

Title I, Part A

School Year:	2026 - 2027
School Name:	Lindley Middle School
Principal Name:	Dr. Tracy Guillory
Date Submitted:	May 20, 2026
Revision Date(s):	June 1, 2026, July 28,2026



School Improvement Plan

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

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i>
School Response: The local academic coach met with each content area during their planning sessions, during the collaboration and May The team members analyzed student data to identify root causes, set goals, and develop action steps that would lead to the desired results. Lindley Middle School implemented a School Improvement Plan Committee, which was composed of Administrators, Teacher Leaders, Department Chairs, a Title I Science Coach, and a local Academic Coach who helped me analyze the SIP goals and data and identify and address the school's needs. The final draft will be shared with the staff, parents, and the Lindley Middle School community.

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 Dr. Tracy Guillory Dr. Bethany Harrison Dr. Sara Johnson Dr. George Weathers	Parent Facilitators
Content or Grade Level Teachers Math- Jakia Robinson ELA- Dr. Holdip Science- Tyndal Social Studies- Stephaine Postell	Media Specialists
Local School Academic Coaches Dr. Marcella Jones Shawn Hall	Public Safety Officers
District Academic Coaches Meta Rome Verlynda Slaughter-Thompson Brittany Matthews	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:	5/20/2026	June 27, 2026	July 28
-----------------------	-----------	---------------	---------

Position/Role	Printed Name	Signature
Principal	Dr. Tracy M. Guillory	
Assistant Principal	Dr. Bethany Harrison	
Assistant Principal	Dr. Sara Johnson	
Assistant Principal	Dr. George Weathers	
Instructional Coaches	Dr. Marcella Jones Mr. Shawn Hall	

6 th Grade ELA	Janice Watson	
6 th Grade Math	Jakira Robinson	
ELA Department Chair	Dr. Holdip	
7 th Grade Math	Nia Alvera	
8 th Grade ELA	Dr. Webb/Bourrage	
8 th Grade Math	Cedric Rumph	
8 th Grade Science	Prewitt	
8 th Grade Social Studies	Dana Roberts	
ESOL	T. McKenzie	
SWD	Ericka Fairley	
Media Specialist	Tawanda Coaxum	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	By the end of the end of the 2025-2026 school year 6 th -8 th grade students will increase their scores from levels 2-4 from 57.7% (484 students) to (502 students) 60.9 % as measured by the English Language Arts Georgia Milestones Assessment.
Was the goal met? ☐ YES ☐ NO ☐ Partially	

What data supports the outcome of the goal?	Georgia milestones scores will be available November 2026 due to new standards. However, I will use the BEACON data.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	N/A

Previous Year's Goal #2	By the end of the 2025-2026 school year, 6th-8th grade students will increase their levels 2-4 scores from 67% (572 Students) to 70% (600 Students), as measured by the Mathematics Georgia Milestones End-of-Grade Assessment. ❖ 6th grade students will increase levels 2-4 on the Georgia Milestones End of Grade Assessment by the end of the 2025-2026 school year. (Waiting on 5th-grade EOG data results) ❖ 7th grade students will increase levels 2-4 from 57.9% (178 students) to 60% (185 students) on the Georgia Milestones End of Grade Assessment by the end of the 2025-2026 school year. (6th graders to 7th graders) ❖ 8th grade students will increase levels 2-4 from 65.4% (168 students) to 68% (187 students) on the Georgia Milestones End of Grade Assessment by the end of the 2025-2026 school year. (7th graders to 8th graders)
Was the goal met? ☒ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	Math Department Overall Score 77 % Levels 2-4 33% Levels 3-4 Math increased in levels 2-4 by 10% Math increased in levels 3-4 by 5%

	Georgia Milestones Data Spring 2026 6th Grade Levels 2-4 73% Passing Rate – Math increased in levels 2-4 from 58 % to 73% Levels 3-4 33% Passing Rate – Math increased in levels 3-4 from 7th Grade Levels 2-4 78% Passing Rate-Math increased in levels 2-4 from 65.5% to 78% Levels 3-4 33% Passing Rate- Math increased in levels 3-4 from 20% to 33% 8th Grade Levels 2-4 82% Passing Rate so far-Retest next week Levels 3-4 33% Passing Rate so far- Retest next week 8th Grade End of Course-Algebra Levels 2-4 100 % Passing Rate Levels 3-4 90% Passing Rate increased from 78% 2025
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	• The Daily Intervention Block allowed students to be flexibly grouped based on data from weekly assessments, ensuring targeted instruction aligned to individual learning needs. Weekly data meetings provided structured time for teachers to analyze student performance trends, reflect on instructional practices, and adjust strategies collaboratively. The schoolwide implementation of the Three-Read Protocol across all content areas strengthened students' comprehension and problem-solving skills by promoting consistent reading and analytical routines. • Regular instructional walkthroughs and timely feedback supported continuous improvement and accountability. In addition, data error analysis helped identify misconceptions, while ongoing monitoring ensured that teachers implemented instructional strategies with fidelity. Teachers consistently analyzed multiple data sources, including BEACON data results, unit tests, quizzes, district interim assessments, Progress Learning diagnostics, and state online practice experiences, to differentiate instruction and better prepare students for assessment formats and rigor. • The strategic use of IXL, Progress Learning, state online practice platforms, tutoring opportunities, team collaboration, data team meetings, student data folders, and the intervention block reinforced personalized learning and student ownership. Cross-grade team teaching and collaboration during planning, particularly with 8th-grade math teachers working alongside 6th- and 7th-grade teams, strengthened vertical alignment and instructional coherence. Finally, quarterly district professional learning focused on the effective use of manipulatives enhanced instructional practices and supported teachers in delivering hands-on, conceptually rich instruction with fidelity

