards to practice and reinforce concepts for intervention and extension. Assignments will be common for all CCCs January-May: • ELA teachers will continue utilizing CTLS assess to create common assessments • ELA teachers will continue utilizing Progress Learning to create common assessments. **Artifacts to be Collected:** CTLS Assessment Data Report (Artifacts are housed in CLTS, reviewed by Academic Coaches) CCC Agendas/Lesson Plans Progress Learning Reports **Person(s) Monitoring Implementation:** ☐ Principal ☒ Assistant Principals ☒ Academic Coaches **Frequency of Monitoring:** Weekly Monthly	☐ Every other month ☐ 3 times per year **Data Analysis Plan:** • During their CCC meetings, teachers will complete data analysis on all common assessments • Students who score less than 75% will receive targeted instruction during intervention block based on common assessment data. • All teachers will analyze weekly student assessment data to determine their progress and develop intervention and extension instructional assignments for students who scored below and above 75%. • Teachers will review all assessment reports (CTLS & Progress Learning) to monitor student progress, identify areas of struggle and adjust instruction accordingly to meet the needs of all the students. **Person(s) Collecting Evidence:** ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	

Root Cause(s) to be Addressed:	• Instructional strategies are not consistent for teaching various ELA standards among teachers on each grade level. • Instructional assignments and assessment are developed and implemented on Depth of Knowledge Level 1 and 2 • Students are deficient in Language: Grammar Conventions skills		
Funding Source(s) *SWP Checklist 5.e*	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 2. All 6-8 grade teachers will implement content-specific writing and/or editing assignments weekly as evidenced by lesson plans and classroom observations.	**Implementation Performance Target:** • 100% of 6th –7th grade teachers will utilize Progress learning weekly to ensure students are practicing grammar as well as the editing component of writing for preparation for the ELA EOG. • 100% of 8th grade ELA teachers will utilize the GADOE checklists and rubrics weekly to ensure students are aware of the state's expectations for writing and editing in preparation for ELA EOG. • 100% of 8th grade Science teachers will utilize the three-step process of Claim, Evidence, and Reasoning weekly in preparation for the EOG. • 100% of 8th grade Math and Social Studies teachers will support writing and editing initiatives weekly in their classrooms by utilizing the GA DOE checklist/rubrics and three step process of CER. **Implementation Plan:** Preplanning: • All teachers will review expectations and importance of incorporating writing and editing into instruction, regardless of content to support ELA teachers. August – December: • 6th –7th grade ELA teachers will incorporate grammar and editing mini lessons weekly	**Evaluation Performance Target:** 80% of ELA students will improve their individual writing scores by 75% on common writing and/or editing assessments in CTLS and/or Progress Learning by the end of each semester. **Evaluation Tool(s):** • CTLS Assess Reports • Progress Learning Reports **Evaluation Plan:** Students will be assessed: ☒ Weekly ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ **Data Analysis Plan:** • 8th grade ELA students will be assessed using the GADOE rubrics. • 8th grade ELA teachers will utilize collaborate scoring using the GADOE Rubrics to address strengths and weaknesses among team members. • 8th grade Science students will utilize the Claim, Evidence and Reasoning grading rubric **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals	

	• 6th –7th grade teachers will incorporate editing lessons in Progress Learning to support ELA teachers at least once a unit. • 8th grade ELA teachers will introduce and utilize the GADOE checklists/rubrics and collaborative scoring at least once a unit. • 8th grade Science teachers will teach and utilize the three-step process of Claim, Evidence, Reasoning at least once a unit. • 8th grade Social Students teachers will utilize the GADOE checklists/rubrics to support 8th ELA once during every unit. • 8th grade Math teachers will incorporate student written Math word problems in each unit. January: • All teachers will receive a refresher on the expectations and importance of incorporating writing into instruction, regardless of content at the start of the new semester. February-May: • 8th grade ELA teachers will continue to utilize the GADOE checklists/rubrics and collaborative scoring. • 8th grade Science teachers will continue to teach and utilize the three-step process of Claim, Evidence, Reasoning weekly. • Social Students teachers will continue to utilize the GADOE checklists/rubrics to support ELA teachers when necessary. • 8th grade Math teachers will continue incorporating student written Math word problems in each unit. **Artifacts to be Collected:** Student writing samples CTLS Assess CCC Agendas showing planned writing tasks Progress Learning Reports **Person(s) Monitoring Implementation:** ☐ Principal	☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

	☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists What role will administration and coaches play in monitoring this action step? How will feedback be provided to teachers to ensure implementation with fidelity. **Frequency of Monitoring:** Weekly for ELA teachers Monthly for non ELA teachers		

Root Cause(s) to be Addressed:	• Teachers are not incorporating listening standards/learning targets in their lessons or among their CCCs • Instructional strategies are not consistent for teaching various ELA standards among teachers on each grade level. • Instructional assignments and common assessment are developed and implemented on Depth of Knowledge Level 1 and 2		
Funding Source(s) *SWP Checklist 5.e*	☐ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	**Implementation Plan** *SWP Checklist 3.a 34 CFR § 200.26*	**Evaluation Plan** *SWP Checklist 3.b 34 CFR § 200.26*	**Resources**
Who? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 3. 6-8th grade English Language Arts teachers will align instruction with grade-level standards and daily learning targets.	**Implementation Performance Target:** 100% of 6-8th grade ELA teachers will align instruction with grade-level standards and daily learning targets. **Implementation Plan:** Preplanning: • Review learning target expectations and information given through PL last school year by the district. • Teachers will receive PL from District Leaders at LEI focused on unpacking standards, crafting learning targets, and creating success criteria. **August-September:** • Teachers will review LEI PL from the District given during preplanning. • All grade level ELA teachers will develop and administer common assessments that align with performance standards and learning targets. **October-December:** • Coaches will begin doing instructional walks to ensure teachers have standards/learning targets displayed in their classrooms. Walks will take place during instructional time. • Academic Coaches will also ensure learning target/standards are being discussed within CCCs. Expectation will be that during weekly CCC's teachers will deconstruct their standards to create student-friendly learning targets. **January-February**:	**Evaluation Performance Target:** 90% of Students will reach mastery of 75% or higher on weekly common assessments. **Evaluation Tool(s):** • Common ELA assessments in CTLS • Common ELA Assessments in Progress Learning **Evaluation Plan:** Students will be assessed: ☒ Weekly (Formative) ☒ Monthly (Summative) ☐ Every other month ☐ 3 times per year **Data Analysis Plan:** • Teachers will analyze common assessments to determine if students have met the target. • Students who have not reached mastery will receive remediation during class or during the intervention or remediation block. **Person(s) Collecting Evidence:** ☐ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

	• Academic Coaches and district coaches will provide additional professional development on learning targets and the instructional framework, if needed. **March – May:** • Instructional walks will continue, and Academic Coaches will continue observing CCC meetings to ensure learning target and standard alignment are a priority. • Academic Coaches and administrators will review walkthrough trends, assessment data, and CCC implementation evidence to evaluate the effectiveness of the action step. • Teachers will reflect on instructional practices, successful strategies, and challenges during end-of-year CCC discussions. **Artifacts to be Collected:** • CCC Agendas/lesson plan • Classroom boards (pictures/observation rubric) • Classroom walk data **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists **Frequency of Monitoring:** Monthly		

MATH DATA

MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
6th Grade	21.5	17.8	23.2
7th Grade	29.2	26.5	24.6
8th Grade	35.8	47.2	30.5

Beacon Math Data – Spring Administration (Percentages)	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
6th Grade	65	31	4	48	46	6	44	46	11	46	49	5
7th Grade	51	36	13	39	47	13	47	36	16	41	41	18
8th Grade	52	35	13	51	34	5	42	39	19	57	32	10

