

# School Improvement Plan

## Title I, Part A



|                          |                            |
|--------------------------|----------------------------|
| <b>School Year:</b>      | <b>2026 - 2027</b>         |
| <b>School Name:</b>      | <b>Mableton Elementary</b> |
| <b>Principal Name:</b>   | <b>Mike Cappucci</b>       |
| <b>Date Submitted:</b>   | <b>June 1, 2026</b>        |
| <b>Revision Date(s):</b> | <b>June 29, 2026</b>       |

**APPROVED**

|                                                                                                      |                                                                                             |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <i>District Name</i>                                                                                 | Cobb County School District                                                                 |
| <i>School Name</i>                                                                                   | Mableton Elementary                                                                         |
| <i>Team Lead</i>                                                                                     | Michael Cappucci                                                                            |
| <i>Position</i>                                                                                      | Principal                                                                                   |
| <i>Email</i>                                                                                         | MICHAEL.CAPPUCCI@cobbk12.org                                                                |
| <i>Phone</i>                                                                                         | 770-819-2513                                                                                |
| <b>Federal Funding Options to Be Employed in This Plan<br/>(SWP Schools. Select all that apply.)</b> |                                                                                             |
| X                                                                                                    | Traditional funding (all Federal funds budgeted separately)                                 |
|                                                                                                      | Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b> |
|                                                                                                      | "Fund 400" - Consolidation of Federal funds only                                            |
| <b>Factor(s) Used by District to Identify Students in Poverty<br/>(Select all that apply.)</b>       |                                                                                             |
| X                                                                                                    | Free/Reduced meal applications                                                              |
|                                                                                                      | Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>                      |
|                                                                                                      | Other (if selected, please describe below)                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>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).<br/> <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i></p>                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>School Response:</b> In developing this plan, the school used a collaborative process to gather input from a wide range of stakeholders. School leaders actively sought feedback through meetings and discussions with teachers, and staff to ensure that instructional and operational perspectives were represented. Specialized instructional support personnel, such as ESOL and EIP, contributed insights related to student needs and support services.</p> <p>The school also engaged families by hosting a meeting through Principal's Advisory committee to collect their input and priorities. Parents were encouraged to share feedback on student learning experiences and resources.</p> |

## IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

| Required Stakeholders                                                             | Suggested Stakeholders                         |
|-----------------------------------------------------------------------------------|------------------------------------------------|
| Administrative Team                                                               | Parent Facilitators                            |
| Content or Grade Level Teachers                                                   | Media Specialists                              |
| Local School Academic Coaches                                                     | Public Safety Officers                         |
| District Academic Coaches                                                         | Business Partners                              |
| <b>Parent (a Non-CCSD Employee)</b>                                               | Social Workers                                 |
| <b>Student (Required for High Schools)</b>                                        | Community Leaders                              |
| <b>Structured Literacy Coach (For CSI/ TSI Schools)</b>                           | School Technology Specialists                  |
| <b>MRESA School Improvement Specialist<br/>(For Federally Identified Schools)</b> | 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.

|                       |           |           |           |
|-----------------------|-----------|-----------|-----------|
| <b>Meeting Dates:</b> | 4/27/2026 | 5/11/2026 | 5/28/2026 |
|-----------------------|-----------|-----------|-----------|

| Position/Role | Printed Name | Signature |
|---------------|--------------|-----------|
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## 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).

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Previous Year's Goal #1</b>                                                                                                  | <p>By May 2026, the percentage of students in 1<sup>st</sup>- 2<sup>nd</sup> grade who scored at Support Needed, will decrease from 37% of enrollment (108/289 students), to 17% of enrollment as measured by the Spring 2026 Beacon Assessment.</p> <p>By May 2026, the percentage of students in 3<sup>rd</sup> -5<sup>th</sup> grade scoring Proficient or higher will increase from 22 % of enrollment (98 out of 447 students tested), to 29 % of enrollment as measured by the 2025-2026 Georgia Milestone EOG Assessment.</p>                                                                                    |
| <b>Was the goal met?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| What data supports the outcome of the goal?                                                                                     | <ul style="list-style-type: none"> <li>Beacon Data: 31% of students enrolled students (83/268 students) in 1<sup>st</sup>-2<sup>nd</sup> scored at Support Needed as measured by the ELA Spring 2026 Beacon Assessment. Although the percentage decreased from 37% to 31 %, we did not meet our goal of 17%.</li> <li>Awaiting Milestone Scores</li> </ul>                                                                                                                                                                                                                                                              |
| <b>Reflecting on Outcomes</b>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?                   | <p>Based on Beacon data students struggled with following ELA Beacon Domains:</p> <ul style="list-style-type: none"> <li>-First Grade- Constructing Texts</li> <li>-Second Grade- Language</li> <li>-Third Grade- Interpreting Texts- Listening</li> <li>-Fourth Grade- Interpreting Texts- Listening</li> <li>-Fifth Grade- Interpreting Texts- Listening</li> </ul> <p>*See Beacon Data in CNA Below</p> <p>Actionable Strategies of Implementation: Increased opportunities for listening comprehension and multi-modal text interpretation, increase opportunities genre based writing production and response.</p> |
| If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Previous<br/>Year's<br/>Goal #2</b>                                                                                                                                            | <p>The percentage of students in grades K-5<sup>th</sup> scoring in the Prepared category of the Numerical Reasoning domain of the Spring 2025 Beacon will increase from 11% ( 95 students) to 30% on the Spring 2026 Beacon.</p> <p>By May 2026, the percentage of students in 3<sup>rd</sup> -5<sup>th</sup> grade scoring Proficient or higher will increase from 26% of enrollment (115 out of 446 students tested), to 33% of enrollment as measured by the 2025-2026 Georgia Milestone EOG Assessment.</p> |
| <p style="text-align: center;"><b>Was the goal met?</b>      <input type="checkbox"/> YES      <input type="checkbox"/> NO      <input checked="" type="checkbox"/> Partially</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| What data supports the outcome of the goal?                                                                                                                                       | <ul style="list-style-type: none"> <li>• Beacon Data: 12% (104/862) of enrolled students in K-5<sup>th</sup> Grade scored in the Prepared category of the Numerical Reasoning domain of the Math Spring 2025 Beacon.</li> <li>• Milestones Data: The percentage of students in 3<sup>rd</sup> -5<sup>th</sup> grade scoring Proficient or higher increased from 26% to 27% of enrollment (126 out of 459 students tested) as measured by the 2025-2026 Georgia Milestone EOG Assessment.</li> </ul>              |
| <p style="text-align: center;"><b>Reflecting on Outcomes</b></p>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?                                                                     | <p>Based on Beacon Data, students struggled most in the numerical reasoning domain.</p> <p>*See Beacon Data in CNA Below-</p> <p>-Actionable Strategies of Implementation: Increased opportunities for consistent fluency instruction, Increased opportunities for student discourse centered around use of math manipulatives.</p>                                                                                                                                                                              |
| If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal?                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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

| ELA DATA                         |                                                          |                                                          |                                                          |
|----------------------------------|----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| ELA Milestones Longitudinal Data | FY24<br>% of students scoring proficient & distinguished | FY25<br>% of students scoring proficient & distinguished | FY26<br>% of students scoring proficient & distinguished |
| 3 <sup>rd</sup> Grade            | 14%                                                      | 27%                                                      |                                                          |
| 4 <sup>th</sup> Grade            | 17%                                                      | 22%                                                      |                                                          |
| 5 <sup>th</sup> Grade            | 31%                                                      | 20%                                                      |                                                          |

| Beacon ELA Data – Spring Administration | Foundations    |             |          | Language       |             |          | Texts          |             |          | Interpreting Texts |             |          | Constructing Texts |             |          |
|-----------------------------------------|----------------|-------------|----------|----------------|-------------|----------|----------------|-------------|----------|--------------------|-------------|----------|--------------------|-------------|----------|
|                                         | Support Needed | Near Target | Prepared | Support Needed | Near Target | Prepared | Support Needed | Near Target | Prepared | Support Needed     | Near Target | Prepared | Support Needed     | Near Target | Prepared |
| 1 <sup>st</sup> Grade                   | 35             | 34          | 31       | 33             | 41          | 26       | 23             | 51          | 26       | 24                 | 49          | 27       | 44                 | 30          | 26       |
| 2 <sup>nd</sup> Grade                   | 32             | 35          | 33       | 35             | 34          | 31       | 32             | 40          | 28       | 33                 | 33          | 34       | 32                 | 53          | 15       |

| Beacon ELA Data – Spring Administration | Interpreting Texts                |    |    |                   |    |    |                      |    |    |           |    |    | Constructing Texts                            |    |    |                            |    |    |                               |    |    |
|-----------------------------------------|-----------------------------------|----|----|-------------------|----|----|----------------------|----|----|-----------|----|----|-----------------------------------------------|----|----|----------------------------|----|----|-------------------------------|----|----|
|                                         | Texts: Context; Structure & Style |    |    | Texts: Techniques |    |    | Language: Vocabulary |    |    | Listening |    |    | Texts: Context; Structure & Style; Techniques |    |    | Texts: Research & Analysis |    |    | Language: Grammar Conventions |    |    |
|                                         | SN                                | NT | P  | SN                | NT | P  | SN                   | NT | P  | SN        | NT | P  | SN                                            | NT | P  | SN                         | NT | P  | SN                            | NT | P  |
| 3 <sup>rd</sup> Grade                   | 13                                | 75 | 12 | 12                | 78 | 10 | 17                   | 71 | 12 | 30        | 61 | 9  | 15                                            | 76 | 9  | 15                         | 75 | 10 | 25                            | 71 | 4  |
| 4 <sup>th</sup> Grade                   | 28                                | 56 | 15 | 22                | 59 | 19 | 18                   | 66 | 16 | 32        | 48 | 20 | 20                                            | 64 | 16 | 20                         | 68 | 13 | 31                            | 57 | 12 |
| 5 <sup>th</sup> Grade                   | 30                                | 53 | 17 | 26                | 57 | 16 | 26                   | 61 | 13 | 44        | 41 | 15 | 36                                            | 49 | 16 | 34                         | 55 | 12 | 37                            | 50 | 13 |

| Source                                                                                                                         | Strengths                                                                 | Weaknesses                                                                |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>FY26 ELA Milestones</b><br>(Grade Levels & Student Groups)<br><b>Student assessment results have not yet been received.</b> | <b>For Grade Levels, ELs and SWD:</b><br><br>Grade Levels (all students): | <b>For Grade Levels, ELs and SWD:</b><br><br>Grade Levels (all students): |

|                                                                            | <div>EL:</div> <div>SWD:</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <div>EL:</div> <div>SWD:</div> |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|----------------|------|--------------------|--------------------|--------|--------------------|--------------------|----------------|-------------|----------------|------|-------------------|--------------------|--------|--------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------|------|------------------|--------|--------------------|-----------------------------------------------|--------------------|--|--|----------------|-------------|----------|-----------------------|----|----|----|-----------------------|----|----|----|
| <div>Beacon Assessment – ELA<br/>(Grade Levels &amp; Student groups)</div> | <div>Grade Levels (all students):</div> <div>Across grades 1<sup>st</sup> -5<sup>th</sup> , the data shows overall growth from fall to spring, with many students moving out of the “support needed” category into “near target”:</div> <table><tr><th>Testing Window</th><th>Near Target</th><th>Support Needed</th></tr><tr><td>Fall</td><td>49% (359 Students)</td><td>46% (336 Students)</td></tr><tr><td>Spring</td><td>58% (421 Students)</td><td>24% (176 Students)</td></tr></table> <div>EL:</div> <div>There are strong gains in several grades—most notably in 3rd–5th grade where near target increased significantly (up to 85% in some cases) and support needed dropped sharply, showing strong response to instruction and language supports.</div> <table><tr><th>Testing Window</th><th>Near Target</th><th>Support Needed</th></tr><tr><td>Fall</td><td>25% (56 students)</td><td>75% (171 students)</td></tr><tr><td>Spring</td><td>50% (115 students)</td><td>44% (100 students)</td></tr></table> | Testing Window                 | Near Target | Support Needed | Fall | 49% (359 Students) | 46% (336 Students) | Spring | 58% (421 Students) | 24% (176 Students) | Testing Window | Near Target | Support Needed | Fall | 25% (56 students) | 75% (171 students) | Spring | 50% (115 students) | 44% (100 students) | <div>Grade Levels (all students):</div> <div>Across grades 1<sup>st</sup> -5<sup>th</sup> , the data shows a limited percentage of students scoring in the prepared category.</div> <table><tr><th>Testing Window</th><th>Prepared</th></tr><tr><td>Fall</td><td>4% (32 students)</td></tr><tr><td>Spring</td><td>17% (125 students)</td></tr></table> <div>Across grades K-5, data indicate consistent weaknesses in <b>constructing texts, listening comprehension, and grammar conventions</b>.</div> <div>Writing is a pervasive area of need at all grade levels, with many students requiring support and fewer students meeting preparedness expectations as grade levels increase.</div> <table><tr><th rowspan="2">Beacon ELA<br/>Data – Spring<br/>Administration</th><th colspan="3">Constructing Texts</th></tr><tr><th>Support Needed</th><th>Near Target</th><th>Prepared</th></tr><tr><td>1<sup>st</sup> Grade</td><td>44</td><td>30</td><td>26</td></tr><tr><td>2<sup>nd</sup> Grade</td><td>32</td><td>53</td><td>15</td></tr></table> | Testing Window | Prepared | Fall | 4% (32 students) | Spring | 17% (125 students) | Beacon ELA<br>Data – Spring<br>Administration | Constructing Texts |  |  | Support Needed | Near Target | Prepared | 1 <sup>st</sup> Grade | 44 | 30 | 26 | 2 <sup>nd</sup> Grade | 32 | 53 | 15 |
| Testing Window                                                             | Near Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Support Needed                 |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Fall                                                                       | 49% (359 Students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 46% (336 Students)             |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Spring                                                                     | 58% (421 Students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 24% (176 Students)             |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Testing Window                                                             | Near Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Support Needed                 |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Fall                                                                       | 25% (56 students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 75% (171 students)             |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Spring                                                                     | 50% (115 students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 44% (100 students)             |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Testing Window                                                             | Prepared                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Fall                                                                       | 4% (32 students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Spring                                                                     | 17% (125 students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| Beacon ELA<br>Data – Spring<br>Administration                              | Constructing Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |             |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
|                                                                            | Support Needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Near Target                    | Prepared    |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| 1 <sup>st</sup> Grade                                                      | 44                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30                             | 26          |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |
| 2 <sup>nd</sup> Grade                                                      | 32                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 53                             | 15          |                |      |                    |                    |        |                    |                    |                |             |                |      |                   |                    |        |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |          |      |                  |        |                    |                                               |                    |  |  |                |             |          |                       |    |    |    |                       |    |    |    |