--	--

Previous Year's Goal #3	By the end of the 2024-2025 school year 8th grade students will increase levels 3 and 4 from 31 % (83/276 students) to 36% (100/276) on the Social Studies Georgia Milestones 6 th -7 th grade students scoring proficient and distinguished on interim assessments will increase from 10% (29 Students) to 20% (58 Students).																																						
Was the goal met? ☐ YES ☐ NO ☒ Partially																																							
What data supports the outcome of the goal?	<table><tr><td>8th Grade-Georgia Milestones EOG 2026 Levels 3-4 decreased from 31 % to 27%</td><td colspan="2"></td></tr><tr><td>6th Grade- Interim</td><td colspan="2">7th Interim</td></tr><tr><td>Unit 2- Proficient 15% Distinguished</td><td>Unit 4 Proficient 29%</td><td>33% Distinguished</td></tr><tr><td>Unit 4 Proficient 17% 12% Distinguished</td><td>Unit 5 Proficient 22%</td><td>15% Distinguished</td></tr><tr><td>Unit 5 Proficient 7% 18% Distinguished</td><td>Unit 6 Proficient 22%</td><td>39% Distinguished</td></tr><tr><td>Unit 6 Proficient 25% 18% Distinguished</td><td>Unit 7 Proficient 24%</td><td>25% Distinguished</td></tr><tr><td>Unit 7 Proficient 27% 8% Distinguished</td><td>Unit 8 Proficient 46%</td><td>9% Distinguished</td></tr><tr><td>Unit 8 Proficient 14% 12% Distinguished</td><td>Unit 9 Proficient 28%</td><td>29% Distinguished</td></tr><tr><td>Unit 9 Proficient 11% 20% Distinguished</td><td>Unit 11 Proficient 19%</td><td>14% Distinguished</td></tr><tr><td>Unit 10 Proficient 14% 8% Distinguished</td><td colspan="2"></td></tr><tr><td>Unit 11 Proficient 14% 20% Distinguished</td><td colspan="2"></td></tr><tr><td colspan="3">Results from the interim assessment indicate growth among sixth- and seventh-grade students, with more students achieving Proficient and Distinguished levels compared to last year's results.</td></tr></table>			8th Grade -Georgia Milestones EOG 2026 Levels 3-4 decreased from 31 % to 27%			6th Grade- Interim	7th Interim		Unit 2- Proficient 15% Distinguished	Unit 4 Proficient 29%	33% Distinguished	Unit 4 Proficient 17% 12% Distinguished	Unit 5 Proficient 22%	15% Distinguished	Unit 5 Proficient 7% 18% Distinguished	Unit 6 Proficient 22%	39% Distinguished	Unit 6 Proficient 25% 18% Distinguished	Unit 7 Proficient 24%	25% Distinguished	Unit 7 Proficient 27% 8% Distinguished	Unit 8 Proficient 46%	9% Distinguished	Unit 8 Proficient 14% 12% Distinguished	Unit 9 Proficient 28%	29% Distinguished	Unit 9 Proficient 11% 20% Distinguished	Unit 11 Proficient 19%	14% Distinguished	Unit 10 Proficient 14% 8% Distinguished			Unit 11 Proficient 14% 20% Distinguished			Results from the interim assessment indicate growth among sixth- and seventh-grade students, with more students achieving Proficient and Distinguished levels compared to last year's results.		
8th Grade -Georgia Milestones EOG 2026 Levels 3-4 decreased from 31 % to 27%																																							
6th Grade- Interim	7th Interim																																						
Unit 2- Proficient 15% Distinguished	Unit 4 Proficient 29%	33% Distinguished																																					
Unit 4 Proficient 17% 12% Distinguished	Unit 5 Proficient 22%	15% Distinguished																																					
Unit 5 Proficient 7% 18% Distinguished	Unit 6 Proficient 22%	39% Distinguished																																					
Unit 6 Proficient 25% 18% Distinguished	Unit 7 Proficient 24%	25% Distinguished																																					
Unit 7 Proficient 27% 8% Distinguished	Unit 8 Proficient 46%	9% Distinguished																																					
Unit 8 Proficient 14% 12% Distinguished	Unit 9 Proficient 28%	29% Distinguished																																					
Unit 9 Proficient 11% 20% Distinguished	Unit 11 Proficient 19%	14% Distinguished																																					
Unit 10 Proficient 14% 8% Distinguished																																							
Unit 11 Proficient 14% 20% Distinguished																																							
Results from the interim assessment indicate growth among sixth- and seventh-grade students, with more students achieving Proficient and Distinguished levels compared to last year's results.																																							
Reflecting on Outcomes																																							

If the goal was not met, what actionable strategies could be implemented to address the area of need?	The 8th grade goal was not met To increase rigor, instruction should require students not only to cite evidence but to analyze, synthesize, and evaluate it. Students are expected to defend clear claims using multiple sources, explain why the evidence is relevant and credible, and revise their writing to strengthen reasoning and precision. This level of rigor moves writing from simple fact reporting to disciplinary argumentation, where students think and write like historians supporting claims with well-chosen evidence and purposeful analysis.
If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal?	6th and 7th Grade Social Studies • Students demonstrate strong understanding of key Social Studies concepts and standards. • Many students effectively analyze historical events, geographic patterns, and civic principles. • Students show the ability to use evidence from sources to support their answers. • Responses reflect growing skills in critical thinking, reasoning, and application of content knowledge. • Students performing at these levels can make connections between historical content and real-world contexts.

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

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
6 th Grade	25.9%	28.2%	n/a
7 th Grade	21%	21.7%	n/a
8 th Grade	41.2%	24%	n/a

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
6 th Grade	31%	49%	21%	32%	42%	26%	30%	49%	21%	47%	33%	20%	31%	50%	20%	29%	50%	21%	37%	49%	14%
7 th Grade	27%	51%	23%	30%	41%	29%	27%	48%	25%	41%	41%	19%	25%	47%	29%	25%	51%	24%	38%	43%	19%
8 th Grade	29%	44%	26%	28%	42%	30%	27%	44%	28%	44%	35%	21%	25%	45%	29%	27%	42%	30%	34%	45%	22%

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	By the Spring BEACON Assessment, 6th–8th grade ELA/Reading teachers will decrease support needed by 30% from the Winter to Spring administration, as measured by BEACON Assessment data, specifically in the areas of interpreting text and the reading/listening categories.		
Root Cause(s) to be Addressed:	• Lack of consistent implementation of schoolwide initiatives, including the Three-Read Protocol • Insufficient use of explicit instruction and modeling, particularly for active listening using multimodal texts and media • Inconsistent levels of instructional rigor across classrooms • Inadequate differentiation of instruction to meet the needs of diverse student subgroups		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation of Performance Target: By the end of September, 100% of ELA teachers will have implemented the version of the 3 Read Protocol as measured by walkthroughs and utilization of the three-read checklist. Implementation Plan: Preplanning Introduce: • The revised 3-Read Protocol, incorporating multi-modal text supports (visual, audio, and digital texts). • Establish clear expectations for consistent implementation across all 6th–8th grade ELA classrooms.	Evaluation Performance Target: By the Spring BEACON Assessment, at least 80% of students will demonstrate a 30-point or greater increase in BEACON scale scores from the Winter assessment, with measurable improvement in interpreting text and reading/listening domains as evidenced by assessment data and reduced levels of support needed. Evaluation Tool(s): BEACON Data Results Common Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly	• 3-Read Protocol • CTLS Resources • Savage Book • Georgia State Board of Education Curriculum Resources
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>	August-September:		