Source	Strengths	Weaknesses
FY26 MATH Milestones **(Data by grade & subgroup)**	**For Grade Levels, ELs and SWD** Grade Levels (all students): • From SY 24 to SY 26 the 6th Grade cohort proficient and distinguished has shown consistent growth each year. 5 percentage points increase from 6th to 7th grade and 4 percentage points increase from 7th to 8th grade • Overall growth from FY24 to FY26 was a percentage points increases. • The current 6th graders outperformed previous 6th grade groups. SY25 (17.8%) SY24 (21.5%) • The 7th grade students scoring proficient and distinguished increased from 17.8% as 6th graders to 24.6% as 7th graders on the 2026 Math EOG **EL: update data**	**For Grade Levels, ELs and SWD** **Grade Levels (all students):** • Overall proficiency percentages are still low .No grade level consistently reached or exceeded 50% proficiency. • Significant drop in 8th grade date from SY 25 (47.2%) to SY 26 (30.5%) **EL: update data** **SWD: update data**

	SWD: update data	
Beacon Assessment – Math **(Grade Level & Subgroups)**	**OVERALL DATA:** • Based on the Beacon results in Math, our 6th to 8th grade students have demonstrated **strength in Measurement and Data Reasoning**, with • 6th Grade: 11% Prepared • 7th Grade: 16% Prepared • 8th Grade: 19% Prepared 7th grade showed the highest of or tied prepared percentages across multiples domains: • Numerical Reasoning -13% • Patterns and Algebraic Reasoning – 13% • Geometric & Spatial Reasoning – 18**%** Multiple domains have at least 40% or more students near Target • 6th Grade Geometric & Spatial: 49% Near Target • 7th Grade Patterning & Algebraic: 47% Near Target • 6th Grade Measurement & Data: 46% Near Target Overall, a large percentage of students are performing in the Near Target range across multiple domains, indicating that many students are close to proficiency and could reach mastery with targeted instruction and intervention.	**OVERALL DATA:** Based on the spring Beacon results, **Numerical Reasoning is the weakest domain overall** with the highest support needed. • 6th grade-65% support needed • 7th grade- 51% support needed • 8th grade- 52% support needed • Based on the BEACON results in Math 8th grade students demonstrated weaknesses Patterning & Algebraic Reasoning with 51 % at Support Needed and Geometric & Spatial Reasoning with 57% at support needed, Overall, a significant percentage of students across all grade levels remain in the support Needed category, especially in Numerical Reasoning and Geometric & Spatial Reasoning. Across most domains, prepared percentages range only from 4 to 19%. Students continue to struggle with foundational math skills, mathematical reasoning, and application of grade-level standards,
	Root Cause Explanation:	

<table>
<tr>
<td>Check the system that contributes to the root cause:

☒ Coherent Instruction
☐ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment</td>
<td colspan="2">

Instruction may not have been clearly aligned with state standards or the rigor of the EOG Milestones.
Teachers might have focused on procedural skills rather than conceptual understanding and application, which resulted in lower test scores.
Vertical team alignment and data analysis are needed to address students' deficits and strengths.
Ineffective or inconsistent use of instructional strategies
Students demonstrate gaps in foundational numerical reasoning skills, limiting their ability to solve multi-step grade-level mathematical tasks.
Inconsistent use of targeted intervention and differentiation may limit movement from near target to prepared.

</td>
</tr>
<tr>
<td>MATH Common Assessments</td>
<td>
For Grade Levels, ELs and SWD
Grade Levels (all students):

6th Grade
<table>
<tr><td>Finding the mean</td><td>94%</td></tr>
<tr><td>Unit # 3 (Rate, Ratios and Proportions</td><td>80%</td></tr>
<tr><td>1 Step Equations</td><td>86%</td></tr>
<tr><td>Evaluate Exponents and Parts of an Expression</td><td>79%</td></tr>
<tr><td>Dot Plots and Statistical Questions</td><td>73%</td></tr>
</table>

6th grade showed a 25% growth from unit 1 pretest(33% to unit 1 post test (58%)
The 6th grade common assessment data shows evidence of student growth throughout the year, particularly in statistics, ratios and proportions, and algebraic reasoning standards.