**SWD:**

Trends are more gradual but steady, with consistent decreases in support needed across grades and increases in near target, such as 2nd grade improving from 7% to 40% prepared and 5th grade near target rising from 40% to 52%

| Testing Window | Near Target       | Support Needed    |
|----------------|-------------------|-------------------|
| Fall           | 34% (34 students) | 64% (64 students) |
| Spring         | 50% (48 students) | 43% (41 students) |

**Beacon ELA Data – Spring Administration****Constructing Texts**
**Texts:  
Context;  
Structure &  
Style;  
Techniques**
**Texts:  
Research  
&  
Analysis**
**Language:  
Grammar  
Conventions**

|                       | SN | NT | P  | SN | NT | P  | SN | NT | P  |  |
|-----------------------|----|----|----|----|----|----|----|----|----|--|
| 3 <sup>rd</sup> Grade | 15 | 76 | 9  | 15 | 75 | 10 | 25 | 71 | 4  |  |
| 4 <sup>th</sup> Grade | 20 | 64 | 16 | 20 | 68 | 13 | 31 | 57 | 12 |  |
| 5 <sup>th</sup> Grade | 36 | 49 | 16 | 34 | 55 | 12 | 37 | 50 | 13 |  |

**EL:**

EL performance is still **inconsistent across grades**, with **0% of students prepared** in grades **three through five across multiple domains**.

| Testing Window | Prepared         |
|----------------|------------------|
| Fall           | 0.4% (1 student) |
| Spring         | 6% (13 students) |

Listening comprehension and constructing texts are especially challenging, indicating difficulties processing and expressing academic language.

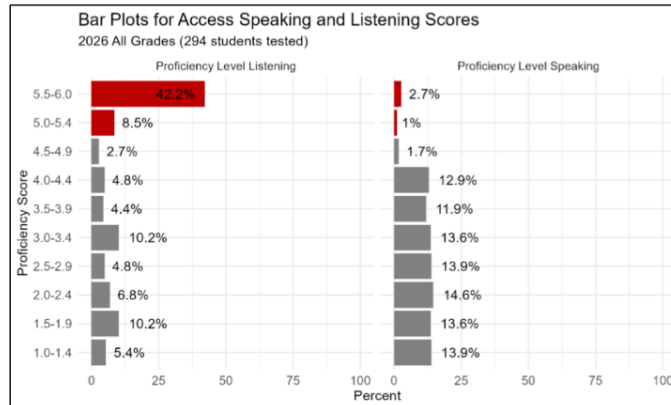
|                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Despite multiple administrations, <b>no growth into the prepared</b> category was observed for EL students, <b>particularly in upper elementary grades.</b></p> <p><b>SWD:</b></p> <p>Significant and persistent learning gaps, particularly in <b>listening, grammar, and written expression.</b></p> <p>In grades three through five, <b>0% of SWD students reached the prepared level</b>, with large percentages remaining in the support-needed category across assessments.</p> <p>Second grade data show that 40% of SWD students continue to require support across domains, indicating early intervention needs.</p> <table><tr><th>Testing Window</th><th>Prepared</th></tr><tr><td>Fall</td><td>2% (2 students)</td></tr><tr><td>Spring</td><td>7% (7 students)</td></tr></table> | Testing Window | Prepared | Fall | 2% (2 students) | Spring | 7% (7 students) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------|------|-----------------|--------|-----------------|
| Testing Window                                                                                                                                                                                                                                                                                                | Prepared                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |          |      |                 |        |                 |
| Fall                                                                                                                                                                                                                                                                                                          | 2% (2 students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |          |      |                 |        |                 |
| Spring                                                                                                                                                                                                                                                                                                        | 7% (7 students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |          |      |                 |        |                 |
| <p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p> | <p><b>Root Cause Explanation:</b></p> <p>Based on Beacon data results, students struggled with constructing and interpreting texts standards; including expository, narrative, and argumentative genres, organizational structures, and techniques. Teachers need to consistently implement explicit instruction in constructing and interpreting texts through modeled writing, guided practice, mentor text analysis, and scaffolded instruction across narrative, informational, and argumentative genres. Instruction should intentionally develop students' understanding of text structures, author's craft, organizational techniques, and written responses aligned to the rigor of the Georgia ELA Standards.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |          |      |                 |        |                 |
| <p><b>ACCESS Scores</b><br/>(Grade Level Reading &amp; Writing)</p>                                                                                                                                                                                                                                           | <p><b>Grade Levels (all students):</b></p> <p>Kindergarten and first-grade ESOL students are meeting grade-level language proficiency expectations,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Grade Levels (all students):</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |          |      |                 |        |                 |

demonstrating appropriate progress toward English language development benchmarks.

| 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  |
| # Students                                           | 71      | 66      | 92      | 24      | 41    | 294    |
| Percentage                                           | 24.1%   | 22.4%   | 31.3%   | 8.2%    | 13.9% | 100.0% |

2026 ACCESS Composite Score Data by Grade  
Note. Only includes students with a 2026 ACCESS Score.

| Grade | Student Count | 1.0-1.9 (%) | 2.0-2.9 (%) | 3.0-3.9 (%) | 4.0-4.9 (%) | 5.0-6.0 (%) |
|-------|---------------|-------------|-------------|-------------|-------------|-------------|
| 0     | 46            | 78.3        | 6.5         | 2.2         | 8.7         | 4.3         |
| 1     | 39            | 30.8        | 51.3        | 15.4        | 2.6         | -           |
| 2     | 63            | 15.9        | 28.6        | 42.9        | 11.1        | 1.6         |
| 3     | 58            | 6.9         | 19.0        | 50.0        | 20.7        | 3.4         |
| 4     | 53            | 11.3        | 13.2        | 28.3        | 39.6        | 7.5         |
| 5     | 35            | 8.6         | 20.0        | 40.0        | 28.6        | 2.9         |
| ALL   | 294           | 24.1        | 22.4        | 31.3        | 18.7        | 3.4         |



Listening scores are significantly higher than speaking scores across all proficiency levels.

**SWD:** No identified strength at this time.

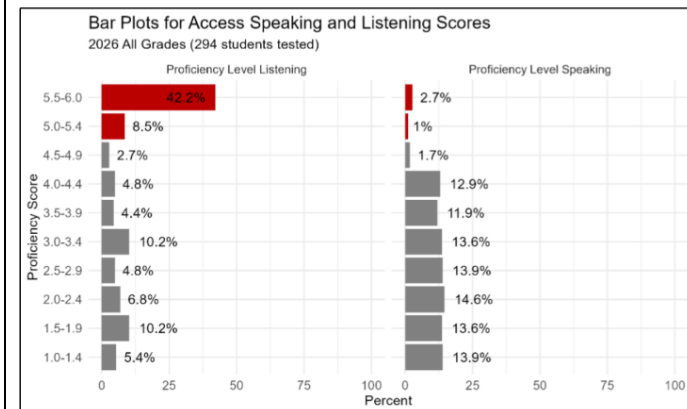
| 2026 ACCESS Composite Proficiency Level (CPL) Ranges |         |         |         |         |       |        |
|------------------------------------------------------|---------|---------|---------|---------|-------|--------|
| Data                                                 | 1.0-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0-4.2 | 4.3+  | Total  |
| # Students                                           | 71      | 66      | 92      | 24      | 41    | 294    |
| Percentage                                           | 24.1%   | 22.4%   | 31.3%   | 8.2%    | 13.9% | 100.0% |

2026 ACCESS Composite Score Data by Grade  
Note. Only includes students with a 2026 ACCESS Score.

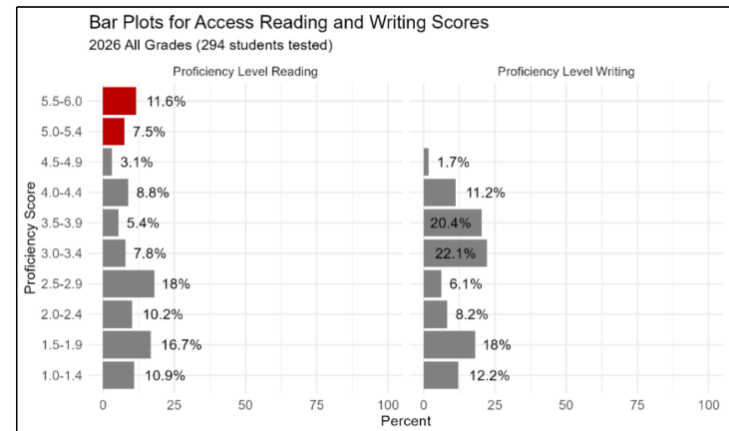
| Grade | Student Count | 1.0-1.9 (%) | 2.0-2.9 (%) | 3.0-3.9 (%) | 4.0-4.9 (%) | 5.0-6.0 (%) |
|-------|---------------|-------------|-------------|-------------|-------------|-------------|
| 0     | 46            | 78.3        | 6.5         | 2.2         | 8.7         | 4.3         |
| 1     | 39            | 30.8        | 51.3        | 15.4        | 2.6         | -           |
| 2     | 63            | 15.9        | 28.6        | 42.9        | 11.1        | 1.6         |
| 3     | 58            | 6.9         | 19.0        | 50.0        | 20.7        | 3.4         |
| 4     | 53            | 11.3        | 13.2        | 28.3        | 39.6        | 7.5         |
| 5     | 35            | 8.6         | 20.0        | 40.0        | 28.6        | 2.9         |
| ALL   | 294           | 24.1        | 22.4        | 31.3        | 18.7        | 3.4         |

A growth stall occurs at third grade, where ESOL students' proficiency levels flatten at CPL 3.0 instead of increasing toward grade-appropriate benchmarks.

Fifth-grade scores cluster at CPL 3.0, below the proficiency levels expected for exit readiness.

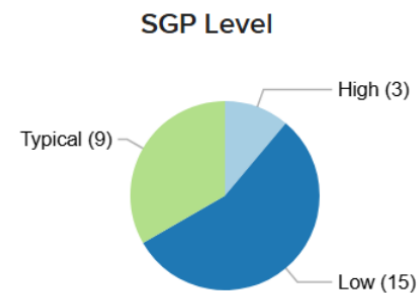


Speaking scores cluster in the lower to middle ranges.



Reading proficiency is stronger than writing proficiency, but both domains show most students performing in the lower-to-middle proficiency ranges.

**SWD:**



-55.6% (15 students) made low growth on the Access test.

-33.3%(9 students) made typical growth on the Access test.

-11.1% (3 students) made high Growth on the Access test.