All 6th–8th grade ELA/Reading teachers will implement the 3-Read protocol during whole group instruction for at least 20 minutes, three times per week, using Savage lessons and utilizing 3-read protocol to strengthen students’ reading comprehension, with progress monitored through formative and summative assessment data.	- Utilize district leaders to provide teacher training on modeling close reading strategies and interpreting text across multiple formats. - The CCC leads will provide training for each grade level. - Use strategies from BEACON for reading/listening and interpreting text standards to address skill gaps. October-December: - Deepen student independence with the 3-Read Protocol to help students deeply understand a text or problem. - Focus on interpreting text, citing evidence, and making inferences using the 3-step process. - Use small group instruction to target students needing additional support. - Conduct progress monitoring using formative assessments and BEACON-aligned tasks. - Provide feedback cycles and adjust instructions based on student data. January-February: - Reinforce protocol use with increased rigor and complex texts. - Focus on cross-modal interpretation (connecting information across reading and listening formats). Continue targeted interventions for students below proficiency. - Analyze Winter BEACON data to identify trends and reteach priority skills. March-April: - Administer Spring BEACON Assessment. - Use a spiral review of interpreting text and reading/listening skills. - Implement test-taking strategies aligned to BEACON expectations. May: - Analyze student growth and measure progress toward the 30-point target. - Reflect on instructional practices and identify next steps for continued improvement. Artifacts to be Collected: BEACON data results 3 Read Protocol Update	☐ Every other month ☒ 3 times per year ☐ _____ Data Analysis Plan: (August–September): Collect and analyze initial BEACON (or prior year) data to identify student strengths and areas of need, specifically in interpreting text and reading/listening domains. Group students based on levels of support required. Ongoing Progress Monitoring (Monthly): Use formative assessments, exit tickets, and BEACON-aligned tasks to track student progress. Teachers will meet in CCCs to review data, identify trends, and adjust instruction as needed. Data Reviews (October, January, March): Analyze assessment data results to measure growth toward the 30-point scale score target. Disaggregate data by grade level, subgroup, and domain to ensure targeted support. Winter BEACON Analysis (January–February): Conduct a deep data dive to compare baseline to winter performance. Identify students who have met growth targets and those needing intensified support or intervention. Instructional Adjustment: Use data findings to refine implementation of the 3-Read Protocol, increase small group instruction, and adjust strategies for multi-modal text comprehension.	Cobb County ELA/Reading Texts (Savage) Resources Georgia Department of Education Resources IXL Progress Learning
---	---	--	--

	CCC's Notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Weekly	Spring Review (March–April): Analyze most recent data to predict Spring BEACON performance. Provide targeted reteaching and intervention based on identified gaps. Final Analysis (May): Review Spring BEACON results to evaluate overall growth, determine if the 30-point target and 30% reduction in support needed were met, and identify trends to inform future instructional planning Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
--	--	--	--

MATH DATA			
MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
6 th Grade	15.9%	21.8%	33%
7 th Grade	22.3%	20.3%	33%
8 th Grade	38.4%	41.6%	33%

Beacon Math Data – Spring Administration (Number of Students)	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
6 th Grade	32%	52%	16%	53%	40%	7%	35%	45%	20%	27%	62%	10%
7 th Grade	24%	51%	25%	31%	46%	23%	48%	43%	9%	36%	42%	21%
8 th Grade	30%	37%	33%	35%	37%	28%	35%	47%	18%	62%	31%	7%

Source	Strengths	Weaknesses
--------	-----------	------------

FY26 MATH Milestones (Data by grade & subgroup) 6th Grade Levels 2-4 -72% 6th Grade Levels 3-4- 33% 6th Grade increased from 58% Levels 2-4 2025 to 72% Levels 2-4 2026 6th Grade increased from 21% to 33% Levels 3-4 2026 7th Grade increased from 65.5% Levels 2-4 2025 to 77% Levels 2-4 2026 7th Grade increased from 20% to 33% Levels 3-4 2026 8th Grade -Retest 1st Test 8th grade increased from 79% 2025 to 82% 2026 levels 2-4 8th grade decreased from 41.6% 2025 to 33% 2026	For Grade Levels, ELs and SWD 6th Grade - Strong in reasoning with whole numbers, fractions, and decimals, - Understanding ratios and unit rates - Using number sense to estimate and justify answer. 7th Grade - Reasoning with positive and negative rational number. - Understanding and applying proportional relationships. - Solving problems using multiplicative reasoning. - Explaining relationships between quantities in tables, graphs, and equations. 8th Grade - Reasoning with integers, rational numbers, and irrational numbers - Understanding linear relationships numerically/graphically - Interpreting slope and rate of change - Using numerical reasoning to justify situations and equations - Evaluating solutions for reasonableness Grade Levels (all students): EL: 7th Grade Students Scored 68% Levels 2-4 on the 2026 Georgia Milestones Test Showing strengths in numerical reasoning and geometric and spatial reasoning 8th Grade Students Scored 70% Levels 2-4 on the 2026 Georgia Milestones Test Showing strengths in numerical reasoning. SWD	For Grade Levels, ELs and SWD Grade Levels (all students): - Patterning and algebraic reasoning for all grade levels 6th- 8th grade students- Conceptual gaps 6th Grade - Understanding of variables as quantities - Express in writing, equation solving/graph interoperation EL: 6th Grade - Numerical Reasoning - Patterning and Algebraic Reasoning - Geometric and Spatial Reasoning SWD: 6th Numerical Reasoning Patterning and Algebraic Reasoning Data Reasoning 7th Numerical Reasoning Patterning and Algebraic Reasoning Geometric/ Spatial Reasoning
--	--	--

	8 th Grade	
Beacon Assessment – Math (Grade Level & Subgroups)	For Grade Levels, ELs and SWD Grade Levels (all students): Based on the Spring BEACON data support needed, all students improved in Numerical Reasoning, scoring below 50%. EL and SWD: Students showed more improvement in Geometric and Spatial reasonings.	For Grade Levels, ELs and SWD Grade Levels (all students): 6th Grade showed support needed in Patterning and Algebraic Reasoning on the Spring BEACON at 53%. 8th Grade on the Spring BEACON support needed on Geometric and Spatial Reasoning at 62%. EL and SWD: Both subgroups scored over 50% support needed in Numerical Reasonings and Pattern Algebraic Reasonings.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Students lack understanding of variables as quantities • Instruction may emphasize procedural skills over conceptual understanding • Inconsistent mastery moving from numerical reasoning to abstract thinking • Rigor gap-lacking complex problem-solving tasks • Lack of higher-order questions • Gaps in Algebraic and Pattern Reasoning	
MATH Common Assessments	For Grade Levels, ELs and SWD Grade Levels (all students): 6th Grade Unit 8 Coordinate Plane 74% Unit 3 Measurement 77% Rates and Ratio Quiz- 70% 7th Grade Unit 1 Number System 72% Unit 5 Life Phenomena Explored Through Systems 84% Unit 6 Exploring Geometric Relationships 78% Linear Relationships and Functions 85% 8th Grade	For Grade Levels, ELs and SWD Grade Levels (all students): 6th grade – Scored below 50% on numerical reasoning EL/SWD: 6th and 7th grade students on the unit test scored below any standards in numerical reasonings/ pattern algebraic reasoning.