7th Grade
<table>
<tr><td>Unit1 Pre/Post</td><td>31%/65%</td></tr>
<tr><td>Unit2 Pre/Post</td><td>39%/75%</td></tr>
</table>
</td>
<td>
For Grade Levels, ELs and SWD
Grade Levels (all students):

6th Grade
<table>
<tr><td>Area of Polygons and Surface Area</td><td>57%</td></tr>
<tr><td>Multiply and Divide Fractions</td><td>59%</td></tr>
<tr><td>Unit 1 Post-Test: Number System Fluency 6.NR.1, 6.PAR. 6.2</td><td>58%</td></tr>
</table>
Overall, the data shows challenges with foundational number fluency, fraction operations, and geometry-related concepts.

7th Grade:
The following skills have not shown mastery:
<table>
<tr><td>QUIZ 3.01 and 3.02 Proportional Relationships
Proportions and Unit Rates</td><td>20%</td></tr>
<tr><td>Solving and Writing Two-Step Equations (All Operations)</td><td>44%</td></tr>
<tr><td>Percents</td><td>59%</td></tr>
</table>

Common assessment data indicates students are struggling with proportional reasoning and multi-step algebraic problem solving.

8th Grade
Mid-term Standards
</td>
</tr>
</table>

Unit 3 Pre/Post	10%/81%
1.01 Additive Inverse	78%
1.04 Properties of Operations in Adding and Subtracting Rational Numbers	

- 7th Grase displayed growth from pre-tests to post-tests across three units.
- Unit 3 assessment increased from 10% to 81%

8th Grade

math 8 Unit 6 Quiz 1-2026	84%
math 8 Unit 4b Quiz 1	76%
math 8 Unit 3- Quiz 1 2025	80%
math 8 Test Unit 3- 2025	86%

The 8th grade math data reflects high performance on multiple assessment scores consistently ranging from 76% to 86%.
Unit 1 -Equations and Inequalities in one variable
Unit 3- Investigating data and statistical reasoning
Unit 6-Exploring Geometric Relationships

EL:

SWD:

MA.8.FGR.5.6 Write a linear function defined by an expression in different.	47%
MA.8.FGR.5.1 Show and explain that a function is a rule	61%
MA.8.FGR.5.7 Construct a function to model a linear relationship. Determine the rate of change	66%

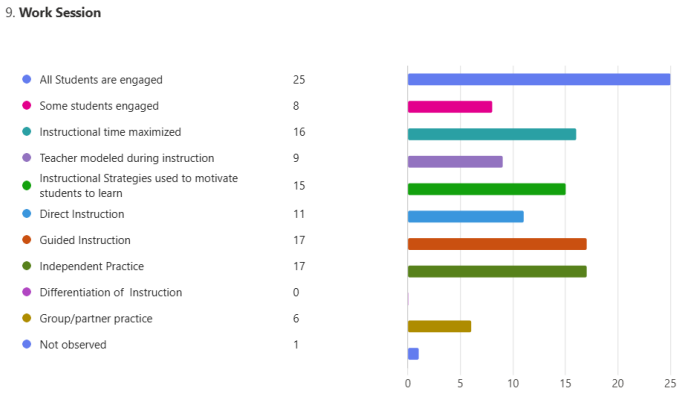
The data shows that students continue to struggle with foundational concepts related to functions and linear relationships.