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Check the system that contributes to the root cause:</b><br><br><input checked="" type="checkbox"/> Coherent Instruction<br><input checked="" type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment | <b>Root Cause Explanation:</b><br><br>Teachers need to consistently implement evidence-based language development strategies that provide English Learners with access to grade-level instruction. This includes purposeful use of ELlevation strategies, structured oral language routines, academic vocabulary instruction, and language scaffolds that support reading, writing, listening, and speaking throughout the ELA block.                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                       | <b>Grade Levels (all students):</b><br><b>K–2 Growth:</b> Students demonstrate steady weekly growth, especially in vocabulary development, comprehension routines, and use of text evidence.<br><b>Vocabulary Gains:</b> Vocabulary is a consistent area of strength, particularly in grades 2 and 4, with a high percentage of students approaching grade-level expectations.<br><b>EL:</b> In some grades, ELL students made steady growth on common assessments.<br><b>SWD:</b> In most cases SWD perform better on DOK 1 questions as opposed to DOK 2-DOK 4 questions that are found on the common assessments. | <b>Grade Levels (all students):</b><br><b>Upper Grade Plateau (3–5):</b> Initial growth slows as text complexity and cognitive demands increase.<br><b>Written Response Skills:</b> Across grades, students struggle with constructing clear, organized written responses and rephrasing text evidence.<br><b>Listening Comprehension:</b> Fourth grade data indicate listening comprehension as the weakest domain across all subgroups.<br><b>Curriculum–Assessment Misalignment:</b> Teachers report that some assessments do not align closely with guiding questions, writing instruction, or student readiness levels, particularly in grade 5.<br><b>EL: Access Gaps:</b> While ELL students are actively acquiring English proficiency, data show they continue to struggle with accessing grade-level complex texts. Academic vocabulary knowledge significantly limits the ability of ELL Students to engage with rigorous content.<br><b>SWD: Access Gaps:</b> Grade-level materials do not adequately support students performing two or more years below grade level. |

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction<br/> <input checked="" type="checkbox"/> Professional Capacity<br/> <input type="checkbox"/> Effective Leadership<br/> <input type="checkbox"/> Supportive Learning Environment</p>              | <p><b>Root Cause Explanation:</b></p> <p>Teachers need continued professional learning and instructional coaching to strengthen implementation of the district-adopted ELA curriculum. Consistent use of standards-aligned instructional routines, formative assessment data, and collaborative planning will improve instructional consistency across classrooms and ensure rigorous grade-level instruction for all students.</p>                                                                            |                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>School Instructional Walks</b><br/>(Grade Level)</p> <ul style="list-style-type: none"> <li>• <b>What instructional practices / processes are consistently observed during ELA walks?</b></li> <li>• <b>What instructional practices / processes are consistently missing or ineffective during ELA walks?</b></li> </ul> | <p><b>Instructional Walk Data Suggest the following:</b></p> <ul style="list-style-type: none"> <li>- County adopted curriculum resources are being utilized consistently: See Walk- Through data forms.</li> <li>-Literacy centers and/or student tasks are connected to instruction/learning target(s).</li> <li>- ELA small group instruction is targeted to meet student needs.</li> <li>-Consistent Science of Reading Practices in K-2.</li> <li>-Visible success criteria in some classrooms</li> </ul> | <p><b>Instructional Walk Data Suggest the following:</b></p> <ul style="list-style-type: none"> <li>- Student discourse is limited with instruction being primarily teacher driven.</li> <li>-More structured opportunities for student discourse are needed.</li> <li>-Limited evidence of success criteria being posted and/or communicated to students.</li> </ul> |
| <p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction<br/> <input checked="" type="checkbox"/> Professional Capacity<br/> <input type="checkbox"/> Effective Leadership<br/> <input type="checkbox"/> Supportive Learning Environment</p>              | <p><b>Root Cause Explanation:</b></p> <p>Teachers are not consistently implementing structured student discourse routines during the ELA block. Instructional walk data indicate that classroom instruction is frequently teacher-directed, limiting opportunities for students to engage in meaningful academic conversations, explain their thinking, justify responses using evidence, and develop oral language skills that strengthen reading comprehension and written expression.</p>                   |                                                                                                                                                                                                                                                                                                                                                                       |

## ELA - IMPROVEMENT PLAN

|                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                                                                                             |
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| <b>GOAL #1: ELA</b>                                                                                                                                                                                                                                             | By May 2027 the percentage of students in 1 <sup>st</sup> -5 <sup>th</sup> grade who scored in the prepared category will increase from 17% of enrollment (125/722 students), to 25% of enrollment as measured by the Spring 2027 ELA Beacon Assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                                                                                             |
| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                           | Teachers need to consistently implement explicit, standards-aligned writing instruction that develops students' ability to construct and interpret narrative, informational, and argumentative texts. Instruction should include explicit modeling, mentor text analysis, guided practice, sentence construction, and gradual release to ensure students can successfully write about grade-level texts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                                                                                             |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                            | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                                                                                             |
| <b>Components</b>                                                                                                                                                                                                                                               | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                 | <b>Resources</b>                                                                                                                   |                                                                                                                                                                                                                                                                             |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                                                                                                                                                                                     | <b>Implementation Performance Target:</b><br>By October 2026, 100% of K–5 ELA teachers will implement explicit genre-based writing instruction, including modeled writing, mentor text analysis, sentence-level construction, and guided writing practice at least three times per week as evidenced through lesson plans and instructional walk data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Performance Target:</b><br>By December 2026, at least 40% of students will earn 3/4 on the Wonders Unit Extended Writing Essay/Project.<br><br>By May 2027, at least 80% of students will earn 3/4 on the Wonders Unit Extended Writing Essay/Project.<br><br>By Spring 2027, the percentage of ESOL students scoring in the 1.5-1.9 proficiency band on the writing portion of the ACCESS assessment will decrease from 18% to 10%. | -Wonders Strategy Resources<br><br>-Wonders Rubrics<br><br>-Structured writing process resources respective to each writing genre. |                                                                                                                                                                                                                                                                             |
| <b>Target Student Group</b>                                                                                                                                                                                                                                     | <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li><b>Preplanning:</b> Provide teachers with explicit writing instruction expectations- including structured genre-based writing routines, explicit modeling, and other structured writing protocols such as mentor text analysis, use of anchor charts, graphic organizers, and sentence-level construction strategies.</li> <li><b>August-September:</b> PL will be provided for explicit writing instruction processes: structured expository routines, mentor text analysis, and sentence-level construction.</li> <li><b>October-December:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of the explicit writing processes. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> </ul> | <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Wonders Unit Extended Writing Essay/Project</li> <li>Grade Level Common Rubrics- Wonders Units Genre Rubrics</li> </ul>                                                                                                                                                                                                                                                          |                                                                                                                                    |                                                                                                                                                                                                                                                                             |
| <input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> EL<br><input type="checkbox"/> SWD                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    | <b>Evaluation Plan:</b><br>Students will be assessed:<br><input type="checkbox"/> Every 2 weeks<br><input type="checkbox"/> Monthly<br><input checked="" type="checkbox"/> Every other month<br><input type="checkbox"/> 3 times per year<br><input type="checkbox"/> _____ |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                                                                                             |
| 1) Grades K–5 ELA teachers will implement genre based writing instruction — including explicit modeling and structured writing routines to include mentor text analysis, and sentence-level construction strategies — during the ELA block at least three times |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                                                                                                                                             |

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| <p>per week as evidenced by lesson plans.</p> | <ul style="list-style-type: none"> <li>January-February: Conduct monthly instructional walks to monitor the implementation of the explicit writing processes. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li><b>March-April:</b> Conduct monthly instructional walks to monitor the implementation of the explicit writing processes. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li><b>May:</b> Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b><br/>         -Instructional walk forms<br/>         -Weekly Lesson Plans<br/>         -Collaborative PL Agendas</p> <p><b>Person(s) Monitoring Implementation:</b><br/> <input checked="" type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b> Monthly</p> | <p><b>Data Analysis Plan:</b> CCCs: - Collaborative scoring of grade level common assessment using Wonders writing rubrics at the end of each unit during CCC meetings to determine progress towards goal, and address student needs and/or necessary changes in lessons.</p> <p><b>Person(s) Collecting Evidence:</b><br/> <input type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches<br/> <input checked="" type="checkbox"/> CCC Leads</p> |  |
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| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                                                                                                                          | EL students need consistent access to academic language scaffolds and structured oral language routines within the grade-level ELA block to develop writing and reading skills alongside their English-proficient peers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                     |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                                     |
| <b>Components</b>                                                                                                                                                                                                                                                                                                                                              | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                | <b>Resources</b>                    |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                                                                                                                                                                                                                                                                                    | <b>Implementation Performance Target:</b><br>100% of K-5 ELA Teachers will embed academic language scaffolds — including sentence frames, structured turn-and-talk routines, and vocabulary supports into daily instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Evaluation Performance Target:</b><br>-50% of EL students in all grade levels will demonstrate at least 70% accuracy on Wonders Progress Monitoring Assessments.<br><br>-The percentage of EL students scoring in the prepared category of the Beacon assessment will increase from 6% (13 students out of 228 students) to 20% (46 students). | -ELlevation                         |
| <b>Target Student Group</b>                                                                                                                                                                                                                                                                                                                                    | <b>Implementation Plan:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   | -Wonders ELL Components             |
| <input type="checkbox"/> Gen Ed<br><input checked="" type="checkbox"/> EL<br><input type="checkbox"/> SWD                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <b>Preplanning:</b> Provide teachers with academic language scaffold expectations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Tool(s):</b><br>-Wonders Progress Monitoring Assessments<br>-Beacon Assessments                                                                                                                                                                                                                                                     | -Turn and Talk Scaffolding Visuals. |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <b>August-September:</b> August- ESOL team will provide PL focusing on structured turn and talk routines and vocabulary supports. September: Coaches will provide PL focusing on implementation of sentence stems/frames.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Evaluation Plan:</b><br>Students will be assessed:<br><input checked="" type="checkbox"/> Every 2 weeks<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Every other month<br><input checked="" type="checkbox"/> 3 times per year- Beacon<br><input type="checkbox"/> Spring 2027                                              |                                     |
| 2) K–5 ELA teachers will embed academic language scaffolds — including sentence frames, structured turn-and-talk routines, and vocabulary supports — into writing and reading instruction daily, as evidenced by rubrics/strategies embedded in weekly lessons ensuring EL students have consistent access to grade-level ELA content and assessment language. | <ul style="list-style-type: none"> <li>• <b>October-December:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of the explicit writing processes. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• <b>January-February:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of the explicit writing processes. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• <b>March-April:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of the explicit writing processes. Share instructional walk data with grade level teams</li> </ul> | <b>Data Analysis Plan:</b><br>-CCC Data Digs- Wonders Progress Monitoring Assessments<br><br>-Beacon data will be analyzed in the beginning (August/September), middle (January), and end of the year(March).<br><br><b>Person(s) Collecting Evidence:</b><br><input type="checkbox"/> Principal                                                  |                                     |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                           |  |
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|  | <p>during CCCs. Use data to determine next steps for whole group or individualized professional learning.</p> <ul style="list-style-type: none"> <li>• <b>May:</b> Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>-Instructional Walk Forms</li> <li>-Weekly Lesson Plans</li> <li>-Collaborative PL Agendas</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches</li> </ul> <p><b>Frequency of Monitoring:</b> Monthly</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches</li> <li><input type="checkbox"/> CCC Leads</li> </ul> |  |
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| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                                                                   | Students need consistent access to academic language scaffolds and structured oral language routines within the grade-level ELA block to develop writing and reading skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |
| <b>Components</b>                                                                                                                                                                                                                                                                                       | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Resources</b>                         |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b><br><b>Data Collection</b>                                                                                                                                                                                                   | <b>Implementation Performance Target:</b><br>100% of K-5 <sup>th</sup> grade Teachers will Implement a daily structured oral language routine (e.g., Think-Pair-Share or Turn-and-Talk) using sentence stems and academic vocabulary frames aligned to the lesson objectives.<br><br><b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>• <b>Preplanning:</b> Provide teachers with academic language scaffold expectations. During CCCs teachers will collaborate and develop sentence stems and academic vocabulary frames aligned to standards/upcoming lessons.</li> <li>• <b>August-September:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>• <b>October-December:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>• <b>January-February:</b> Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> </ul> | <b>Evaluation Performance Target:</b> Increase the percentage of classrooms where students are actively speaking with peers for 50% or more of the lesson from a current baseline of 6% to 40%.<br><br><b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>• Instructional Walk Form</li> </ul> <b>Evaluation Plan:</b><br>Students will be assessed:<br><input type="checkbox"/> Every 2 weeks<br><input checked="" type="checkbox"/> Monthly<br><input type="checkbox"/> Every other month<br><input type="checkbox"/> 3 times per year<br><input type="checkbox"/> _____<br><br><b>Data Analysis Plan:</b><br>Instructional Walk data will analyzed monthly.<br><br><b>Person(s) Collecting Evidence:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches</li> <li><input type="checkbox"/> CCC Leads</li> </ul> | -Turn and Talk<br>Scaffolding<br>Visuals |
| <b>Target Student Group</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |
| <input checked="" type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input type="checkbox"/> SWD                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |
| 3) K-5 <sup>th</sup> grade Teachers will implement a daily structured oral language routine (e.g., Think-Pair-Share or Turn-and-Talk) using sentence stems and academic vocabulary frames aligned to the lesson objectives through explicit modeling of the routine as evidenced by daily lesson plans. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |

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|  | <ul style="list-style-type: none"> <li>• March-April: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>• May: Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>-Instructional Walk Forms</li> <li>-Weekly Lesson Plans</li> <li>-CCC Agendas</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Assistant Principals</li> <li><input checked="" type="checkbox"/> Academic Coaches</li> </ul> <p><b>Frequency of Monitoring:</b> Monthly</p> |  |  |
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| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                                             | Teachers need to consistently implement scaffolded instructional practices that provide Students with Disabilities access to grade-level ELA standards. Instruction should include explicit modeling, chunking complex tasks, guided practice, graphic organizers, visual supports, and frequent opportunities for feedback to strengthen reading comprehension and written expression.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                         |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                         |
| <b>Components</b>                                                                                                                                                                                                                                                                 | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Resources</b>                                                        |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b><br><b>Data Collection</b>                                                                                                                                                                             | <b>Implementation Performance Target:</b><br>100% of K–5 ELA teachers will implement scaffolded instructional supports for Students with Disabilities during daily ELA instruction by October 2026, as evidenced through lesson plans, instructional walks, and collaborative planning documentation.<br><b>Implementation Plan:</b><br>Preplanning: Provide teachers with expectations for implementing scaffolded instructional supports for Students with Disabilities, including explicit modeling, chunking complex tasks, guided practice, graphic organizers, visual supports, sentence frames, and structured feedback. During preplanning, teachers will receive guidance on the school's alternating instructional schedule, which rotates the morning instructional block between ELA and Mathematics each day. This schedule is designed to provide students with equitable access to high-priority instruction during peak learning times while increasing opportunities for differentiated instruction, small-group learning, and intervention. | <b>Evaluation Performance Target:</b> <ul style="list-style-type: none"> <li>By December 2026, <b>50% of Students with Disabilities</b> will demonstrate growth on Wonders Progress Monitoring Assessments.</li> <li>By May 2027, the percentage of Students with Disabilities scoring in the <b>Prepared</b> category on the Spring 2027 Beacon Assessment will increase from <b>7% (7 students)</b> to <b>15% (16 students)</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                   | -Wonders Scaffolded Supports<br>-Graphic Organizers<br>-Visual Supports |
| <b>Target Student Group</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                         |
| <input type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input checked="" type="checkbox"/> SWD                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | -Sentence Frames<br>-Explicit Instruction Framework                     |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                         |
| 4) K–5 ELA teachers will implement scaffolded instructional supports for Students with Disabilities during daily ELA instruction, including explicit modeling, chunking complex reading and writing tasks, guided practice, graphic organizers, visual supports, sentence frames, | <ul style="list-style-type: none"> <li>August-September: Provide professional learning on evidence-based instructional strategies that increase access to grade-level ELA standards for Students with Disabilities. Teachers will collaborate during CCC meetings to develop scaffolded instructional supports aligned to upcoming standards and lessons.</li> <li>October-December: Conduct monthly instructional walks and weekly lesson plan reviews to monitor implementation of scaffolded instructional practices. Share walk-through data during CCC meetings and determine next steps for grade-level and individualized coaching.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Wonders Progress Monitoring Assessments</li> <li>Beacon Assessments</li> <li>Grade-Level Common Assessments</li> </ul> <b>Evaluation Plan:</b><br>Students will be assessed:<br><input checked="" type="checkbox"/> Every 2 weeks<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Every other month<br><input type="checkbox"/> 3 times per year<br><input type="checkbox"/> _____<br>Students will be assessed:<br><input type="checkbox"/> Every 2 weeks<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Every other month<br><input checked="" type="checkbox"/> 3 times per year (Beacon)<br><input type="checkbox"/> _____<br><b>Data Analysis Plan:</b> |                                                                         |

|                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
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| <p>and structured feedback. These supports will be embedded into weekly lesson plans and monitored through classroom observations and collaborative planning meetings to ensure students have consistent access to grade-level ELA standards.</p> | <ul style="list-style-type: none"> <li>January-February Continue monthly instructional walks and lesson plan reviews. Use implementation data and student performance data to provide differentiated coaching and support.</li> <li>March-April: Monitor implementation through instructional walks and CCC meetings. Analyze student data to determine effectiveness of scaffolded instructional supports and identify additional intervention needs.</li> <li>May: Reflect on implementation, evaluate student outcomes, and determine next steps for continued professional learning and instructional support.</li> </ul> <p><b>Artifacts to be Collected:</b></p> <ul style="list-style-type: none"> <li>Instructional Walk Forms</li> <li>Weekly Lesson Plans</li> <li>CCC Agendas</li> <li>Student Work Samples</li> <li>Small Group Planning Documentation</li> </ul> <p><b>Person(s) Monitoring Implementation:</b></p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b> Monthly</p> | <p>CCC teams will analyze Wonders Progress Monitoring Assessment data and Beacon data to monitor the effectiveness of scaffolded instructional supports for Students with Disabilities. Data will be used to adjust instructional practices, intervention supports, and professional learning throughout the school year.</p> <p><b>Person(s) Collecting Evidence:</b></p> <p><input type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches</p> <p><input checked="" type="checkbox"/> CCC Leads</p> |  |
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## MATH DATA

| MATH Milestones Longitudinal Data | FY24<br>% of students scoring proficient & distinguished | FY25<br>% of students scoring proficient & distinguished | FY26<br>% of students scoring proficient & distinguished |
|-----------------------------------|----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| 3 <sup>rd</sup> Grade             | 29%                                                      | 28%                                                      | 34%                                                      |
| 4 <sup>th</sup> Grade             | 21%                                                      | 30%                                                      | 31%                                                      |
| 5 <sup>th</sup> Grade             | 13%                                                      | 18%                                                      | 18%                                                      |

| Beacon Math Data –<br>Spring Administration | Numerical Reasoning |             |          | Patterning & Algebraic Reasoning |             |          | Measurement & Data Reasoning |             |          | Geometric & Spatial Reasoning |             |          |
|---------------------------------------------|---------------------|-------------|----------|----------------------------------|-------------|----------|------------------------------|-------------|----------|-------------------------------|-------------|----------|
|                                             | Support Needed      | Near Target | Prepared | Support Needed                   | Near Target | Prepared | Support Needed               | Near Target | Prepared | Support Needed                | Near Target | Prepared |
| Kindergarten<br>(Spring Administration)     | 33                  | 48          | 20       | 41                               | 46          | 13       | 49                           | 36          | 15       | 42`                           | 48          | 10       |
| 1 <sup>st</sup> Grade                       | 22                  | 57          | 21       | 24                               | 42          | 34       | 6                            | 36          | 58       | 26                            | 51          | 23       |
| 2 <sup>nd</sup> Grade                       | 37                  | 41          | 21       | 35                               | 41          | 24       | 44                           | 28          | 28       | 22                            | 39          | 39       |
| 3 <sup>rd</sup> Grade                       | 9                   | 86          | 5        | 17                               | 81          | 2        | 15                           | 83          | 3        | 20                            | 79          | 1        |
| 4 <sup>th</sup> Grade                       | 50                  | 45          | 5        | 48                               | 49          | 3        | 48                           | 51          | 1        | 51                            | 44          | 5        |
| 5 <sup>th</sup> Grade                       | 59                  | 40          | 1        | 64                               | 34          | 1        | 57                           | 40          | 3        | 76                            | 21          | 3        |

| Source                                                                                                                                        | Strengths                                                                                                                                             | Weaknesses  |              |              |                 |                                                                                                                                                                                            |                                                                                                                                                                                                                                  |             |              |              |                 |                                 |
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| FY26 MATH<br>Milestones<br>(Grade Level & Student Groups)                                                                                     | For Grade Levels, ELs and SWD                                                                                                                         |             |              |              |                 |                                                                                                                                                                                            | For Grade Levels, ELs and SWD                                                                                                                                                                                                    |             |              |              |                 |                                 |
|                                                                                                                                               | Grade                                                                                                                                                 | 1-Beginning | 2-Developing | 3-Proficient | 4-Distinguished | Total Number of Students Tested                                                                                                                                                            | Grade                                                                                                                                                                                                                            | 1-Beginning | 2-Developing | 3-Proficient | 4-Distinguished | Total Number of Students Tested |
|                                                                                                                                               | Third                                                                                                                                                 | 29          | 66           | 42           | 7               | 144 Students                                                                                                                                                                               | Third                                                                                                                                                                                                                            | 29          | 66           | 42           | 7               | 144 Students                    |
|                                                                                                                                               | Fourth                                                                                                                                                | 40          | 71           | 38           | 11              | 160 Students                                                                                                                                                                               | Fourth                                                                                                                                                                                                                           | 40          | 71           | 38           | 11              | 160 Students                    |
|                                                                                                                                               | Fifth                                                                                                                                                 | 54          | 73           | 25           | 3               | 155 Students                                                                                                                                                                               | Fifth                                                                                                                                                                                                                            | 54          | 73           | 25           | 3               | 155 Students                    |
|                                                                                                                                               | 3 <sup>rd</sup> -5 <sup>th</sup>                                                                                                                      | 123         | 210          | 105          | 21              | 459 Students                                                                                                                                                                               | 3 <sup>rd</sup> -5 <sup>th</sup>                                                                                                                                                                                                 | 123         | 210          | 105          | 21              | 459 Students                    |
|                                                                                                                                               | Grade Levels (all students): 3 <sup>rd</sup> & 4 <sup>th</sup> Grade- More students scored in the developing category than in the beginning category. |             |              |              |                 |                                                                                                                                                                                            | Grade Levels (all students): 5 <sup>th</sup> grade had a significant number of students scoring in the beginning category. After re-testing, there was still a significant number of students scoring in the beginning category. |             |              |              |                 |                                 |
| EL: Grade 3 EL students outperformed Grades 4 and 5, with the highest percentage of students scoring at the Proficient Learner level (24.1%). |                                                                                                                                                       |             |              |              |                 | EL: 3 <sup>rd</sup> Grade EL Math Milestones: 58 students tested; 22.4% (13 students) scored at Level 1, 53.4% (31 students) scored at Level 2, and 24.1% (14 students) scored at Level 3. |                                                                                                                                                                                                                                  |             |              |              |                 |                                 |
| SWD: No strengths identified at this time.                                                                                                    |                                                                                                                                                       |             |              |              |                 |                                                                                                                                                                                            |                                                                                                                                                                                                                                  |             |              |              |                 |                                 |

|                                 |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                 |                                                                                                                                                                            | <p><b>4th Grade EL Math Milestones:</b> 53 students tested; 32.1% (17 students) scored at Level 1, 58.5% (31 students) scored at Level 2, and 9.4% (5 students) scored at Level 3.</p> <p><b>5th Grade EL Math Milestones:</b> 35 students tested; 60.0% (21 students) scored at Level 1, 34.3% (12 students) scored at Level 2, and 5.7% (2 students) scored at Level 3. (Does not include retest data).</p> <p>Across grades 3-5, the majority of EL students performed at the Beginning Learner (Level 1) or Developing Learner (Level 2) levels, indicating that many students have not yet met grade-level proficiency expectations.</p> <p>Grade 5 EL students demonstrated the lowest overall mathematics performance, with 60.0% of students scoring at the Beginning Learner level and only 5.7% achieving Proficient Learner status. (Does not include retest data).</p> <p><b>SWD:</b></p> <p>3<sup>rd</sup> Grade SWD Math Milestones: 18 SWD students tested; 50.0% (9 students) scored at Level 1, 44.4% (8 students) scored at Level 2, and 5.6% (1 student) scored at Level 3. 0 students scored a level 4.</p> <p>4<sup>th</sup> grade SWD Math Milestones: 24 SWD Tested; 45.8% (11 students) scored at Level 1, 41.7% (10 students) scored at Level 2, and 12.5% (3 students) scored at Level 3. 0 students scored a level 4.</p> <p>5<sup>th</sup> Grade SWD Math Milestones: 28 SWD students tested; 78.6% (22 students) scored at Level 1, 17.9% (5 students) scored at Level 2, and 3.6% (1 student) scored at Level 3. 0 students scored a level 4. (Does not include rest data).</p> <p>Among SWD students, Grade 5 had the highest percentage of students scoring at Level 1 (78.6%) and the lowest percentage of students scoring at Level 3 (3.6%).</p> |
| <b>Beacon Assessment – Math</b> | <p><b>Grade Levels (all students):</b></p> <ul style="list-style-type: none"> <li>• Average scale scores increased from fall to spring across most grade levels</li> </ul> | <p><b>For Grade Levels, ELs and SWD</b></p> <p><b>Grade Levels (all students):</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