	EL/SWD: Students in both subgroups showed strengths in Geometric Relationships and Measurement	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Gaps in Foundational Skills development for conceptual understanding - Limited Exposure to Rigor and Depth (DOK 3 and 4) - Ineffective Differentiation - Inconsistent Use of Data-Driven Instruction - Language Barriers Impacting (Understanding math vocabulary and interpreting word problems)	
School Instructional Walks (Grade Level) 6th -8th Grades	85% of teachers implemented the 3 Read Protocol with fidelity.	70% of the teachers implemented manipulations in their lessons.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Limited connection between manipulatives and abstract math (numbers, equations, symbols) - Lack of explicit progression from concrete to representational to abstract thinking - Inconsistent use of manipulatives across classrooms (30% not using them)	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☒ Professional Learning Survey ☐ _____	Professional learning focused on the implementation of the 3-Read Protocol and strategies to increase student comprehension and academic discourse. Following professional learning, BEACON assessment data showed improvement in ELA performance, indicating that students were better able to comprehend complex texts, identify key information, and support responses with evidence.	
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	The professional learning on the 3-Read Protocol positively impacted student achievement as evidenced by improved BEACON assessment scores. Although growth was evident, survey feedback and classroom observations suggest that teachers would benefit from continued support to ensure consistent implementation across all classrooms.
---	--

MATH - IMPROVEMENT PLAN			
GOAL #2: MATH	By the end of the 2026-2027 school year 6 th -8 th grade students will increase levels 3-levels 4 on the Georgia Milestones Mathematics Assessments from 33% to 38% or higher.		
Root Cause(s) to be Addressed:	• Gaps in Foundational Skills development of conceptual understanding • Limited Exposure to Rigor and Depth (DOK 3 and 4) • Ineffective Differentiation • Inconsistent Use of Data-Driven Instruction • Language Barriers Impacting (Understanding math vocabulary and interpreting word problems) • Gaps in Algebraic and Pattern Reasoning • Lack of higher-order questions		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100 % of 6th–8th grade math teachers will consistently implement the weekly 30-minute Wednesday intervention block using Progress Learning (PL) grade-level study plans with fidelity, as evidenced by usage reports, lesson plans, and student performance data.	Evaluation Performance Target: Students will demonstrate measurable growth in mathematics, with at least 75% of students meeting or exceeding expected progress on Progress Learning (PL) study plans. Evaluation Tool(s): • Progress Learning usage reports (student completion & teacher assignment data) • Progress Learning assessment/mastery reports by standard • Classroom walkthrough/observation forms (look-fors: PL alignment, differentiation, engagement) Evaluation Plan: Students will be assessed:	Progress Learning
Target Student Group	Implementation Plan: Preplanning: • Train teachers on effective use of Progress Learning (PL), including assigning study plans and analyzing data. A Progress Learning Study Plan is a personalized practice path for all students that uses student data to target specific standards,		
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

All math teachers' 6th-8th grade math teachers will implement an intervention block every Wednesday for 30 minutes using the Progress Learning (PL) grade level study plan math standards as evidenced by data from the Progress Learning program.	helping students improve skills they need most while allowing others to extend their learning. - Develop a consistent structure and expectations for the weekly 30-minute intervention block. This will help struggling students fill skill gaps and focus on foundational skills they missed and supports small group instruction. August-September: - Create student groups based on skill gaps and performance data after reviewing the weekly assessment data from the study plan. - Begin weekly Wednesday intervention block (30 minutes) using PL study plans. - Monitor student usage and ensure that all students are actively engaged in assigned study plans. October-December: - Continue consistent implementation of intervention blocks. - Adjust PL assignments based on student performance and mastery reports. - Provide targeted small group support for students below proficiency. - Review data during PLCs to identify trends and refine instructions. January-February: - Analyze mid-year data to assess student growth and identify gaps. - Intensify interventions for students not meeting growth goals. - Focus on reinforcing high-priority standards and remediation. - Monitor student completion rates and accuracy within PL. March-April: - Increase rigor of PL assignments aligned to Georgia Milestones expectations. - Provide targeted reteaching and enrichment opportunities.	☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: - Review Progress Learning reports biweekly to monitor student mastery of targeted standards. - Disaggregate data by grade level, subgroup, and specific standards. - Track student growth trends over time to identify intervention effectiveness. - Use PLC meetings to analyze results, adjust intervention groups, and refine instructional strategies. - Compare pre- and post-assessment data to measure gains in proficiency. Person(s) Collecting Evidence: ☒ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
---	--	---	--

	• Continue data-driven differentiation and feedback. • Reinforce problem-solving strategies and test readiness. May: • Administer Georgia Milestones Assessment. • Analyze PL and state assessment data to determine growth outcomes. • Reflect on intervention effectiveness and plan next steps Artifacts to be Collected: • Progress Learning (PL) usage, mastery, and growth reports for all students and small groups • Student study plan assignments and completion data • CCC's notes reflecting strategies Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Weekly		
--	--	--	--

Social Studies DATA		
Source	Strengths	Weaknesses
Georgia Milestones Assessment 8th Grade (Data by grade & subgroup)	Students showed strengths in the domains of Government and Economics on the 8th-Grade Georgia Milestones Assessments.	Students showed weaknesses in the domains of History and Geography on the 8th-grade Social Studies Georgia Milestones Assessments; over 50% of students scored below target. History- 59% scored below target Geography- 57% scored below target
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Students struggle with sequencing historical events/understanding cause and effect relationships over time - Limited use of timelines /historical progression activities/drawing conclusions from evidence - Lack of rigorous instruction (Higher-order thinking) as it relates to Geography	
Common Assessments	Pass rate - Indian Removal 84% - Land Polices 85% - Adult and Justice Systems 73% - Colonial Georgia 71% - History 73%	The passing rates below show weaknesses in Georgia's Beginning (49%) and in Geography and Gov. Part 1 (67%). This information is based on the 8 th grade common assessment. - Geography 67% - Gov. Part 1 67% - Gov. Part 2 74% - Georgia's Beginning 49% - State/Local Gov. 68% - American Revolution 69%

Commented [WT1]: Which specific areas in history and geography?

Commented [MJ2R1]: Historical events and informational skills

Commented [WT3]: Where in the data did we pull this from?

Commented [MJ4R3]: Milestones/common assessments

Commented [WT5]: Do these numbers represent the percentage students that were below target in these domains?

Commented [MJ6R5]: The numbers represent the passing rate

Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Lack of rigorous instruction (Deep analysis of historical events/gov. systems) • Struggle understanding foundational history for the State of Georgia • Struggle analyzing gov. structures/their functions • Limited engagement with complex texts and sources • Low-level questioning tasks on the common assessment compared to the Georgia Milestone
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:

Commented [WT7]: But we said Government was a strength in the EOG. We should look at the common assessment to determine if it is aligned to the rigor of the standards.

Commented [MJ8R7]: Based on the common assessment results gov. weakness

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN			
GOAL #3: OTHER	By the end of the 2026-2027 school year 8 th grade students will increase Levels 3 and 4 on the Social Studies End of Grade Milestones from 28% to 33%.		
Root Cause(s) to be Addressed:	• Lack of rigorous instruction (Higher-order thinking) • Struggle understanding foundational history • Struggle analyzing gov. structures/their functions • Limited engagement with complex texts and sources • Low level questioning tasks • Inconsistent intervention time		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation of Performance Target: 100% of 8 th grade social studies teachers will implement inquiry-based instructional strategies at least three times per week during the intervention block Implementation Plan: August – September	Evaluation Performance Target: At least 80% of students will demonstrate measurable growth in history and geography standards and show proficiency in inquiry-based skills as measured by common assessments and aligned tasks. Evaluation Tool(s): • Common Assessments • Interim Assessments • Formative classroom assessments (exit tickets, quizzes, checks for understanding) • Data dashboards • Classroom walkthrough observation tools	CTLS Resources Georgia State Board of Education Social Studies
Target Student Group	• Provide professional learning on inquiry-based instructional strategies • Model sample history and geography inquiry lessons during PLCs • Teachers begin implementing inquiry lessons 1–2 times per week to build comfort		
☒ 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.All 8th grade Social Studies teachers will implement standards-aligned, inquiry-based instruction at least three times per week during the intervention block, requiring students to analyze history, geography, and government concepts using complex texts and primary/secondary sources, while incorporating higher-order questioning (DOK 2–4) and differentiated support to address foundational gaps, as evidenced by walkthrough data and common assessments.	- Conduct baseline walkthroughs to determine current levels of implementation October – December - Teachers implement inquiry-based lessons three times per week during the intervention block - Instructional coaches and administrators conduct regular walkthroughs and provide feedback - Begin collecting and analyzing student work samples January – March - Continue implementation three times weekly with increased rigor - Teachers refine practices based on: Walkthrough feedback Student performance data - CCCs analyze common assessment data and adjust instruction - Provide targeted support for teachers needing additional coaching April – May - Maintain consistent implementation across all classrooms - Monitor fidelity of inquiry practices through walkthroughs - Evaluate student growth on history and geography standards - Reflect on strengths and areas for improvement to inform the next SIP Artifacts to be Collected: - Walkthrough notes - Common Assessment Results on History/Geography Person(s) Monitoring Implementation: ☐ Principal	Students analyzing and citing primary/secondary sources Students answering “why/how” questions, not just recall Tasks requiring comparison, justification, or argumentation Teachers facilitating structured discussions and inquiry Small-group or targeted support during intervention time Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: - Data will be reviewed during CCC meetings - Leadership team will monitor implementation of inquiry-based strategies during the intervention block - Student performance will be disaggregated by subgroups to identify gaps in content mastery and inquiry skill development - Trends in common assessments and inquiry-based tasks will be analyzed to determine strengths and areas for improvement - Teachers and leaders will use findings to adjust intervention instruction and increase rigor	
---	---	--	--

	☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Weekly	- Progress monitoring data will guide targeted support and reteaching focused on history and geography standards - Action steps will be documented after each review cycle, and implementation fidelity will be monitored Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
--	---	--	--

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	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 29, 2026	☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	Oct.1-November 3, 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 participate in discussions about the family engagement funds.	April 14, 2027	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	September 9, 2026	☐ 1 ☐ 4 ☐ 2 ☐ 5
	Feb. 3, 2027	☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: - Activities will include in-person sessions, where parents receive information about academic expectations, curriculum standards, assessment practices, and available support.	April 21, 2027	☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> • <i>Parent-School Compact</i> • Parent Policy	<table> <tr> <td>☐ 1</td> <td>☐ 4</td> </tr> <tr> <td>☐ 2</td> <td>☒ 5</td> </tr> <tr> <td>☐ 3</td> <td>☐ 6</td> </tr> </table>	☐ 1	☐ 4	☐ 2	☒ 5	☐ 3	☐ 6
☐ 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) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Curriculum Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Instructional learning and reading materials, as well as supplies, for students and parents.	Title 1	August 25, 2026	• Handouts • Parent/Student Feedback • Form Sign-In Sheets	Principal Academic Coach Parent Facilitator Lead Teacher
Parent University	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Instructional learning and reading materials, as well as supplies, for students and parents.	Title 1	Dec. 2, 2026	• Handouts • Sign-In Sheets	Principal Academic Coaches
Data Dig	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Data Folders	Title 1	Feb. 10, 2027	• Handouts • Sign-In Sheets	Principal Teachers Academic Coaches

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)	
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) During the 2026-2027 school year, Lindley Middle will complete the dated schoolwide plans, budget meeting agendas and signature pages, and committee and input meeting signature pages.	
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) During the school year 2026-2027, Lindley Middle School will complete the schoolwide plans the 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 for evidence to support that the schoolwide plans are available to the local education agency, parents, and the public, and the information contained in the plan will be in an understandable and uniform format, providing in a language that the parents can understand.	
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)	

During the school year 2026-2027, Lindley Middle School will complete the schoolwide plans the Title 1 midyear and end of year monitoring of SWP goals, monitoring and approving all Title 1 expenditures, and revision dates listed on the SWP cover page for evidence to support regular monitor and revise of the plan as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards

- 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)**
- During the school year 2026-2027, Lindley Middle School will complete the schoolwide plans the 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 for evidence to support that the schoolwide plans are available to the local education agency, parents, and the public, and the information contained in the plan will be in an understandable and uniform format, providing in a language that the parents can understand.

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:

Lindley Middle School's Schoolwide Plan is developed through the coordination and integration of federal, state, district, and local resources to ensure that all students' academic and social-emotional needs are addressed. The school uses multiple data sources, including Georgia Milestones, BEACON (Fall, Winter, Spring), District Interim Assessments, Common Assessments, ACCESS scores, IOWA, and CoGAT, to identify student deficits and strategically schedule students into appropriate instructional settings such as co-taught classes, ESOL, special education, and small-group instruction.

To support academic achievement, Title I funds are used to provide targeted instructional supports and extended learning opportunities. Students have access to web-based programs such as Progress Learning, IXL, Delta Math, and Gim kit, which are aligned to state standards and provide differentiated, standards-based practice to reinforce learning and address skill gaps.

The school works collaboratively with district instructional support personnel to provide teachers with ongoing professional learning focused on evidence-based instructional practices aligned to the district's balanced instructional framework. This ensures consistent, high-quality instruction across all grade levels and content areas.

Lindley Middle School also integrates state and local services to support the whole child. Professional school counselors and social workers connect students and families to resources such as mental health services, housing assistance, and crisis support, while also supporting violence prevention and social-emotional learning programs within the school. The school participates in nutrition programs, including free and reduced lunch and additional food support initiatives, to ensure that students' basic needs are met.

Title I funds are also used to support after-school and Saturday tutoring programs, which provide additional academic support aligned to classroom instruction. These opportunities allow students to receive targeted intervention based on identified needs.

All programs and services are intentionally coordinated to create a comprehensive system of support that addresses academic achievement, student well-being, and equitable access to resources. This integrated approach ensures that Lindley Middle School effectively meets the needs of all learners, including English Learners and Students with Disabilities, while supporting ongoing school improvement efforts.

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

Lindley Middle School jointly develops its written Parent and Family Engagement Policy with parents and family members of participating students. During the 2026–2027 school year, the school will provide multiple opportunities for parent input through Fall and Spring engagement meetings. Agendas, sign-in sheets, and meeting artifacts will serve as evidence that parents are actively involved in the development and revision of the school's Parent and Family Engagement Policy, School-Parent Compact, and Parent Engagement Budget.

The finalized policy will outline the school's commitment to carrying out the requirements of Sections (c) through (f) and will be distributed to all parents in a clear, understandable, and uniform format. To ensure accessibility, the policy will be posted on the school's website and translated into multiple languages, to the extent practicable, to meet the needs of the school community.

Parents will be notified of the availability of the policy through various communication methods, including the school website, newsletters, and parent meetings. The policy will also be made accessible to the local community.

Lindley Middle School will review and update the Parent and Family Engagement Policy annually based on parent feedback, student needs, and school improvement goals to ensure it remains relevant and responsive to the changing needs of families and the school community

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:

At the beginning of the school year, teachers engage in a comprehensive data analysis ("data dig") using Georgia Milestones results. This process allows teachers to identify student strengths and areas for growth and to develop targeted intervention plans. Ongoing data analysis throughout the year supports continuous monitoring of student progress and informs instructional decision-making to improve student outcomes. The administrative team (principal, assistant principals, and academic coach) meets weekly with teacher teams by department to review common formative assessment data using a common assessment protocol. These meetings focus on analyzing student performance on specific standards and identifying instructional adjustments needed to increase student proficiency.

In addition, data teams meet weekly to analyze student work, review lesson plans, and monitor the implementation of standards-based instruction. These meetings ensure that instruction is delivered with fidelity, aligned to standards, and adjusted based on students' current needs. Student learning is continuously monitored through both formal and informal walkthroughs conducted by the administrative team.

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:

Lindley Middle School determines the effectiveness of its Schoolwide Program by continuously analyzing multiple sources of student achievement data to measure progress toward meeting Georgia's challenging academic standards. The school uses Beacon Assessments (Fall, Winter, Spring), District Interim Assessments, and Common Formative Assessments to monitor student performance and growth throughout the year.

Student data is aggregated and disaggregated by grade level, content area, and subgroups, including students who are performing below grade-level expectations. Progress is tracked across assessment cycles to determine whether students, particularly those who were initially farthest from proficiency—are demonstrating measurable growth toward meeting academic standards.

The school also monitors progress toward School Improvement Plan (SIP) goals established at the beginning of the year. During data meetings, Professional Learning Communities (PLCs), and leadership team reviews, staff analyze trends in student achievement to determine the effectiveness of instructional practices and interventions.

Based on this ongoing analysis, instructional adjustments ("instructional pivots") are made throughout the year to address identified gaps, provide targeted interventions, and ensure that struggling students receive additional support in reading and mathematics. The effectiveness of these interventions is regularly evaluated by monitoring student progress over time.

This continuous cycle of data analysis, instructional adjustment, and progress monitoring ensures that the Schoolwide Program effectively increasing student achievement and supporting all learners, particularly those who entered the year performing below proficiency, in meeting state academic standards.

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:

Lindley Middle School will revise its Schoolwide Plan as needed based on ongoing monitoring and evaluation to ensure continuous improvement in student achievement. The Title I team schedules an annual progress monitoring meeting to formally review the implementation and effectiveness of the Schoolwide Plan and to make necessary updates and revisions.

In addition to the annual review, interim checkpoints occur throughout the school year following each administration of Beacon Assessments (Fall, Winter, and Spring). During these checkpoints, administrators and teachers analyze student performance data to determine progress toward academic goals and identify areas requiring adjustments in instruction or intervention.

Stakeholder input is also an essential part of the revision process. Administrators, staff, parents, and community members review and discuss student progress during Title I Fall and Spring Parent Forums. Feedback gathered from these meetings is used to inform updates to the Schoolwide Plan to better meet the evolving needs of students and families.

This continuous cycle of monitoring, feedback, and revision ensures that the Schoolwide Plan remains responsive, data-driven, and focused on improving outcomes for all students.

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)*

Lindley Middle School implements research-based instructional strategies designed to improve academic achievement for all students, including subgroups identified under Section 1111(c)(2), such as English Learners, Students with Disabilities, and students performing below grade level. These strategies provide all students with equitable access to rigorous instruction aligned to the State’s challenging academic standards.

Schoolwide instructional strategies include the use of conceptual, abstract, and representational approaches in mathematics, CER (Claim, Evidence, Reasoning) in science, anchor charts, Capsule Summaries, and weekly writing across the curriculum to strengthen literacy and critical thinking skills. Additional strategies such as the 3-Read Protocol, Frayer Model, annotation, and targeted vocabulary development strategies are used to support comprehension and deepen understanding across all content areas.

To ensure these strategies effectively meet the needs of all learners, the school provides differentiated instruction, small-group support, and scaffolds tailored to specific subgroups. English Learners and Students with Disabilities are supported through co-teaching models, explicit vocabulary instruction, visual supports, and structured opportunities for student discourse and writing.

The implementation of these action steps is monitored through weekly instructional walkthroughs with feedback, data team meetings, Collaborative Common Course (CCC) meetings, and quarterly scope and sequence checks with teachers. These monitoring structures ensure that instructional strategies are implemented with fidelity and aligned to grade-level standards.

The effectiveness of the schoolwide plan is evaluated through continuous analysis of student achievement data, including common formative assessments, district interim assessments, and Beacon data. Student progress is reviewed regularly to determine the impact of instructional strategies on student learning. Data is disaggregated by subgroup to ensure that all students are making progress toward proficiency. This ongoing cycle of implementing, monitoring, and evaluating instructional strategies ensures that Lindley Middle School provides all students with meaningful opportunities to meet and exceed the State's academic standards.

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)

Lindley Middle School implements targeted reform strategies designed to strengthen the academic program, increase both the amount and quality of learning time, and provide an enriched and accelerated curriculum for all students. These strategies ensure students receive a well-rounded education aligned to the State's challenging academic standards. To enrich and accelerate learning opportunities, the school offers advanced and rigorous coursework, including Advanced Math and ELA, Gifted education services, Algebra I, 7/8 Mathematics, and Physical Science for advanced students. These programs provide opportunities for students to engage in higher-level content and develop advanced academic skills.

To increase learning time and provide additional support, Lindley Middle School offers after-school and Saturday intervention programs targeting students who need additional academic support. Additionally, an extended instructional period (literacy block) is embedded into the master schedule to address diverse student needs, strengthen reading and writing skills, and support cross-curricular literacy development. Instructional strategies across all classrooms are designed to promote rigor, engagement, and deeper understanding through enriched learning experiences. These include differentiated instruction, standards-based teaching, and the integration of literacy strategies across content areas to support comprehension and critical thinking.

The implementation of these action steps is monitored through ongoing instructional walkthroughs, Collaborative Common Course (CCC) meetings, data team meetings, and bi-weekly scope and sequence checks with teachers. These monitoring systems ensure that instruction is aligned, pacing is appropriate, and students are progressing toward proficiency.

The effectiveness of these strategies is evaluated through ongoing analysis of student achievement data, including common formative assessments, district interim assessments, and Beacon data. Student progress data is reviewed regularly to determine whether increased learning time and enriched instructional opportunities are resulting in improved academic outcomes.

This continuous cycle of implementation, monitoring, and evaluation ensures that Lindley Middle School strengthens its academic program while providing all students with increased access to rigorous, enriched, and accelerated learning opportunities.

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)**

Lindley Middle School implements comprehensive reform strategies to address the needs of all students, with a particular focus on those at risk of not meeting the State's challenging academic standards. The school collaborates closely with district support personnel who specialize in serving neglected, delinquent, foster, and homeless students to ensure that these students receive targeted support to meet their academic and non-academic needs. The school's professional counselors and social workers provide school-based mental health support and connect students and families to both internal and external resources, including counseling services, crisis intervention, housing assistance, and community-based support programs. These services are designed to remove barriers to learning and improve students' social-emotional well-being.

To further support at-risk students, Title I funds are used to provide extended learning opportunities, including after-school and Saturday tutoring programs. These programs offer targeted academic support while also helping students build confidence, organization, and study skills beyond the core instructional day.

Additional strategies include providing specialized instructional support services, such as small-group instruction, mentoring, and individualized interventions, to address both academic and social-emotional needs. These supports help improve students' skills not only within academic subject areas but also in areas such as behavior, self-management, and overall engagement in school.

The implementation of these action steps is monitored through ongoing data analysis, student progress monitoring, and regular meetings with staff, including data team meetings and instructional reviews. The school also conducts scope and sequence checks to ensure alignment of instruction and interventions with student needs.

The effectiveness of these strategies is evaluated through the analysis of student achievement data, attendance data, behavior data, and program participation outcomes. This information is used to determine the impact of services provided and to make necessary adjustments to better support students who are at risk of not meeting academic standards.

This coordinated approach ensures that Lindley Middle School addresses the academic, social, and emotional needs of all students, particularly those most at risk, to support their overall success.

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:

Lindley Middle School implements a comprehensive schoolwide tiered model to prevent and address problem behavior through Positive Behavior Interventions and Supports (PBIS), aligned with Title I, Part A requirements and coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA).

PBIS serves as an evidence-based, three-tiered framework that supports the academic and behavioral success of all students by creating a positive, predictable, and equitable learning environment. During the 2026–2027 school year, Lindley Middle School enters its sixth year of PBIS implementation, demonstrating sustained commitment to continuous improvement and student support.

At the Tier I (universal) level, clear behavioral expectations, known as the *Falcon Five*, are explicitly taught, modeled, and reinforced across all school settings. Staff consistently use positive recognition systems, including praise and schoolwide celebrations, to promote a supportive climate that maximizes instructional time an essential component of Title I schoolwide programs. PBIS Coaches, introduced in the 2024–2025 school year, provide ongoing professional learning, monitor implementation fidelity, and support teachers in effectively meeting diverse student needs.

At the Tier II (targeted) level, Lindley Middle School provides early intervening services for students identified through discipline data, teacher referrals, and counselor input. Interventions such as *Check-In/Check-Out* and *Check and Connect* offer structured mentoring, regular progress monitoring, and goal-setting support. These targeted supports are designed to remove barriers to learning, increase student engagement, and prevent escalation of behavioral concerns—directly aligning with Title I’s focus on timely, effective interventions for at-risk students.

At the Tier III (intensive) level, individualized interventions are provided for students with significant behavioral and academic needs. These supports are coordinated with IDEA to ensure alignment with Individualized Education Programs (IEPs), Behavior Intervention Plans (BIPs), and other specialized services. Collaboration between general education, special education, and support staff ensures that students receive appropriate, equitable access to supports and services.

The PBIS Team, including PBIS Coaches and staff representatives, meets biweekly to analyze discipline data, monitor implementation, and evaluate the effectiveness of interventions. This data-driven approach ensures that resources including Title I supports are used strategically to improve student outcomes and maintain a safe, supportive learning environment.

Through this aligned, multi-tiered framework, Lindley Middle School effectively integrates behavioral supports with academic interventions, ensuring that all students especially those most at risk receive the support needed to succeed.

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:

Lindley Middle School will provide ongoing learning opportunities for all staff through professional development aligned to the needs of assessment data. In August, the Academic Coach will administer a needs assessment to all teachers. The academic coaches or administrators will organize or conduct professional development at school, through faculty meetings, professional development days on Wednesday, or smaller department presentations. Additionally, teachers, paraprofessionals, and other school personnel will be required to participate in district professional development throughout the year, as is offered. The staff will also have opportunities to attend local, state, and national professional development conferences and professional growth workshops.

The administrative team and Academic Coach will meet with teachers within departments on a weekly basis to review common formative assessments and focus on specific standards to increase student proficiency. Data teams will also meet weekly to assess student work and review lesson plans, ensuring that the standards are being taught with fidelity, instruction is regularly adjusted to meet students' current needs, and student learning is assessed daily through both informal and formal walkthroughs.

Cobb County School District strives to hire the best-qualified candidate for all teaching positions. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to employ Georgia-certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data, and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits' prospective teachers by attending various colleges and universities, as well as campus job fairs. CCSD hosts an annual fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in the CCSD New Teacher Institute. This institute takes place before the start of the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Lindley Middle School, we offer new teacher orientation before the start of each new school year and an ongoing new teacher induction program that includes pairing with mentor teachers. Teachers new to Lindley and new to teaching (less than 3 years of experience) will be required to participate in the mentoring program. We will set aside specific times for mentors to meet with their teachers for planning purposes. We will receive curriculum support from local and district-level coaches. Finally, we will provide regular professional development to address areas of weakness in all content areas and offer tips to maintain effective classroom management and high levels of student engagement.

Recruitment- Partner with local universities and colleges each semester to identify highly qualified candidates for potential positions

Retain –Ensure participation in the mentor program

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:

Lindley Middle School implements structured transition activities to support students and families as they move between grade bands, ensuring academic, social, and emotional readiness.

To support the transition from elementary (5th grade) to middle school (6th grade), Lindley collaborates with feeder elementary schools to provide student visits during the school day. Additionally, a spring 6th Grade Transition Night is held for students and parents to review academic expectations, schedules, and support services. For the transition from middle school (8th grade) to high school (9th grade), Lindley works closely with Pebblebrook High School to ensure strong vertical alignment among teachers, counselors, and administrators. Transition activities include 8th Grade Night, where students and families learn

about academic programs, extracurricular opportunities, and graduation requirements. Counselors also assist students with course selection, planning, and understanding high school expectations.

Students are further supported through access to Cobb County School District magnet programs, with program coordinators providing information on application requirements. The 8th-grade counselor offers ongoing assistance with applications, recommendations, and required documentation. Through these coordinated efforts, Lindley Middle School ensures smooth transitions, increases student preparedness, and promotes continued academic success.

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)*)

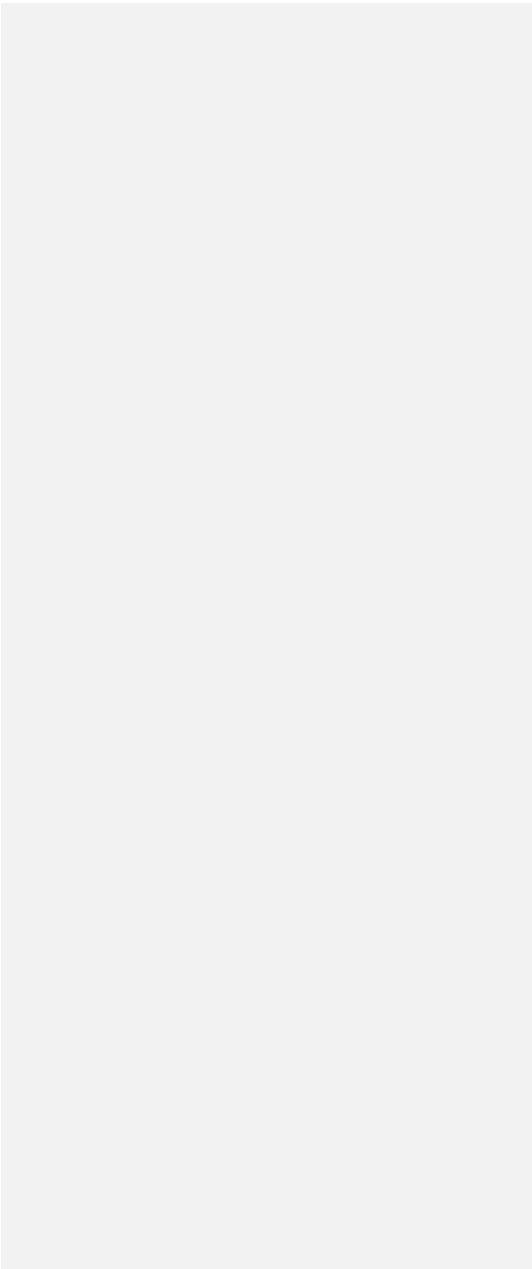
SCHOOL RESPONSE:

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***

Lindley Middle School's schoolwide plan is based on a comprehensive needs assessment that evaluates the academic performance of all students in relation to Georgia's challenging state standards. This process includes analyzing multiple data sources such as Georgia Milestones, District Interim Assessments, Common Formative Assessments, and other diagnostic tools to identify trends, strengths, and areas of need. Particular attention is given to students who are failing or at risk of failing to meet state standards, including subgroup performance and achievement gaps.

Additional factors such as attendance, behavior, and stakeholder input are also considered as part of the local educational agency's requirements. The comprehensive needs assessment is reviewed and revised regularly to ensure alignment with current student data and to guide the development of targeted instructional strategies and interventions.



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?
Classroom Teacher(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Title I teachers will work with students to provide lessons that support their achievement. These teachers will analyze student data to remediate. This position will reduce class sizes in grades 6-7 to give additional support to students who are struggling in ELA or Math. The Class Size Reduction teacher will plan engaging lessons that provide effective instruction using evidence-based strategies. The teacher uses assessment data to drive instruction and facilitates activities that address academic, social, and emotional growth. This educator collaborates with colleagues about curriculum, teaching, and data to fuel continual professional improvement. The teacher will also actively communicate with families. Teachers will use common assessments to collect data on effectiveness and to address students' needs.
Academic Coach(s)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	• Resources- The Academic Instructional Coach will provide resources and support for teachers, students, and parents to strengthen teaching and learning. The coach will work closely with teachers and parents by focusing on areas identified for improvement based on the School Improvement Plan (SIP) goals. • Professional Learning- In addition, the coach will provide ongoing professional learning opportunities for staff based on team needs. This will include organizing and facilitating professional development during faculty meetings, Wednesday professional learning days, and smaller department or team sessions. • Data Meetings -The coach will also lead weekly data team meetings to analyze student work and review lesson plans. These meetings will ensure that standards are taught with fidelity, instruction is adjusted to meet students' current needs, and student learning is consistently monitored. • Walkthroughs- Furthermore, the coach will conduct regular informal and formal walkthroughs to observe classroom instruction. Based on these observations, the coach will provide timely, actionable feedback and

			engage teachers in coaching conversations to support instructional improvement and strengthen effective teaching practices across the school. • CCC Meetings- The coach will also attend weekly CCC meetings with teachers to support collaborative planning, analyze data, align instruction to standards, and ensure consistent implementation of instructional strategies across classrooms
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.
	☐ 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	By the Spring BEACON Assessment, 6th–8th grade ELA/Reading teachers will decrease support needed by 30% from the Winter to Spring administration, as measured by BEACON Assessment data, specifically in the areas of interpreting text and the reading/listening categories.
Goal #2	By the end of the 2026-2027 school year, 6th-8th grade students will increase the percentage of students scoring levels 3 and 4 on the Georgia Milestones Mathematics Assessments from 33% to 38% or higher.
Goal #3	By the end of the 2026-2027 school year, 8th-grade students will increase the percentage of students at Levels 3 and 4 on the Social Studies End of Grade Milestones from 28% to 33%.
Goal #4	