EL:

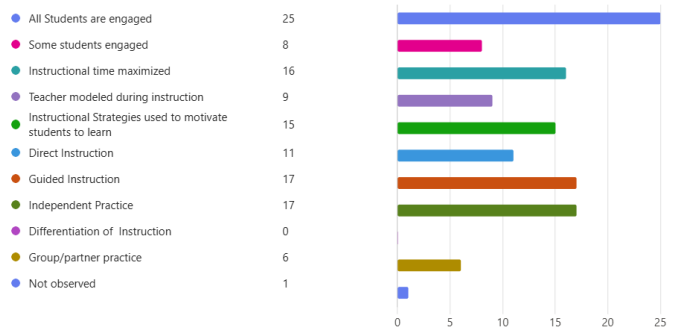
SWD:

	Root Cause Explanation:

<table>
<tr><td>Check the system that contributes to the root cause:

☐ Coherent Instruction
☐ Professional Capacity
☐ Effective Leadership
☐ Supportive Learning Environment</td><td colspan="2">Students may not consistently engage in opportunities for productive struggle, mathematical discourse, and higher-order problem solving needed to deepen conceptual understanding.
Collaborative data analysis within PLCs/CCCs may need to be strengthened to ensure teachers identify successful instructional strategies, monitor student progress, and respond to learning gaps consistently.
Instruction may need to place greater emphasis on conceptual understanding and application of standards rather than procedural fluency alone.</td></tr>
<tr><td>School Instructional Walks
(Grade Level)</td><td>Instructional walks show the following areas as strengths:
✓ Student engagement
✓ Instruction time maximized
✓ Guided instruction
✓ Independent instruction
✓ Instructional framework posted
✓ Anchor charts are present
✓ Room is arranged for a variety of learning
✓ Student work is displayed
Teachers are consistently using IXL Resources
Teachers are creating learning targets and success criteria which are aligned to the new standards consistently</td><td>Instructional walks showed the following areas as weaknesses:
✓ Differentiation instruction
✓ Group/partner practice
✓ Closings
✓ Deconstructing the standard
Data revealed that teachers do more lecture-based teaching versus student-led instruction.
An instructional walk calendar can be created at the beginning of each semester.

</td></tr>
</table>

9. **Work Session**



7. **Opening**
Activating Strategy/Making Connections

Provide an engaging hook/relevance	4
Introduce the standard and mastery expectations	4
Instructional Framework posted (opening , work session, closing)	21
Deconstruct the standard	3
Not Observed	14

13. **Environment**

Room is arranged for a variety of independent or group work settings	34
Anchor charts or scaffolding is present to support learning	32
Student work is displayed	18
Other	3

7. **Opening**
Activating Strategy/Making Connections

Provide an engaging hook/relevance	4
Introduce the standard and mastery expectations	4
Instructional Framework posted (opening , work session, closing)	21
Deconstruct the standard	3
Not Observed	14

11. **Closing**

Student-led lesson summary (whole group, small group, or partner)	1
Misconceptions clarified	2
Formative assessment for understanding	2
Not Observed	14

Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Data revealed that teachers do more lecture-based teaching versus student-led instruction which is why group/partner work isn't being implemented • An instructional walk calendar can be created at the beginning of each semester to monitor teachers' instructional strategies • Data indicates that differentiated instruction strategies were not consistently observed during work sessions, which may limit teachers' ability to address diverse student learning needs and provide targeted support.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	Students at each grade level scoring level 2-4 on the Math EOG Assessment will increase 3-5% from the 2026 EOG Math Assessment to the 2027 EOG Math Assessment. • 6th Grade students scoring Level 2-4 will increase from 67% the 2026 Math EOG Assessment to 70% on the Math 2027 EOG Assessment. • 7th Grade students scoring Level 2-4 will increase from 67% on May 2026 Math EOG Assessment to 70% on the Math 2027 EOG Assessment. • 8th Grade students scoring Level 2-4 will increase from 72% on the 2026 Math EOG Assessment to 75% on Math EOG Assessment.
Root Cause(s) to be Addressed:	• Interventions and skill practice may not have been systematically aligned to the specific gaps identified in formative and summative assessments. • Ineffective or inconsistent use of instructional strategies. • Support is needed to effectively analyze assessment data. • Common formative assessment data may not be consistently analyzed to inform differentiated instruction and skill-based support.
Funding Source(s) *SWP Checklist 5.e*	☒ Title I Funds ☐ Local School Funds ☐ Other: _____