(Grade Level & Student Groups)

- Decreases in the **Support Needed** category were observed across grades
- Growth in the **Near Target** category at all grade levels

| Testing Window | Near Target  | Support Needed |
|----------------|--------------|----------------|
| Fall           | 229/726= 32% | 485/726= 67%   |
| Spring         | 458/862= 53% | 287/862= 33%   |

- Kindergarten–2nd grade show relative strength in **foundations, numerical reasoning, and measurement/data**
- Third grade demonstrates a high percentage of students performing in the **Near Target** range

EL:

- Overall scale scores increased across grade levels
- Support Needed percentages decreased** in most grades
- Growth observed in **Near Target** performance, particularly in grades 3–4

| Testing Window | Near Target  | Support Needed |
|----------------|--------------|----------------|
| Fall           | 41/228= 18%  | 187/228= 82%   |
| Spring         | 120/274= 44% | 144/274= 53%   |

SWD:

- Scale score growth observed across grade levels
- Support Needed decreased** from fall to spring in most grades

- Prepared performance remains low in grades 3–5**, with some grades showing little to no students meeting the prepared benchmark
- Numerical reasoning** is an area of need across multiple grade levels

Spring ELA Math Beacon: Numerical Reasoning % of Students Prepared

| Grade                        | Prepared              | Total Number of Students Tested |
|------------------------------|-----------------------|---------------------------------|
| Kindergarten                 | 20% (28 Students)     | 141 Students                    |
| First                        | 23% (29 Students)     | 124 Students                    |
| Second                       | 21 % (30 Students)    | 143 Students                    |
| Third                        | 5 % (7 students)      | 144 Students                    |
| Fourth                       | 5% (8 Students)       | 158 Students                    |
| Fifth                        | 1% (2 students)       | 152 Students                    |
| Kindergarten-5 <sup>th</sup> | 104/862= 12% Prepared |                                 |

- Geometric and spatial reasoning** show particularly low performance in upper grades
- Fifth grade demonstrates the highest overall need, with no students reaching the prepared level

Fall Math Beacon

| Grade                        | Prepared        |
|------------------------------|-----------------|
| Kindergarten                 |                 |
| First                        | 4% (5 students) |
| Second                       | 5% (7 students) |
| Third                        | 0% (0 students) |
| Fourth                       | 0% (0 students) |
| Fifth                        | 0% (0 students) |
| Kindergarten-5 <sup>th</sup> | 12/726 = 2%     |

Spring Math Beacon

| Grade                        | Prepared          |
|------------------------------|-------------------|
| Kindergarten                 | 9% (45 students)  |
| First                        | 27% (33 students) |
| Second                       | 27% (39 students) |
| Third                        | 1% (1 student)    |
| Fourth                       | 1% (2 students)   |
| Fifth                        | 0% (0 students)   |
| Kindergarten-5 <sup>th</sup> | 120/862=14%       |

- Increases in **Near Target** performance, particularly in grades 2–4
- Some movement from Near Target to Prepared in earlier grades

| Testing Window | Near Target | Support Needed |
|----------------|-------------|----------------|
| Fall           | 16/100= 16% | 82/100= 82%    |
| Spring         | 38/107= 36% | 64/107= 60%    |

EL:

**0% prepared in grades 3–5** across math domains

- Upper elementary EL students continue to require significant support in **numerical reasoning and problem-solving**

| Testing Window | Prepared   |
|----------------|------------|
| Fall           | 0/288= 0%  |
| Spring         | 15/274= 5% |

- A large percentage of EL students remain in Support Needed, particularly in grades 4–5

SWD:

**0% prepared in grades 3–5** across assessments

- A majority of SWD students remain in Support Needed in upper grades
- Continued need for support in **conceptual understanding, numerical reasoning, and multi-step problem solving**

| Testing Window | Prepared  |
|----------------|-----------|
| Fall           | 2/100= 2% |
| Spring         | 5/107= 5% |

**Root Cause Explanation:**

|                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input type="checkbox"/> Professional Capacity</p> <p><input checked="" type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p> | <p>Teachers need to consistently use standards-level assessment data to form flexible instructional groups and provide targeted small-group instruction focused on students' identified areas of need. Consistent implementation of data-driven small-group instruction and protected mathematics instructional time will strengthen students' conceptual understanding, numerical reasoning, and mathematical problem-solving.</p>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>MATH Common Assessments</b></p>                                                                                                                                                                                                                                                                                    | <p><b>For Grade Levels, ELs and SWD</b></p> <p><b>Grade Levels (all students):</b></p> <p>The averages on the post assessments consistently increase throughout the year with K-2 &amp; 4<sup>th</sup> grade having consistent growth increases.</p> <p><b>EL:</b> ELL students consistently showed growth trends with increasing percentages in most grades. 1<sup>st</sup> Grade- Unit Assessments 1 and 3 showed mastery.</p> <p><b>SWD:</b> No strengths noted at this time.</p> | <p><b>For Grade Levels, ELs and SWD</b></p> <p><b>Grade Levels (all students):</b></p> <p>-3<sup>rd</sup> and 5<sup>th</sup> grade have not made significant gains on math unit assessments.</p> <p>-In some grade levels there was a drop in scores from unit to unit.</p> <p>-Students across grade levels demonstrate difficulty interpreting and solving word problems, especially those with complex language and higher reading comprehension demands.</p> <p><b>EL:</b> Academic mathematical vocabulary acquisition is an area of need for English Learners.</p> <p>Schoolwide trends show that language demands, including unfamiliar academic vocabulary, create barriers for English Learners in understanding and solving math problems.</p> <p><b>SWD:</b> In some cases there was a decrease in averages from unit to unit.</p> <p>Increased cognitive demands of multi-step word problems present a barrier for Students with Disabilities, often resulting in difficulties with accuracy.</p> <p>Executive functioning deficits, including challenges with organization, planning, and task management, impact Students with Disabilities' ability to successfully engage in grade-level math tasks.</p> |
|                                                                                                                                                                                                                                                                                                                          | <p><b>Root Cause Explanation:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>Check the system that contributes to the root cause:</b></p> <p><input checked="" type="checkbox"/> Coherent Instruction<br/> <input checked="" type="checkbox"/> Professional Capacity<br/> <input type="checkbox"/> Effective Leadership<br/> <input type="checkbox"/> Supportive Learning Environment</p>      | <p>Teachers need to consistently implement standards-based instructional practices that include purposeful use of manipulatives, multiple mathematical representations, and data-driven instructional adjustments. Continued professional learning will strengthen teachers' ability to prioritize essential standards, respond to assessment data, and implement targeted interventions that address identified student learning needs.</p> |                                                                                                                                                                                                                                                                                                                                         |
| <p><b>School Instructional Walks</b><br/>(Grade Level)</p> <ul style="list-style-type: none"> <li>• <b>What instructional practices / processes are consistently observed during walks?</b></li> <li>• <b>What instructional practices / processes are consistently missing or ineffective during walks?</b></li> </ul> | <p><b>Instructional Walk data suggest the following:</b></p> <p>-Teachers utilize district coursework materials that were aligned with the district teaching and learning framework.</p> <p>-Teachers implemented GADOE State learning plans.</p>                                                                                                                                                                                            | <p><b>-Instructional walk data suggests the following:</b></p> <p>-Manipulative use was limited.</p> <p>-Limited opportunities for academic discourse.</p> <p>- Use of Math 360 Boards in classrooms that have them should be increased.</p> <p>-Limited evidence of success criteria being posted and/or communicated to students.</p> |

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| <b>Check the system that contributes to the root cause:</b><br><br><input type="checkbox"/> Coherent Instruction<br><input checked="" type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment | <b>Root Cause Explanation:</b><br>Teachers are not consistently implementing structured mathematical discourse and purposeful manipulative-based instruction during daily mathematics lessons. Instructional walk data indicates a need for increased opportunities for students to explain mathematical reasoning, justify solutions, engage in collaborative problem solving, and use concrete and visual representations to develop conceptual understanding. |  |
|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Other Summary Data</b><br><input type="checkbox"/> Teacher Survey<br><input type="checkbox"/> Parent Survey<br><input type="checkbox"/> Professional Learning Survey<br><input type="checkbox"/><br>_____                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Check the system that contributes to the root cause:</b><br><br><input type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment            | <b>Root Cause Explanation:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |



## MATH - IMPROVEMENT PLAN

|                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                  |                                                      |
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| <b>GOAL #2: MATH</b>                                                                                                                                                                             | <p>The percentage of students in grades K-5<sup>th</sup> scoring in the prepared category of the Numerical Reasoning domain of the Spring 2026 Beacon will increase from 12% (104 students/862 students tested) to 30% as measured by the Spring 2027 Beacon.</p> <p>The percentage of students in 3<sup>rd</sup>-5<sup>th</sup> grade scoring proficient or higher will increase from 27% of enrollment (126 students out of 459 students tested), to 33% of enrollment as measured by the 2027 Georgia Milestones EOG Assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                  |                                                      |
| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                            | <p>Teachers need to consistently use formative assessment data to develop and implement differentiated small-group instruction that targets students' individual needs in numerical reasoning, mathematical fluency, and problem solving. Teachers also need to consistently monitor student progress and adjust instruction to ensure all students receive timely intervention and enrichment based on identified needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |                                                      |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                             | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                  |                                                      |
| <b>Components</b>                                                                                                                                                                                | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                               | <b>Resources</b>                                     |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                                                                                                                      | <p><b>Implementation Performance Target:</b> 100% of K-5 Math teachers will provide targeted fluency and numerical reasoning instruction through small groups based on student performance data 4 times per week.</p> <p><b>Implementation Plan:</b></p> <ul style="list-style-type: none"> <li>Preplanning Provide teachers with small group expectations. During preplanning, teachers will receive guidance on the school's alternating instructional schedule, which rotates the morning instructional block between Mathematics and ELA each day. This scheduling structure is designed to provide all students with equitable access to high-priority instruction during peak learning times while maximizing opportunities for differentiated instruction, intervention, and targeted small-group support.</li> <li>August-September: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of targeted small groups. Share instructional walk data with grade level teams during</li> </ul> | <p><b>Evaluation Performance Target:</b></p> <p>By December 2026, 20% of students in grades 1-5<sup>th</sup> will score in the Prepared category of the Numerical Reasoning Domain of the Beacon Assessment.</p> | <p>-Math manipulatives</p> <p>-Math PL Resources</p> |
| <b>Target Student Group</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>By May 2027, 40% of students in grades K-5<sup>th</sup> will score in the Prepared category of the Numerical Reasoning Domain of the Beacon Assessment.</p>                                                   |                                                      |
| <input checked="" type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input type="checkbox"/> SWD                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>By December 2026, the percentage of EL students scoring in the support needed category of the Beacon Assessment will decrease from 53% to 46%.</p>                                                            |                                                      |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>By May 2027, the percentage of EL students scoring in the support needed category of the Beacon Assessment will be 40%.</p>                                                                                   |                                                      |
| 1) K-5 Math teachers will provide targeted fluency and numerical reasoning instruction through small groups based on student performance data (weekly formative assessments) 4 times per week as |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evaluation Tool(s):</b></p> <ul style="list-style-type: none"> <li>Beacon Data</li> </ul> <p><b>Evaluation Plan:</b></p>                                                                                   |                                                      |

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| <p>evidenced by math small group lesson plans and classroom observations.</p> | <p>CCCs. Use data to determine next steps for whole group or individualized professional learning.</p> <ul style="list-style-type: none"> <li>• October-December: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of targeted small groups. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• January-February: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of targeted small groups. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• March-April: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of targeted small groups. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• May: Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b><br/>         -Instructional Walk Forms<br/>         -Weekly Lesson Plans</p> <p><b>Person(s) Monitoring Implementation:</b><br/> <input type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b><br/>         Monthly</p> | <p>Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks<br/> <input type="checkbox"/> Monthly<br/> <input type="checkbox"/> Every other month<br/> <input checked="" type="checkbox"/> 3 times per year<br/> <input type="checkbox"/> _____</p> <p><b>Data Analysis Plan:</b> Beacon Assessment Data Digs during CCC meetings to determine progress towards goal, and address student needs and/or necessary changes in instruction.</p> <p><b>Person(s) Collecting Evidence:</b><br/> <input type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches<br/> <input checked="" type="checkbox"/> CCC Leads</p> |  |
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| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                                                                                                     | Teachers need to consistently implement concrete-representational-abstract (CRA) instructional practices that build students' conceptual understanding of mathematics. Instruction should include explicit modeling, purposeful use of manipulatives, multiple mathematical representations, and structured mathematical discourse to strengthen students' ability to reason, solve problems, and explain mathematical thinking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |
| <b>Components</b>                                                                                                                                                                                                                                                                                                                         | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Resources</b>                                                                  |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                                                                                                                                                                                                                                                               | <b>Implementation Performance Target:</b> 100% of K–5 mathematics teachers will consistently implement Concrete-Representational-Abstract (CRA) instructional practices, including purposeful use of manipulatives, visual representations, explicit modeling, and mathematical discourse during daily mathematics instruction, as evidenced through lesson plans and instructional walkthroughs.<br><br><b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: Provide teachers with CRA (Concrete, Abstract, Representational) Implementation expectations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <b>Evaluation Performance Target:</b><br>At least 45% of K-5 students will score proficient or above (80%) on grade level end of unit common assessments.<br><br><b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Grade level Math end of unit common assessments.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       | -Math Manipulatives<br><br>- ELlevation<br><br>-Turn and Talk Scaffolding Visuals |
| <b>Target Student Group</b>                                                                                                                                                                                                                                                                                                               | <b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>During preplanning, teachers will receive guidance on the school's alternating instructional schedule, which rotates the morning instructional block between Mathematics and ELA each day. This scheduling structure is designed to provide all students equitable access to high-priority instruction during peak learning times while maximizing opportunities for differentiated instruction, intervention, and targeted small-group support.</li> <li>August-September: August- Coaches will provide PL focusing on manipulative based strategies. September: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of manipulative based teaching strategies.</li> <li>October-December: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of manipulative based instructional strategies.</li> </ul> | <b>Evaluation Plan:</b><br>Students will be assessed:<br><input type="checkbox"/> Every 2 weeks<br><input checked="" type="checkbox"/> Monthly<br><input type="checkbox"/> Every other month<br><input type="checkbox"/> 3 times per year<br><input type="checkbox"/> _____<br><br><b>Data Analysis Plan:</b> Math Unit Assessment Data Digs during CCC meetings to determine progress towards goal, and address student needs and/or necessary changes in instruction.<br><br><b>Person(s) Collecting Evidence:</b><br><input type="checkbox"/> Principal<br><input type="checkbox"/> Assistant Principals<br><input checked="" type="checkbox"/> Academic Coaches<br><input checked="" type="checkbox"/> CCC Leads |                                                                                   |
| <input checked="" type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input type="checkbox"/> SWD                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |
| K–5 mathematics teachers will implement Concrete-Representational-Abstract (CRA) instructional practices through explicit modeling, purposeful use of manipulatives, visual representations, and structured mathematical discourse during daily mathematics instruction to strengthen students' conceptual understanding and mathematical |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |

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| <p>reasoning, as evidenced through lesson plans and classroom observations.</p> | <p>Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</p> <ul style="list-style-type: none"> <li>• January-February: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of manipulative based instructional strategies. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• March-April: Conduct monthly instructional walks and weekly review of lesson plans to monitor the implementation of manipulative based instructional strategies. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for whole group or individualized professional learning.</li> <li>• May: Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b><br/> -Instructional Walk Forms<br/> -Weekly Lesson Plans</p> <p><b>Person(s) Monitoring Implementation:</b><br/> <input type="checkbox"/> Principal<br/> <input type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b> Monthly</p> |  |  |
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| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teachers need to consistently implement scaffolded mathematics instruction that provides Students with Disabilities access to grade-level mathematical concepts and problem-solving tasks. Instruction should include explicit modeling, Concrete-Representational-Abstract (CRA) strategies, chunking of multi-step tasks, visual supports, guided practice, and frequent feedback to strengthen conceptual understanding, mathematical reasoning, and procedural fluency.                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
| <b>Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Resources</b>                                                                                                                                                                                                                          |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b><br><b>Data Collection</b>                                                                                                                                                                                                                                                                                                                                                                     | <b>Implementation Performance Target:</b> 100% of K–5 mathematics teachers will consistently implement scaffolded instructional supports for Students with Disabilities during daily mathematics instruction through the use of Concrete-Representational-Abstract (CRA) strategies, explicit modeling, visual supports, chunked instruction, guided practice, and structured mathematical discourse, as evidenced through lesson plans and instructional walkthroughs.<br><br><b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: Provide teachers with expectations for implementing scaffolded mathematics instruction for Students with Disabilities, including CRA instructional strategies, explicit modeling, visual supports, graphic organizers, chunking of multi-step tasks, and structured mathematical discourse.</li> </ul>   | <b>Evaluation Performance Target:</b> By December 2026, at least 25% of Students with Disabilities will demonstrate growth on district mathematics common assessments. By May 2027, the percentage of Students with Disabilities scoring in the Prepared category on the Spring 2027 Beacon Numerical Reasoning Assessment will increase from the Spring 2026 baseline.<br><br><b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Beacon Assessment</li> <li>Grade-Level Common Assessments</li> <li>CTLS Math Assessments</li> <li>Classroom Formative Assessments</li> </ul>                                                                                                    | -Math Manipulatives<br><br>-Concrete-Representational-Abstract (CRA) Resources<br><br>-Visual Supports<br><br>-Graphic Organizers<br><br>-Problem-Solving Templates<br><br>-Georgia DOE Mathematics Resources<br><br>-CTLS Math Resources |
| <b>Target Student Group</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
| <input type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input checked="" type="checkbox"/> SWD                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
| 4.K–5 mathematics teachers will implement scaffolded instructional supports for Students with Disabilities during daily mathematics instruction through the use of Concrete-Representational-Abstract (CRA) strategies, explicit modeling, visual supports, chunking of multi-step problem-solving tasks, guided practice, and structured mathematical discourse to ensure students have access to grade-level mathematics standards and demonstrate increased conceptual | During preplanning, teachers will receive guidance on the school's alternating instructional schedule, which rotates the morning instructional block between Mathematics and ELA each day. This scheduling structure is designed to provide all students equitable access to high-priority instruction during peak learning times while maximizing opportunities for differentiated instruction, intervention, and targeted small-group support<br><br><b>August-September:</b> Coaches will provide professional learning on evidence-based mathematics instructional strategies for Students with Disabilities. Conduct monthly instructional walks and weekly lesson plan reviews to monitor implementation of scaffolded instructional practices. Share instructional walk data during CCC meetings to determine next steps for professional learning and coaching. | <b>Evaluation Plan:</b><br>Students will be assessed:<br><input type="checkbox"/> Every 2 weeks<br><input checked="" type="checkbox"/> Monthly<br><input type="checkbox"/> Every other month<br><input checked="" type="checkbox"/> 3 times per year (Beacon)<br><input type="checkbox"/> Once a Year<br><br><b>Data Analysis Plan:</b> Mathematics assessment data will be analyzed during CCC meetings to monitor the effectiveness of scaffolded instructional supports for Students with Disabilities. Teachers will use assessment data to adjust instruction, intervention groups, and instructional supports to improve student achievement.<br><br><b>Person(s) Collecting Evidence:</b> |                                                                                                                                                                                                                                           |

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| <p>understanding and mathematical reasoning.</p> | <p><b>October–December-</b> Continue monthly instructional walks and weekly lesson plan reviews to monitor implementation of scaffolded instructional practices. Analyze student performance data during CCC meetings to determine instructional adjustments and intervention needs.</p> <p><b>January–February-</b> Continue implementation monitoring through instructional walks, lesson plan reviews, and CCC meetings. Provide differentiated coaching based on implementation data and student performance.</p> <p><b>March–April-</b> Conduct monthly implementation monitoring and review student achievement data to evaluate the effectiveness of scaffolded instructional supports. Adjust instructional strategies and interventions as needed.</p> <p><b>May-</b> Reflect on implementation of the action step, evaluate student outcomes, and identify next steps for continued professional learning and instructional improvement.</p> <ul style="list-style-type: none"> <li>• with grade level teams during CCCs. Use data to determine next steps.</li> <li>• March-April: Weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>• May: Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b><br/> Instructional Walk Forms<br/> Weekly Lesson Plans<br/> Student Work Samples<br/> CCC Agendas</p> | <p><input type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input checked="" type="checkbox"/> Academic Coaches<br/> <input checked="" type="checkbox"/> CCC Leads</p> |  |
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|  | <p>Small Group Planning Documentation</p> <p><b>Person(s) Monitoring Implementation:</b></p> <p><input type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b> Monthly</p> |  |  |
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| <b>Root Cause(s) to be Addressed:</b>                                                                                                                                                                                                                                      | Teachers need to consistently implement evidence-based instructional practices that provide English Learners with meaningful access to grade-level mathematics instruction. Instruction should include explicit academic mathematics vocabulary instruction, sentence stems, visual supports, manipulatives, and structured mathematical discourse that support students in explaining mathematical thinking while developing English language proficiency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |
| <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i>                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |
| <b>Components</b>                                                                                                                                                                                                                                                          | <b>Implementation Plan</b><br><i>SWP Checklist 3.a 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Evaluation Plan</b><br><i>SWP Checklist 3.b 34 CFR § 200.26</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Resources</b>                                                                                                                      |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b><br><b>Data Collection</b>                                                                                                                                                                      | <b>Implementation Performance Target:</b> 100% of ESOL teachers and classroom teachers will provide language-accessible entry points for English Learners during mathematics instruction through academic vocabulary development, sentence stems, visual supports, manipulatives, and structured mathematical discourse.<br><b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>Preplanning: Provide ESOL teachers with academic language scaffold expectations. During CCCs the ESOL team will collaborate and develop sentence stems and academic vocabulary frames aligned to standards/upcoming lessons.</li> <li>August-September: Weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>October-December: Weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>January-February: Weekly review of lesson plans to monitor the implementation of structured oral language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</li> <li>March-April: Weekly review of lesson plans to monitor the implementation of structured oral</li> </ul> | <b>Evaluation Performance Target:</b> The proficiency level for the access listening scores in the 4.5-4.9 score band will increase from 1.7% to 12%<br><br><b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>Access Assessment</li> </ul> <b>Evaluation Plan:</b><br>Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input checked="" type="checkbox"/> Once a Year</li> </ul> <b>Data Analysis Plan:</b> Spring 2027 Access data will be Analyzed.<br><br><b>Person(s) Collecting Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Assistant Principals</li> <li><input type="checkbox"/> Academic Coaches</li> <li><input type="checkbox"/> CCC Leads</li> </ul> | -Ellevation Resources<br><br>-GADOE: Scaffolding Instruction for English Learners: A Georgia Mathematics Instructional Resource Guide |
| <b>Target Student Group</b>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |
| <input type="checkbox"/> Gen Ed<br><input checked="" type="checkbox"/> EL<br><input type="checkbox"/> SWD                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |
| <b>Action Step</b><br><i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |
| 3. K-5 <sup>th</sup> ESOL teachers will provide language accessible entry points for EL Learners during the math block through use of sentence stems, vocabulary supports, and structured student discourse routines as evidenced by lesson plans and lesson observations. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |

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|  | <p>language routines. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps.</p> <ul style="list-style-type: none"> <li>• May: Reflect on the implementation of the action step and determine if additional support and coaching is needed for full implementation.</li> </ul> <p><b>Artifacts to be Collected:</b><br/>Weekly Lesson Plans</p> <p><b>Person(s) Monitoring Implementation:</b><br/> <input type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> Assistant Principals<br/> <input type="checkbox"/> Academic Coaches</p> <p><b>Frequency of Monitoring:</b> Monthly</p> |  |  |
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| <b>Funding Source(s)</b><br>SWP Checklist 5.e                                                  | <input type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                         |                  |
| <b>Components</b>                                                                              | <b>Implementation Plan</b><br>SWP Checklist 3.a 34 CFR § 200.26                                                                                                                                                                                                                                                     | <b>Evaluation Plan</b><br>SWP Checklist 3.b 34 CFR § 200.26                                                                                                                                                                                                                                                                             | <b>Resources</b> |
| <b>Who?</b><br><b>One Action (Verb)</b><br><b>What?</b><br><b>Frequency</b>                    | <b>Implementation Performance Target:</b><br><br><b>Implementation Plan:</b> <ul style="list-style-type: none"> <li>• Preplanning:</li> </ul>                                                                                                                                                                       | <b>Evaluation Performance Target:</b><br><br><b>Evaluation Tool(s):</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                             |                  |
| <b>Target Student Group</b>                                                                    | <ul style="list-style-type: none"> <li>• August-September:</li> </ul>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                         |                  |
| <input type="checkbox"/> Gen Ed<br><input type="checkbox"/> EL<br><input type="checkbox"/> SWD | <ul style="list-style-type: none"> <li>• October-December:</li> <li>• January-February:</li> </ul>                                                                                                                                                                                                                  | <b>Evaluation Plan:</b><br>Students will be assessed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Every 2 weeks</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every other month</li> <li><input type="checkbox"/> 3 times per year</li> <li><input type="checkbox"/> _____</li> </ul> |                  |
| <b>Action Step</b><br>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)                 | <ul style="list-style-type: none"> <li>• March-April:</li> <li>• May:</li> </ul>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                         |                  |
| 3. (Insert action step here)                                                                   | <b>Artifacts to be Collected:</b><br><br><b>Person(s) Monitoring Implementation:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Assistant Principals</li> <li><input type="checkbox"/> Academic Coaches</li> </ul> <b>Frequency of Monitoring:</b> | <b>Data Analysis Plan:</b><br><br><b>Person(s) Collecting Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Assistant Principals</li> <li><input type="checkbox"/> Academic Coaches</li> <li><input type="checkbox"/> CCC Leads</li> </ul>                      |                  |

| Family Engagement Plan to Support School Improvement ( <i>Required Components</i> )                                                                                                                                                                                                                                                                                                                                           |                                               |                |                                                                                                                                                                                    |
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| Family Engagement Activities ( <i>*Must be listed in the school policy</i> )                                                                                                                                                                                                                                                                                                                                                  | Date(s) Scheduled                             | Date Completed | "Shall" Standard(s) Addressed                                                                                                                                                      |
| <b>1. Required: * Annual Title I Meeting – Deadline (September 30, 2026)</b><br>Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center. | August 27, 2026                               |                | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| <b>2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026)</b><br>Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.                                                                                                                 | October 1, 2026                               |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <b>3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027)</b><br>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.                                                                                                                             | February 1, 2027                              |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <b>4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy)</b><br>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. <b>Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)</b>         | September 8, 2026                             |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 |
|                                                                                                                                                                                                                                                                                                                                                                                                                               | April 15, 2027                                |                |                                                                                                                                                                                    |
| <b>5. Required: * Transition Activities</b> 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. <b>Briefly describe the transition activities here:</b> <ul style="list-style-type: none"> <li>Math Night</li> <li>STEAM Night</li> </ul>                               | October 1, 2026<br><br>March 11, 2027         |                | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4<br><input type="checkbox"/> 2 <input type="checkbox"/> 5<br><input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| <b>6. Required: Provide translated information</b> related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>                                                                                                                                                                                                                                              | <b>List documents translated for parents:</b> |                | <input type="checkbox"/> 1 <input type="checkbox"/> 4<br><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 3 <input type="checkbox"/> 6 |

**Academic-Related School-Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)**

| <b>Academic-Related and School-Developed Family Engagement Activities<br/>(*Must be listed in the school policy)</b> | <b>“Shall” Addressed</b>                                                                                                                                                                               | <b>Goal(s) Addressed</b>                                                                                                                            | <b>Resources</b>                                                                                                                              | <b>Funding Source(s)</b><br><i>SWP Checklist 5.e</i> | <b>Date</b>      | <b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>                                                                                                                             | <b>Staff Responsible</b>                                          |
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| Math Night- Family Data Night                                                                                        | <input type="checkbox"/> 1<br><input checked="" type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1<br><input checked="" type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | Student data reports, BEACON reports, grade-level learning resources, math manipulatives , family learning activities, presentation materials | Title I                                              | October 1, 2026  | Parent sign-in sheets, parent feedback survey, agenda, presentation materials, photographs, and participation data. Collect family feedback to evaluate the effectiveness of the event and determine future family engagement needs. | Principal<br>Academic Coach<br>Parent Facilitator<br>Lead Teacher |
| STEAM Night- Curriculum in Action Night                                                                              | <input type="checkbox"/> 1<br><input checked="" type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1<br><input checked="" type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | STEAM materials, science and math instructional resources, technology devices, student projects, family activity materials                    | Title I                                              | March 11, 2027   |                                                                                                                                                                                                                                      | Principal<br>Academic Coach<br>Parent Facilitator<br>Lead Teacher |
| Literacy Night – Reading Strategies for Families                                                                     | <input type="checkbox"/> 1<br><input checked="" type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> Goal 1<br><input type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | Books, reading strategy handouts, literacy games, take-home reading materials,                                                                | Title I                                              | January 21, 2027 | Parent sign-in sheets, family surveys, literacy activity participation, take-home resource distribution logs, photographs, and agenda.                                                                                               | Principal<br>Academic Coach<br>Parent Facilitator<br>Lead Teacher |

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

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school-developed activities based upon parent's input. (#14 in list of “shalls” and “mays”)

| <b>School Improvement Plan Required Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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. <b>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)</b>                                                                                                                                                                                                                                                                  |
| 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. <b>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)</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. <b>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)</b>                                                                                                                                                                                                                                                                                         |

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:**

Mableton Elementary has developed its Schoolwide Plan in coordination with Federal, State, local, district, and community resources to ensure a comprehensive approach to meeting the academic, social, emotional, and behavioral needs of all students. The school collaborates with district departments, community partners, families, and support agencies to maximize resources and align services that support student achievement and school improvement goals.

The Schoolwide Plan integrates Title I services with district-supported instructional initiatives and professional learning opportunities. Title I resources support instructional materials, intervention programs, professional development, family engagement activities, and supplemental academic supports designed to accelerate student learning. Teachers utilize district-implemented Common Formative Assessments (CFAs) to monitor student progress, identify learning gaps, and make instructional decisions that address student needs in a timely manner.

Mableton Elementary coordinates its Title I program with the Early Intervention Program (EIP) to provide targeted support for students performing below grade-level expectations in reading and mathematics. EIP teachers work collaboratively with classroom teachers to analyze student data, provide intervention services, monitor progress, and ensure that students receive the support necessary to achieve academic success. The integration of Title I and EIP services strengthens the school's ability to provide a continuum of support for struggling learners.

Professional learning is coordinated through district and regional partnerships to strengthen instructional practices across the school. Teachers participate in professional learning opportunities provided by Cobb County School District and Metro RESA to deepen their understanding of effective instructional strategies, data analysis, literacy practices, mathematics instruction, student engagement, and interventions. These learning opportunities support continuous improvement and help teachers refine practices that positively impact student achievement.

The school also coordinates services through its Multi-Tiered System of Supports (MTSS). Academic, behavioral, attendance, and social-emotional data are reviewed regularly to identify student needs and provide appropriate interventions. School counselors, social workers, psychologists, and district support personnel collaborate to address barriers to learning and ensure students receive necessary services and supports.

Mableton Elementary partners with community organizations and local agencies to provide resources that support student and family well-being, including school nutrition programs, mental health services, family assistance programs, food and clothing resources, and support for families experiencing housing

instability or other hardships. Families are connected to available resources through the school's counseling program, social work services, family engagement efforts, and district partnerships.

Family engagement remains an essential component of the Schoolwide Plan. Parents, teachers, administrators, and community stakeholders participate in the development, implementation, review, and revision of the Schoolwide Plan. Families are provided opportunities to engage in their child's education through workshops, academic events, school communications, volunteer opportunities, and shared decision-making processes.

#### **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:** Mableton Elementary regularly monitors the implementation and effectiveness of its Schoolwide Plan through a continuous cycle of data collection, analysis, reflection, and action. Multiple sources of student achievement and instructional data are used to evaluate progress toward school improvement goals and to ensure that instructional practices and interventions are positively impacting student learning.

Student achievement is monitored through state assessment results, including the Georgia Milestones Assessment System (GMAS), as well as local and district assessments. The school utilizes BEACON assessments throughout the year to identify student strengths, learning gaps, and areas requiring additional support. BEACON data is analyzed by teachers, instructional leaders, and support staff to guide instructional planning, flexible grouping, intervention decisions, and progress monitoring.

Mableton Elementary also utilizes i-Ready Reading diagnostic and growth data to measure student progress toward grade-level proficiency. i-Ready results provide valuable information regarding student performance levels, growth trends, and instructional needs. Teachers use this data to differentiate instruction, identify students requiring intervention or enrichment, and monitor the effectiveness of instructional strategies throughout the school year.

The implementation of the Schoolwide Plan is further monitored through ongoing classroom observations, instructional walkthroughs, and formal teacher evaluations conducted by school administrators. During these observations, administrators gather evidence related to instructional effectiveness, student engagement, standards-based instruction, differentiation, assessment practices, and the implementation of schoolwide initiatives. Feedback from observations is used to support professional growth and ensure consistent implementation of high-quality instructional practices.

The school also reviews additional indicators of academic success, including Common Formative Assessment (CFA) results, student work samples, intervention progress monitoring data, attendance data, behavior data, and Multi-Tiered System of Supports (MTSS) documentation. Grade-level teams, leadership teams, and intervention staff meet regularly to analyze data, discuss student progress, identify trends, and adjust instructional practices as needed.

The effectiveness of the Schoolwide Plan is reviewed throughout the year by school leadership, teachers, and stakeholders. Data from state assessments, BEACON assessments, i-Ready Reading diagnostics, classroom observations, and other academic indicators are used to evaluate the impact of schoolwide strategies and determine areas for continuous improvement. This ongoing monitoring process ensures that resources, instructional practices, and interventions remain aligned to student needs and support the school's mission of improving outcomes for all learners

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:** Mableton Elementary determines the effectiveness of its Schoolwide Plan by analyzing multiple measures of student achievement and growth to assess progress toward meeting Georgia's challenging academic standards. Particular emphasis is placed on evaluating the performance of students who have historically struggled academically and those who enter the year performing below grade-level expectations.

The effectiveness of the Schoolwide Plan is measured through student performance on the Georgia Milestones Assessment System (GMAS), BEACON assessments, Common Formative Assessments (CFAs), and i-Ready Reading diagnostics. Administrators, teachers, and support staff analyze achievement and growth data throughout the year to determine whether students are making sufficient progress toward grade-level proficiency and whether schoolwide strategies are producing positive outcomes.

Special attention is given to students performing below grade level, including students receiving Early Intervention Program (EIP) services, English Learners, students with disabilities, economically disadvantaged students, and other identified student groups. Data is disaggregated to monitor the achievement and growth of these groups and to determine whether achievement gaps are narrowing. Mableton Elementary evaluates whether students who begin the year furthest from proficiency are demonstrating accelerated growth and making meaningful progress toward meeting state standards.

Mableton Elementary also examines intervention data, progress-monitoring results, classroom performance, student work samples, and teacher observations to determine the effectiveness of instructional practices and support services. Through the Multi-Tiered System of Supports (MTSS) process, student progress is reviewed regularly, and instructional adjustments are made when data indicates that additional support or changes in instruction are needed.

Grade-level teams, instructional leaders, intervention staff, and administrators meet regularly to review data trends, monitor progress toward improvement goals, and evaluate the effectiveness of schoolwide initiatives. These collaborative discussions help identify successful practices, determine areas requiring improvement, and guide decisions regarding professional learning, resource allocation, and intervention supports.

The Schoolwide Plan is considered effective when evidence demonstrates increased student achievement, positive growth trends, improved proficiency rates, and reduced achievement gaps among student groups. Findings from these reviews are used to revise and strengthen the Schoolwide Plan annually to ensure that all students, particularly those furthest from meeting academic standards, receive the support necessary to achieve success.

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:** Mableton Elementary utilizes a continuous improvement process to regularly review, evaluate, and revise the Schoolwide Plan based on student achievement data, implementation evidence, and stakeholder feedback. The purpose of this process is to ensure that the strategies, programs, and resources included in the plan remain effective in meeting the academic and behavioral needs of all students and support continuous growth toward achieving Georgia's academic standards.

Throughout the school year, administrators, teachers, instructional leaders, intervention staff, and other stakeholders review multiple sources of data, including Georgia Milestones Assessment System (GMAS) results, BEACON assessments, Common Formative Assessments (CFAs), i-Ready Reading diagnostics, progress-monitoring data, attendance data, behavior data, and classroom observation findings. This ongoing analysis helps identify strengths, areas for improvement, and emerging student needs.

When data indicates that students are not making the expected progress or that achievement gaps persist among student groups, Mableton Elementary revises instructional strategies, intervention supports, professional learning opportunities, and resource allocations to better address identified needs. Adjustments may include modifying intervention schedules, strengthening Tier I instruction, refining small-group practices, providing targeted professional learning, or implementing additional supports through the Multi-Tiered System of Supports (MTSS) framework.