Components	Implementation Plan *SWP Checklist 3.a 34 CFR § 200.26*	Evaluation Plan *SWP Checklist 3.b 34 CFR § 200.26*	Resources
Who? **One Action (Verb)** **What?** **Frequency**	**Implementation Performance Target:** All 6th- 8th grade teachers will create remediation or extension student groups in IXL based on performance on common assessment.	**Evaluation Performance Target:** Skill Mastery Growth At least 75% of students will demonstrate mastery of 5 or more assigned skills per quarter based on gaps from common assessment as measured by IXL Smart Score of 80 or higher	
Target Student Group ☒ Gen Ed ☒ EL ☒ SWD	**Implementation Plan:**	**Evaluation Tool(s):** IXL analytics reports	

Action Step *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*			
6th–8th grade math teachers will administer and analyze common formative assessments **weekly** to identify learning gaps and design appropriate interventions to address the gaps.	All 6th–8th grade math students who scored below 75% on common assessment performance will receive targeted support. **August-September**: • Provide training for teachers on using and navigating IXL analytics • Begin weekly IXL time during intervention or math class (15–20 minutes) based on data from common assessments. • All 6-8th grade Math teachers will assign IXL skills aligned with grade level standards to practice and reinforce concepts for intervention and extension based on performance of common assessment • Teachers will monitor and Check % of students completing weekly assigned skills **October- February** • Teachers will continue assigning IXL skills after each common assessment and summative assessment. • Teachers will continue providing mini-lessons or small group reteaching for struggling students. • Use IXL diagnostics to support grouping and differentiate skill levels **March- May** • Align IXL skills to priority standards based on EOG blueprints and data from winter Beacon. • Create custom skill plans for students with persistent gaps **Artifacts to be Collected:** XL Intervention group rosters with data IXL Usage and mastery of skills reviewed. Pre/Post data Beacon data	**Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ As often as students complete common assessments_____ **Data Analysis Plan:** Teachers will analyze weekly student assessment data to determine their progress and develop intervention instructional assignments for students who scored below 75%. Teachers will review IXL analytics report to monitor student progress, identify areas of struggle and adjust instruction accordingly to meet the needs of the students. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☐ CCC Leads	

	Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches **Frequency of Monitoring:** Monthly		

<table>
<tr><td>Root Cause(s) to be Addressed:</td><td colspan="3">• Students may not consistently engage in opportunities for productive struggle, mathematical discourse, and higher-order problem solving needed to deepen conceptual understanding.
• Instruction may not consistently include higher-order questioning and problem-solving tasks aligned to grade-level rigor and Depth of Knowledge.
• Students may struggle to explain mathematical reasoning due to gaps in academic vocabulary and limited exposure to mathematical communication practices.</td></tr>
<tr><td>Funding Source(s)
SWP Checklist 5.e</td><td colspan="3">☒ Title I Funds ☐ Local School Funds ☐ Other: _____</td></tr>
<tr><td>Components</td><td>Implementation Plan
SWP Checklist 3.a 34 CFR § 200.26</td><td>Evaluation Plan
SWP Checklist 3.b 34 CFR § 200.26</td><td>Resources</td></tr>
<tr><td>Who?
One Action (Verb)
What?
Frequency

Target Student Group
☐ Gen Ed
☐ EL
☐ SWD

Action Step
SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</td><td>Implementation Performance Target:
100% of math teachers will consistently implement math academic vocabulary instruction through evidence-based instructional strategies, as measured by CCC agendas, classroom observations, and student assessment data.

Implementation Plan:
August- September
• During CCC meetings, teachers will identify and prioritize unit-specific math academic vocabulary aligned to grade-level standards.</td><td>Evaluation Performance Target:
70% of students in grades 6th- 8th will score 75% or higher on math assessments requiring the use and understanding of academic vocabulary.

Evaluation Tool(s):
Common Assessments
Unit Pre/ Post test

Evaluation Plan:
Students will be assessed:
☐ Every 2 weeks
☐ Monthly
☐ Every other month</td><td></td></tr>
</table>

6th–8th grade math teachers will teach and design interventions, remediations, accelerations on the 3 Common Math Domains on the Milestones: Numerical reasoning, Geometrical Reasoning, Algebra Reasoning.	• Teachers will determine and implement instructional vocabulary strategies to be used during the first quarter. • Teachers will create and maintain math vocabulary word walls as vocabulary is introduced throughout instruction. • Teachers will incorporate math academic vocabulary into pre-assessments to measure prior knowledge and understanding of key terms. October- December- • Teachers will continue to implement math academic vocabulary strategies during daily instruction to support student understanding and mathematical discourse. • During CCC meetings, teachers will analyze assessment data to identify vocabulary strengths and weaknesses. • Academic coaches and administrators will conduct instructional walks to monitor the implementation of math vocabulary strategies • Incorporate an additional strategy to use in quarter 2. January – February • CCC teams will collaborate and share effective vocabulary strategies based on student performance data. • Use assessment data to provide targeted vocabulary intervention and enrichment. • Teachers will require students to justify and explain mathematical reasoning using complete sentences and appropriate math academic vocabulary in written responses. March- April • Students will demonstrate understanding and application of math academic vocabulary through performance tasks, written responses,	☐ 3 times per year ☒ _Beginning and End of Unit_____ **Data Analysis Plan:** • CCC will analyze common assessment data. The CFA's will be used to determine the student's comprehension of vocabulary terms • Teachers will identify vocabulary strengths, misconceptions • Data discussions will focus on student achievement, instructional strategies, and adjustments needed to improve students' academic language in mathematical reasoning. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	

	and collaborative discussions in order to prepare the EOG milestone. May • Teachers will review and reinforce priority math vocabulary aligned to EOG milestones • CCC teams will analyze student growth data and evaluate the effectiveness of vocabulary instructional strategies implemented throughout the year. **Artifacts to be Collected:** CCC agendas Instructional Walks. **Person(s) Monitoring Implementation:** ☐ Principal ☐ Assistant Principals ☒ Academic Coaches **Frequency of Monitoring:** End of each quarter		

<table>
<tr><td>Root Cause(s) to be Addressed:</td><td colspan="3">• Teachers need additional support and professional learning on implementing a structured instructional framework that includes clear openings, engaging work sessions, checks for understanding, and effective lesson closures.
• Instructional strategies are not consistent for teaching various math standards among teachers on each grade level.
• Instructional assignments and common assessment are developed and implemented on Depth of Knowledge Level 1 and 2</td></tr>
<tr><td>Funding Source(s)
SWP Checklist 5.e</td><td colspan="3">☐ Title I Funds ☐ Local School Funds ☐ Other: _____</td></tr>
<tr><td>Components</td><td>Implementation Plan
SWP Checklist 3.a 34 CFR § 200.26</td><td>Evaluation Plan
SWP Checklist 3.b 34 CFR § 200.26</td><td>Resources</td></tr>
<tr><td>Who?
One Action (Verb)
What?
Frequency

Target Student Group

☐ Gen Ed
☐ EL
☐ SWD

Action Step
SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</td><td>Implementation Performance Target:
100% of 6-8th grade Math teachers will align instruction with grade-level standards and daily learning targets.

Implementation Plan:
Preplanning:
• Review learning target expectations and information given through PL last school year by the district. Teachers will develop a standard align pacing guided and assessment calendar to us during their CCC meetings</td><td>Evaluation Performance Target:
90% of students scoring below 60% will show 10 points of growth from unit pre-tests to unit post-tests.

Evaluation Tool(s):
Unit Pre and Post Tests
Common assessments

Evaluation Plan:
Students will be assessed:
☐ Every 2 weeks
☐ Monthly
☐ Every other month
☐ 3 times per year</td><td></td></tr>
</table>

6-8th grade math teachers will use the Math Lit app class to design lessons & assessments on the essential math skills for each grade level.	• Teachers will receive PL from District Leaders at LEI focused on unpacking standards, crafting learning targets, and creating success criteria. August-September: • Teachers will review PL from the District given during preplanning. • Preliminary walks by admin & coaches take place in September to set baseline for subsequent walks • Academic Coaches will also ensure learning target/standards are being discussed within CCCs. Expectation will be that during weekly CCC's teachers will deconstruct their standards to create student-friendly learning targets. October- December • Academic Coaches will begin doing instructional walks to ensure teachers have standards/learning targets displayed in their classrooms. Walks will take place during instructional time. • Academic Coaches will also ensure learning target/standards are being discussed within CCCs. Expectation will be that during weekly CCC's teachers will deconstruct their standards to create student-friendly learning targets. January-February: • Academic Coaches and district coaches will provide additional professional development on learning targets and the instructional framework, if needed. March-April: • Instructional walks will continue walkthroughs to monitor consistency of	☒ once per unit **Data Analysis Plan:** Teacher's weekly lesson plans will be reviewed to determine if the standards and learning targets align. All grade level Math teachers will develop and administer common assessments that align with performance standards and learning targets. • Teachers will analyze common assessments to determine if students are meeting the target. • Students who have not reached mastery will receive remediation during class or during the intervention block. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	

	the 45-minute instructional framework, student engagement, and alignment between learning targets and classroom tasks. May • Academic Coaches and administrators will review walkthrough trends, assessment data, and CCC implementation evidence to evaluate the effectiveness of the action step. • Teachers will reflect on instructional practices, successful strategies, and challenges during end-of-year CCC discussions. **Artifacts to be Collected:** **Person(s) Monitoring Implementation:** ☐ Principal ☒ Assistant Principals ☒ Academic Coaches **Frequency of Monitoring:** Weekly during CCC meetings		

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (*Must be listed in the school policy)	**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.			☒ **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.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ **6**
***3. Required:* Spring Input Meeting (primary method) – Deadline (April 30, 2027)** Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.			☐ 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)**			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ **3** ☐ 6
***5. Required:* Transition Activities** for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** • •			☐ 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. *SWP Checklist 5.d*	***List documents translated for parents:***		☐ 1 ☐ 4 ☐ 2 ☒ **5** ☐ 3 ☐ 6

Academic-Related and 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)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Staff Responsible**
	☐ 1 ☒ **2** ☐ 3 ☐ 4 ☐ 5 ☒ **6**	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					Principal Academic Coach Parent Facilitator Lead Teacher
	☐ 1 ☒ **2** ☐ 3 ☐ 4 ☐ 5 ☒ **6**	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					
	☐ 1 ☒ **2** ☐ 3 ☐ 4 ☐ 5 ☒ **6**	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.

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

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

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

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.** *SWP Checklist 4*

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

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

SCHOOL RESPONSE:

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:

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:

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**:
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**:
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**:
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 *SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)*			
Position	**Supports Goal(s)**	**Supports which system(s)**	**How will the primary actions of this position support the implementation of the School Improvement Plan?**
One Classroom Teacher	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	• Classroom teachers will provide standards-aligned instruction as assigned.
One Academic Coach	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
Parent Facilitator(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	• **Family Engagement and Communication**: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. • **Workshops and Support for Parents**: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children's academic success, particularly in areas such as literacy, math, and social-emotional learning. • **Increased Parental Involvement**: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. • **Connecting Families with Resources**: The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.

School Improvement Goals *Include goals on the parent compacts and policy*	
Goal #1	
Goal #2	Students at each grade level scoring level 2-4 on the Math EOG Assessment will increase 3-5% from the 2026 EOG Math Assessment to the 2027 EOG Math Assessment. • 6th Grade students scoring Level 2-4 will increase from 67% the 2026 Math EOG Assessment to 70% on the Math 2027 EOG Assessment. • 7th Grade students scoring Level 2-4 will increase from 67% on May 2026 Math EOG Assessment to 70% on the Math 2027 EOG Assessment. • 8th Grade students scoring Level 2-4 will increase from 72% on the 2026 Math EOG Assessment to 75% on Math EOG Assessment.