The Schoolwide Plan is reviewed annually with input from teachers, administrators, parents, and other stakeholders. Feedback from surveys, meetings, and school improvement discussions is considered alongside student achievement data to ensure that the plan reflects the needs and priorities of the school community. The annual review process allows Mableton Elementary to evaluate the effectiveness of current initiatives and make informed decisions regarding future goals, strategies, and resource allocations.

Through ongoing monitoring, collaborative data analysis, and stakeholder involvement, Mableton Elementary ensures that the Schoolwide Plan remains a living document that is continuously refined to improve student achievement, strengthen instructional practices, and support the success of 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 student groups 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)*

**SCHOOL RESPONSE:** Mableton Elementary implements schoolwide reform strategies designed to ensure that all students, including English Learners, Students with Disabilities, economically disadvantaged students, and students performing below grade level, have equitable access to rigorous, standards-aligned instruction. Teachers use formative assessments, BEACON assessments, common formative assessments, and classroom data to identify student needs, develop flexible instructional groups, and provide targeted intervention and enrichment. Instruction is differentiated to meet individual learning needs while maintaining high expectations for all students. Schoolwide instructional practices are monitored through classroom observations, lesson plan reviews, Collaborative Curriculum Conversations (CCCs), and ongoing progress monitoring to ensure every student has opportunities to achieve Georgia'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)*

**SCHOOL RESPONSE:** Mableton Elementary strengthens its academic program by implementing evidence-based instructional practices, differentiated small-group instruction, and targeted intervention based on student performance data. Beginning in FY27, the school implemented a redesigned master schedule that alternates the morning instructional block between English Language Arts and Mathematics each day. This scheduling structure provides all students equitable access to core instruction during peak learning times while maximizing opportunities for differentiated instruction, intervention, enrichment, and targeted small-group support. Teachers also implement structured academic discourse, explicit instruction, and purposeful use of instructional resources such as manipulatives, mentor texts, and collaborative learning experiences to increase both the quality and effectiveness of instruction across all grade levels.

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)*

**SCHOOL RESPONSE:** Mableton Elementary addresses the needs of students who are at risk of not meeting Georgia's academic standards through a comprehensive Multi-Tiered System of Supports (MTSS), differentiated classroom instruction, targeted intervention, and ongoing progress monitoring. English Learners receive language supports through explicit academic vocabulary instruction, sentence stems, structured oral language routines, and visual supports that increase access to grade-level content. Students with Disabilities receive scaffolded instruction through explicit modeling, Concrete-Representational-Abstract (CRA) instructional strategies, guided practice, visual supports, and targeted small-group instruction aligned to grade-level standards. Teachers regularly analyze student achievement data during Collaborative Curriculum Conversations (CCCs) to adjust instruction, monitor intervention effectiveness, and ensure all students receive the academic and instructional supports necessary for 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:** Mableton Elementary implements a comprehensive Multi-Tiered System of Supports (MTSS) framework to prevent and address problem behavior and provide early intervening services for students who demonstrate academic, behavioral, attendance, or social-emotional needs. This tiered model provides proactive, data-driven supports designed to promote positive student outcomes while ensuring that students receive interventions matched to their individual needs.

At Tier I, all students receive high-quality instruction, clear behavioral expectations, and consistent schoolwide practices designed to create a positive learning environment. Mableton Elementary teaches and reinforces behavioral expectations through its schoolwide **CHAMP** framework:

- **C** – Choose Kindness
- **H** – Honor Our School
- **A** – Always Do Your Best
- **M** – Make a Difference
- **P** – Prepare for Success Every Day

These expectations are explicitly taught, modeled, practiced, and reinforced throughout the school year in classrooms, hallways, the cafeteria, buses, and all other school settings. Schoolwide procedures, classroom management practices, social-emotional learning opportunities, and positive recognition systems are

aligned to the CHAMP framework to promote a safe, respectful, and supportive learning environment for all students. By consistently emphasizing CHAMP expectations, Mableton Elementary fosters a positive school culture where students are encouraged to demonstrate responsibility, perseverance, kindness, and respect while being true Champions for Kids and Champions for Learning.

The remainder of the MTSS process includes targeted Tier II and intensive Tier III supports for students requiring additional behavioral, social-emotional, or academic interventions. Students are identified through multiple data sources, including behavior referrals, attendance records, teacher observations, classroom performance, and MTSS team reviews. Interventions are monitored regularly and adjusted based on student progress and individual needs.

Mableton Elementary coordinates its MTSS processes with services provided under the Individuals with Disabilities Education Act (IDEA). General education interventions and supports are implemented and documented prior to, and when appropriate alongside, special education services. Administrators, teachers, counselors, psychologists, special education staff, and other support personnel collaborate regularly to review student data, monitor intervention effectiveness, and determine appropriate next steps for students requiring additional support.

The MTSS framework serves as an early intervening system by identifying student needs as early as possible and providing timely interventions before concerns become more significant. Through ongoing collaboration, data analysis, progress monitoring, and coordinated support services, Mableton Elementary works to ensure that all students receive the academic, behavioral, and social-emotional supports necessary for success.

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:** Mableton Elementary provides ongoing, job-embedded professional learning opportunities for teachers, paraprofessionals, and other school personnel to strengthen instructional practices, improve student achievement, and increase the effective use of assessment data. Professional learning is aligned to the school's improvement goals, student achievement data, district initiatives, and identified staff needs.

Teachers participate in ongoing professional learning focused on standards-based instruction, differentiated instruction, structured academic discourse, literacy and mathematics best practices, student engagement, assessment literacy, classroom management, intervention strategies, and evidence-based instructional practices for English Learners and Students with Disabilities. Professional learning emphasizes the effective use of formative assessment data to develop flexible instructional groups, implement targeted small-group instruction, and provide scaffolded supports that increase student achievement. Mathematics professional learning includes Concrete-Representational-Abstract (CRA) instructional strategies and effective use of manipulatives to strengthen conceptual understanding, while literacy professional learning focuses on explicit writing instruction, academic discourse, and evidence-based reading and writing practices

Mableton Elementary emphasizes the effective use of academic data to drive instructional decision-making. Teachers and instructional staff regularly analyze Georgia Milestones Assessment System (GMAS) results, BEACON assessments, Common Formative Assessments (CFAs), i-Ready Reading diagnostics, classroom assessments, and progress-monitoring data to identify student strengths and areas of need. Professional learning supports staff in interpreting data, identifying trends, creating flexible groups, planning targeted instruction, and monitoring the effectiveness of interventions. Teachers collaboratively analyze student performance during Collaborative Curriculum Conversations (CCCs) to identify trends, monitor implementation of school improvement strategies, evaluate intervention effectiveness, and adjust instruction to ensure all students receive timely support and enrichment.

Paraprofessionals and support personnel are provided training and professional learning opportunities that enhance their ability to support instruction, implement interventions, reinforce classroom expectations, and assist students in meeting academic and behavioral goals. Training is aligned to schoolwide initiatives and instructional priorities to ensure consistency and effectiveness across all learning environments.

Mableton Elementary also supports professional growth through instructional walkthroughs, classroom observations, feedback conferences, mentoring opportunities, collaborative planning, and participation in professional learning communities. Staff members are encouraged to share effective practices, engage in reflective conversations, and participate in leadership opportunities that build collective capacity across the school. Professional learning is further supported through regular instructional walkthroughs, job-embedded coaching, collaborative planning, and feedback cycles that monitor implementation of the School Improvement Plan and promote continuous instructional improvement.

To recruit and retain effective educators, Mableton Elementary fosters a collaborative, supportive, and student-centered culture focused on continuous improvement and professional growth. New teachers receive guidance and support through mentoring, coaching, and collaboration with experienced staff members. School leaders actively recognize staff contributions, provide meaningful feedback, encourage leadership development, and create opportunities for professional advancement. These efforts help attract, develop, and retain highly effective teachers and staff members who are committed to improving outcomes for all students, particularly in areas of greatest academic need.

Through comprehensive professional learning, data-driven decision-making, collaborative structures, and intentional staff support, Mableton Elementary ensures that teachers, paraprofessionals, and other school personnel are equipped to provide high-quality instruction that meets the needs of all learners.

**15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:** Mableton Elementary provides comprehensive transition activities to support students and families as they enter and exit the school. For students transitioning into kindergarten, the school hosts Kindergarten Round-Up and Meet the Teacher events that provide families with opportunities to visit the school, meet staff members, tour classrooms, learn school procedures, and receive information about academic expectations, attendance, transportation, and available student supports. Families also receive information about the school's instructional programs, Title I services, and opportunities for family engagement to help prepare students for a successful start to school.

To support students transitioning from fifth grade to sixth grade, Mableton Elementary collaborates with the receiving middle schools to provide orientation opportunities, transition meetings, and articulation activities. Fifth-grade students participate in activities that familiarize them with middle school expectations, academic programs, elective opportunities, and extracurricular activities. School counselors and administrators collaborate with middle school staff to ensure student records, academic information, and support plans are shared appropriately to promote a successful transition. Families receive information regarding registration, course selection, scheduling, and transition events to support a smooth move to middle school. Throughout both transition processes, Mableton Elementary works closely with families to answer questions, address concerns, and ensure students feel academically, socially, and emotionally prepared for their next educational experience.

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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Classroom Teacher(s)  | <input type="checkbox"/> Goal 1<br><input type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4                       | <input type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment<br><input type="checkbox"/> Family Engagement                                  | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Academic Coach(s)     | <input checked="" type="checkbox"/> Goal 1<br><input checked="" type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction<br><input checked="" type="checkbox"/> Professional Capacity<br><input checked="" type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment<br><input type="checkbox"/> Family Engagement | <ul style="list-style-type: none"> <li>The primary actions of the Academic Coaches directly support the implementation of the School Improvement Plan by strengthening coherent instruction, building professional capacity, and enhancing effective leadership across the school. Through modeling lessons, co-planning with teachers, analyzing student data, and ensuring alignment to standards and curriculum, coaches promote consistent, high-quality instruction that meets all students' needs.</li> <li>Academic Coaches will build professional capacity by facilitating professional learning, facilitating CCCs, and engaging teachers in reflective coaching cycles that develop instructional expertise and foster continuous improvement.</li> <li>Academic Coaches also contribute to effective leadership by aligning their work with school goals, using classroom data to inform decision-making, and empowering teacher leaders to take on greater instructional responsibility. Together, these actions create a collaborative, data-driven environment that supports sustained improvement in teaching and learning and drives the overall success of the School Improvement Plan.</li> </ul> |
| Parent Facilitator(s) | <input type="checkbox"/> Goal 1<br><input type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4                       | <input type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment<br><input type="checkbox"/> Family Engagement                                  | <ul style="list-style-type: none"> <li><b>Family Engagement and Communication:</b> 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.</li> <li><b>Workshops and Support for Parents:</b> 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.</li> <li><b>Increased Parental Involvement:</b> 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.</li> </ul>                                                                                                                                                                                                                                                                                                      |

|                                      |                                                                                                                                          |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      |                                                                                                                                          |                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Connecting Families with Resources:</b> 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.</li> </ul> |
| Instructional<br>Paraprofessional(s) | <input type="checkbox"/> Goal 1<br><input type="checkbox"/> Goal 2<br><input type="checkbox"/> Goal 3<br><input type="checkbox"/> Goal 4 | <input type="checkbox"/> Coherent Instruction<br><input type="checkbox"/> Professional Capacity<br><input type="checkbox"/> Effective Leadership<br><input type="checkbox"/> Supportive Learning Environment<br><input type="checkbox"/> Family Engagement |                                                                                                                                                                                                                                                                                                                                                   |

| <b>School Improvement Goals</b><br><i>Include goals on the parent compact and policy</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal #1</b>                                                                           | By May 2027 the percentage of students in 1 <sup>st</sup> -5 <sup>th</sup> grade who scored in the prepared category will increase from 17% of enrollment (125/722 students), to 25% of enrollment as measured by the Spring 2027 ELA Beacon Assessment.                                                                                                                                                                                                                                                                                |
| <b>Goal #2</b>                                                                           | <p>The percentage of students in grades K-5<sup>th</sup> scoring in the prepared category of the Numerical Reasoning domain of the Spring 2026 Beacon will increase from 12% (104 students/862 students tested) to 30% as measured by the Spring 2027 Beacon.</p> <p>The percentage of students in 3<sup>rd</sup>-5<sup>th</sup> grade scoring proficient or higher will increase from 27% of enrollment (126 students out of 459 students tested), to 33% of enrollment as measured by the 2027 Georgia Milestones EOG Assessment.</p> |
| <b>Goal #3</b>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Goal #4</b>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |