

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Russell Elementary
Principal Name:	Dr. Marilyn Thomas
Date Submitted:	June 28, 2026
Revision Date(s):	August 28, 2026

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Russell Elementary
<i>Team Lead</i>	Dr. Marilyn Thomas
<i>Position</i>	Principal
<i>Email</i>	marilyn.thomas@cobbk12.org
<i>Phone</i>	770.437.5937
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	“Fund 400” - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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

School Response: Russell staff members analyzed multiple data sources to identify academic strengths and areas of need to develop a comprehensive needs assessment. Through collaborative discussions, we examined key academic challenges, explored root causes and contributing factors, and established goals for the 2026–2027 school year. The Principal’s Advisory Council, which includes community partners, stakeholders, and parents, will have the opportunity to review the draft School Improvement Action Plan, ask questions, and provide feedback and suggestions.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders

Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:			
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Position/Role	Printed Name	Signature
Principal	Marilyn Thomas	
Assistant Principal	Tracy Crum	
Student Support Administrator	Robert Rosado	
Kindergarten Teacher	Mary Goguen	
1 st Grade Teacher	Shankeria Alexandra	
2 nd Grade Teacher	Walida Byars	
3 rd Grade Teacher	Elizabeth Zych	
4 th Grade Teacher	Kendra Ramirez	
5 th Grade Teacher	Lambert Bales	
Low Incident	Anita Sewodor	
ESOL Teacher	Danielle Harper	
ESOL Teacher	Sylvia Ware	
Media Specialist	Barbara Lange	
RTI	Alexis Lauderdale	
EIP Teacher	Tekeisha Abney	
IRR Team Lead	Shuntia Green	
Counselor	Nakima Jackson	

Title I Academic Coach	Chantel Williams	
PTA President (parent)	Amy Sheehan	
Pre-Kindergarten	Karen Oshogbor	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	The percentage of kindergarten students scoring at or above grade level will increase from 22% (17 students) to 25% (19 students) as measured by the 2025–2026 AMIRA assessment.								
	The percentage of 1st and 2nd-grade students scoring at the Prepared level will increase from 30% (56 students) to 32% (60 students) as measured by the 2025–2026 ELA Beacon assessment.								
	The percentage of 3rd–5th grade students scoring at Levels 3 and 4 will increase from 27% (72 students) to 29% (76 students) as measured by the 2025–2026 ELA Georgia Milestones assessment.								
Was the goal met? ☐ YES ☐ NO ☒ Partially									
What data supports the outcome of the goal?	Kindergarten Amira At and Above								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Grade</th><th>At or Above Grade Level</th><th># of Students</th></tr> <tr> <td>K</td><td>56%</td><td>45 students</td></tr> </table>			Grade	At or Above Grade Level	# of Students	K	56%	45 students
	Grade	At or Above Grade Level	# of Students						
K	56%	45 students							
Goal: The percentage of kindergarten students scoring at or above grade level will increase from 22% (17 students) to 25% (19 students), as measured by the 2025–2026 AMIRA assessment. Result: Russell Elementary achieved 56% (45 students) scoring at or above grade level on AMIRA, exceeding the target of 25%.									

**1st and 2nd grade students BEACON
Scoring Prepared**

Grade	Prepared	# of Students
1st	27%	23
2 nd	34%	32
Total	31%	55

Goal: The percentage of 1st–2nd grade students scoring at the prepared level will increase from 30% (56 students) to 32% (60 students), as measured by the 2025–2026 ELA Beacon assessment.

Result: Russell Elementary achieved 31% (55 students) at the prepared level, narrowly missing the target of 32%.

**3rd grade, 4th grade, and 5th grade Milestone
Scoring Proficient and Distinguished**

Grade	Prepared	# of Students
3 rd		
4 th		
5 th		

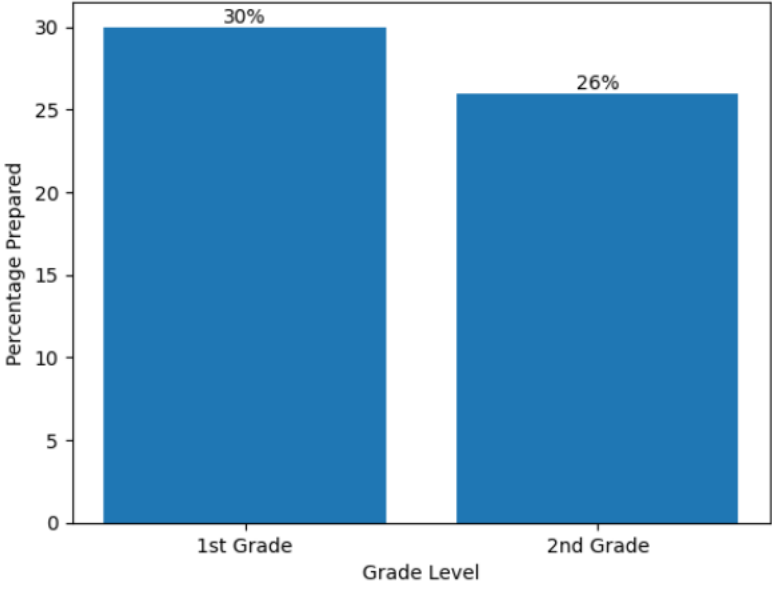
Score reporting for ELA Milestones will be delayed until late fall 2026.

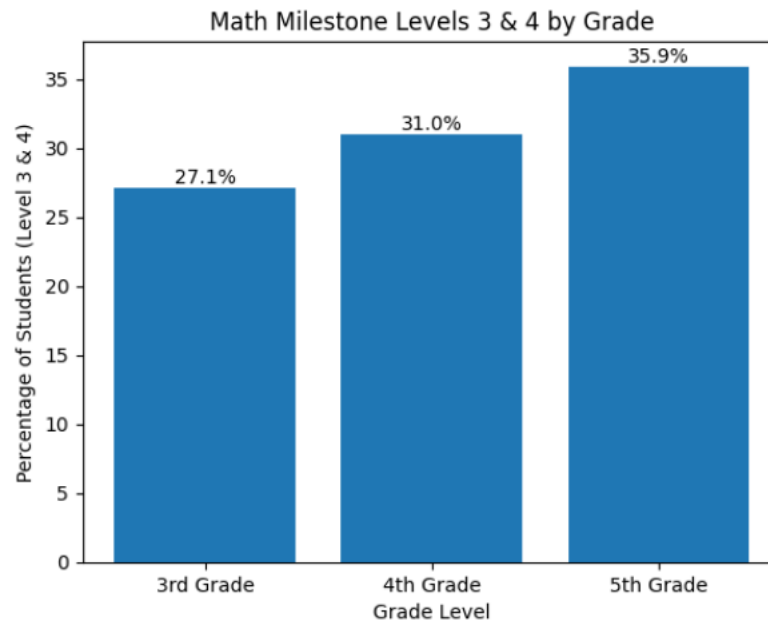
Reflecting on Outcomes

If the goal was not met, what actionable strategies could be implemented to address the area of need?	• Utilize Wonders assessments that are aligned with current ELA standards to monitor student progress and guide instruction. • During Cobb Collaborative Communities (CCCs) and grade-level team meetings, teachers will apply a backward design approach to ensure the Wonders curriculum and CCSD Core Package are implemented with fidelity. • Special Education teachers will utilize a Processing Strengths and Weakness Document to provide modified, specialized instruction using instructional models that best meet the diverse needs of their students. • ESOL teachers will pre-teach and explicitly teach academic vocabulary to strengthen students' understanding and overall comprehension. • After every administration of the ELA Beacon, classroom teachers and support staff will utilize the Beacon Group Learning Progression Report to analyze student performance to determine student needs and use the Beacon Educator Instructional Strategies to drive instruction.
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If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal?	
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Previous Year's Goal #2	The percentage of 1st and 2nd-grade students scoring prepared will increase from 27% (54 students) to 33% (67 students) as measured by the 2025-26 Math Beacon. The percentage of 3rd, 4th, and 5th-grade students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2025-26 Math Georgia Milestone.
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Was the goal met? ☐ YES ☒ NO ☐ Partially							
What data supports the outcome of the goal?	Math Beacon Prepared Students (1st & 2nd Grade) <table border="1"><thead><tr><th>Grade Level</th><th>Percentage Prepared</th></tr></thead><tbody><tr><td>1st Grade</td><td>30%</td></tr><tr><td>2nd Grade</td><td>26%</td></tr></tbody></table> Goal: The percentage of 1st and 2nd-grade students scoring at the Prepared level will increase from 27% (54 students) to 33% (67 students), as measured by the 2025–2026 Math Beacon assessment. Result: Russell Elementary achieved 28% of students at the Prepared level, falling short of the 33% target.	Grade Level	Percentage Prepared	1st Grade	30%	2nd Grade	26%
Grade Level	Percentage Prepared						
1st Grade	30%						
2nd Grade	26%						



Goal: The percentage of 3rd, 4th, and 5th-grade students scoring at Levels 3 and 4 will increase from 32% (64 students) to 38% (72 students), as measured by the 2025–2026 Math Georgia Milestone assessment.

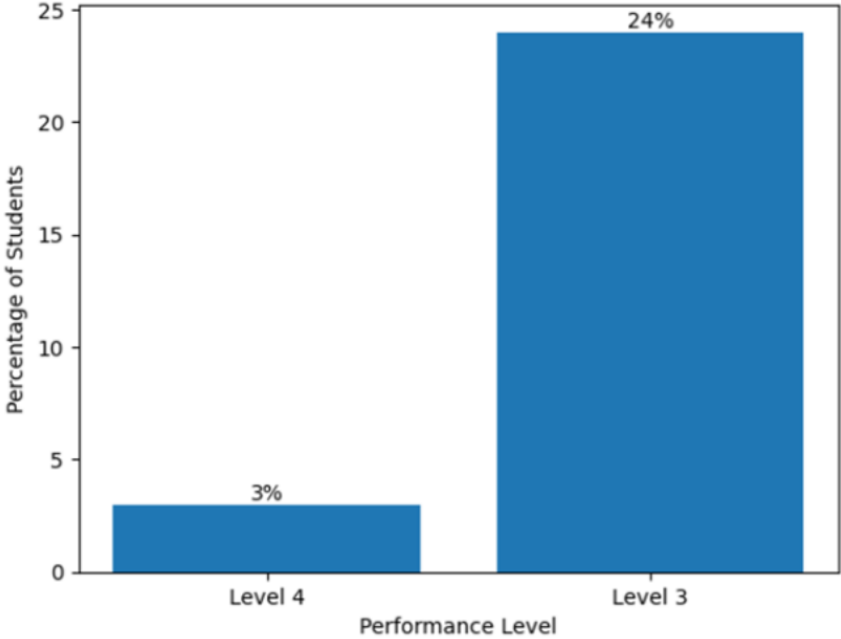
Result: Russell Elementary achieved 31.3% (81 students), scoring at Levels 3 and 4, falling short of the 38% target.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

- Deliver instruction that is aligned to the rigor and expectations of the Georgia Standards of Excellence.
- During grade-level Cobb Collaborative Communities (CCCs), teachers will use CCSD pre-, mid-, and post-assessments, and the Beacon Group Learning Progression Report, to analyze student data and determine next instructional steps to support mastery of the standards.
- Utilize 360 Boards to foster collaboration, assess student understanding, provide practice opportunities, and increase student engagement.
- After every administration of the Math Beacon, classroom teachers and support staff will utilize the Beacon Group Learning Progression Report to analyze student performance to determine student needs and use the Beacon Educator Instructional Strategies to drive instruction.

If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal?	
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Previous Year's Goal #3	The percentage of 5th-grade students scoring Levels 3 or 4 will increase from 30% (27 students) to 33% (29 students) as measured by the 2025-26 Science Georgia Milestone.						
Was the goal met? ☐ YES ☒ NO ☐ Partially							
What data supports the outcome of the goal?	5th Grade Science Milestone: Levels 3 and 4  The bar chart displays the percentage of students for two performance levels. The y-axis is labeled 'Percentage of Students' and ranges from 0 to 25 in increments of 5. The x-axis is labeled 'Performance Level' and has two categories: 'Level 4' and 'Level 3'. The bar for 'Level 4' is blue and reaches the 3% mark on the y-axis. The bar for 'Level 3' is blue and reaches the 24% mark on the y-axis. <table border="1"><thead><tr><th>Performance Level</th><th>Percentage of Students</th></tr></thead><tbody><tr><td>Level 4</td><td>3%</td></tr><tr><td>Level 3</td><td>24%</td></tr></tbody></table> Goal: The percentage of 5th-grade students scoring at Levels 3 or 4 will increase from 30% (27 students) to 33% (29 students), as measured by the 2025–2026 Science Georgia Milestones assessment. Result: Russell Elementary achieved 27% (24 students) at Levels 3 and 4, falling short of the 33% target.	Performance Level	Percentage of Students	Level 4	3%	Level 3	24%
Performance Level	Percentage of Students						
Level 4	3%						
Level 3	24%						

Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	• Provide professional learning through Metro RESA to equip teachers with the knowledge and research-based strategies needed to deliver high-quality science instruction. • Implement regular collaborative planning sessions where teachers unpack science standards, align instruction, and share effective instructional practices. • Incorporate hands-on, inquiry-based learning experiences that allow students to explore scientific concepts and apply their understanding actively. • Utilize formative assessments and student data to adjust instruction, target misconceptions, and ensure all students are progressing toward mastery.
If the goal was met or exceeded , 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

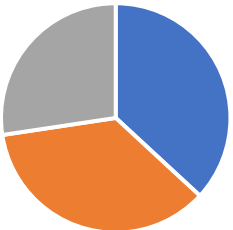
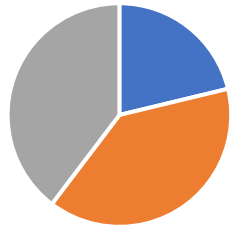
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	25.5%	19.0%	
4 th Grade	20.0%	26.7%	
5 th Grade	42.3%	34.1%	

Score reporting for ELA Milestones will be delayed until late fall 2026.

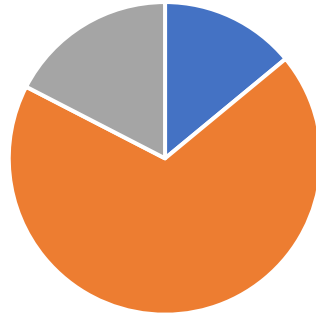
Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	24	28	32	26	36	22	25	41	18	22	43	19	37	30	17
2 nd Grade	25	36	34	36	25	34	34	29	32	31	31	33	34	40	21

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	20	71	9	12	70	8	14	72	14	32	63	5	18	69	13	10	81	9	13	76	11
4 th Grade	19	47	7	17	48	8	15	52	6	34	32	7	21	44	8	18	45	10	27	40	6
5 th Grade	27	48	16	18	63	10	17	57	17	35	46	10	24	54	13	23	56	12	29	53	9

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Subgroups)	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:

Beacon Assessment – ELA (Grade Levels & Subgroups) *Noteworthy- Constructing Texts was also a weakness for 1-2 Els. Interpreting Texts was also a weakness for 1-2 SWDs.	ALL STUDENTS 1-2 Strength Foundations  ■ Prepared (66) ■ Near Target (64) ■ Support Needed (49) 1st Grade- Foundations (Phonological Awareness, Concepts of Print, Phonics) Prepared: 38% (32 students) Near Target: 33% (28 students) Support Needed: 29% (24 students) 2nd Grade- Foundations (Phonological Awareness, Phonics) Prepared: 36% (34 students) Near Target: 38% (36 students) Support Needed: 26% (25 students)	ALL STUDENTS 1-2 Weakness Constructing Texts  ■ Prepared (38) ■ Near Target (70) ■ Support Needed (71) 1st Grade- Constructing Texts Prepared: 20% (17 students) Near Target: 36% (30 students) Support Needed: 44% (37 students) 2nd Grade- Constructing Texts Prepared: 22% (21 students) Near Target: 42% (40 students) Support Needed: 36% (34 students)
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3-5 Strength Language



■ Prepared (37) ■ Near Target (181) ■ Support Needed (46)

3rd Grade- Vocabulary

Prepared: 14% (14 students)
Near Target: 72% (72 students)
Support Needed: 14% (14 students)

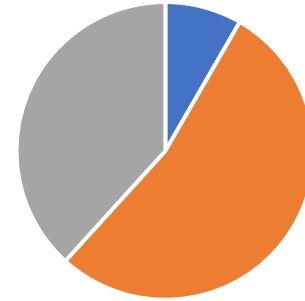
4th Grade- Vocabulary

Prepared: 8% (6 students)
Near Target: 71% (52 students)
Support Needed: 21% (15 students)

5th Grade- Vocabulary

Prepared: 19% (17 students)
Near Target: 62% (57 students)
Support Needed: 19% (17 students)

3-5 Weakness Listening



■ Prepared (22) ■ Near Target (141) ■ Support Needed (101)

3rd Grade- Listening

Prepared: 5% (5 students)
Near Target: 63% (63 students)
Support Needed: 32% (32 students)

4th Grade- Listening

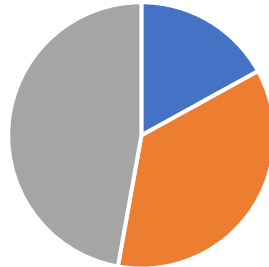
Prepared: 10% (7 students)
Near Target: 44% (32 students)
Support Needed: 46% (34 students)

5th Grade- Listening

Prepared: 11% (10 students)
Near Target: 51% (46 students)
Support Needed: 38% (35 students)

EL Students

1-2 Strength Foundations



■ Prepared (9) ■ Near Target (19) ■ Support Needed (25)

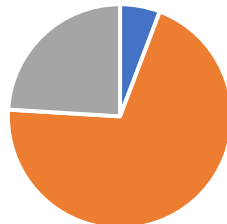
1st Grade- Foundations (Phonological Awareness, Phonics)

Prepared: 27% (6 students)
Near Target: 23% (7 students)
Support Needed: 50% (12 students)

2nd Grade- Foundations (Phonics)

Prepared: 10% (3 students)
Near Target: 45% (14 students)
Support Needed: 45% (14 students)

3-5 Texts: Techniques

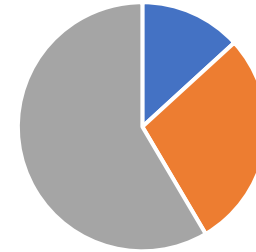


■ Prepared (6) ■ Near Target (73) ■ Support Needed (25)

3rd Grade Texts: Techniques

EL Students

1-2 Weakness Language



■ Prepared (7) ■ Near Target (15) ■ Support Needed (31)

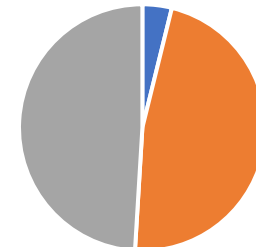
1st Grade- Language (Grammar Conventions & Vocabulary)

Prepared: 14% (3 students)
Near Target: 32% (9 students)
Support Needed: 54% (12 students)

2nd Grade- Language (Grammar Conventions & Vocabulary)

Prepared: 13% (4 students)
Near Target: 26% (8 students)
Support Needed: 61% (18 students)

3-5 Listening



■ Prepared (4) ■ Near Target (49) ■ Support Needed (51)

3rd Grade Listening

Prepared: 0% (0 students)

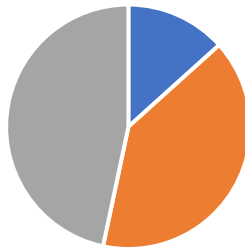
Prepared: 8% (3 students)
Near Target: 75% (30 students)
Support Needed: 17% (7 students)

4th Grade Texts: Techniques
Prepared: 6% (2 students)
Near Target: 64% (21 students)
Support Needed: 30% (10 students)

5th Grade Texts: Techniques
Prepared: 3% (1 student)
Near Target: 71% (22 students)
Support Needed: 26% (8 students)

SWD STUDENTS

1-2 Language



■ Prepared (2) ■ Near Target (6) ■ Support Needed (7)

1st Grade- Language (Grammar Conventions & Vocabulary)

Prepared: 20% (1 student)
Near Target: 60% (3 students)
Support Needed: 20% (1 student)

2nd Grade- Language (Grammar Conventions & Vocabulary)

Prepared: 10% (1 student)
Near Target: 30% (3 students)
Support Needed: 60% (6 students)

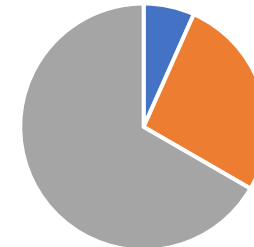
Near Target: 65% (26 students)
Support Needed: 35% (14 students)

4th Grade Listening
Prepared: 3% (1 student)
Near Target: 33% (11 students)
Support Needed: 64% (21 students)

5th Grade Listening
Prepared: 10% (3 students)
Near Target: 39% (12 students)
Support Needed: 51% (16 students)

SWD STUDENTS

1-2 Constructing Texts



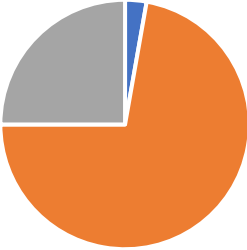
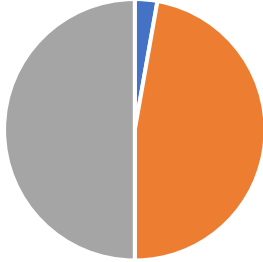
■ Prepared (1) ■ Near Target (4) ■ Support Needed (10)

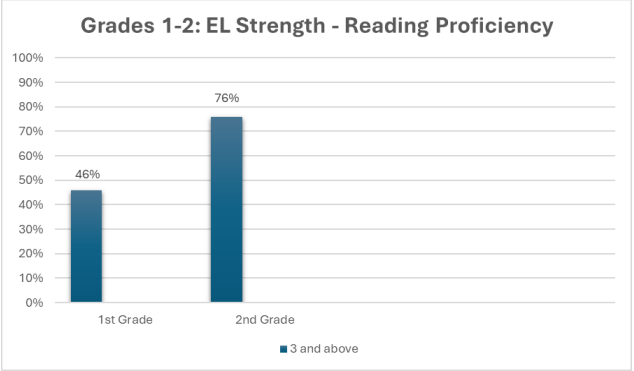
1st Grade- Constructing Texts

Prepared: 0% (0 students)
Near Target: 40% (2 students)
Support Needed: 60% (3 students)

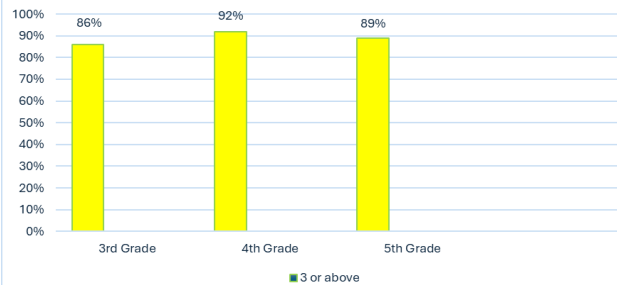
2nd Grade- Constructing Texts

Prepared: 10% (1 student)
Near Target: 20% (2 students)
Support Needed: 70% (7 students)

	3-5 Research  ■ Prepared (1) ■ Near Target (26) ■ Support Needed (9) 3rd Grade- Research Prepared: 0% (0 students) Near Target: 91% (10 students) Support Needed: 9% (1 student) 4th Grade- Research Prepared: 0% (0 students) Near Target: 45% (5 students) Support Needed: 55% (6 students) 5th Grade- Research Prepared: 7% (1 student) Near Target: 79% (11 students) Support Needed: 14% (2 students)	3-5 Listening  ■ Prepared (1) ■ Near Target (17) ■ Support Needed 18) 3rd Grade Prepared: 0% (0 students) Near Target: 64% (7 students) Support Needed: 36% (4 students) 4th Grade Prepared: 0% (0 students) Near Target: 9% (1 student) Support Needed: 91% (10 students) 5th Grade Prepared: 7% (1 student) Near Target: 64% (9 students) Support Needed: 29% (4 students)
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • New Wonders Program: Teachers are still developing familiarity with the structure, pacing, and instructional components of the Wonders program. This learning curve may result in inconsistent implementation, limited resources for students below grade level, and missed opportunities to leverage embedded assessments and resources to support student mastery. • New Standards: The introduction of updated standards has created a need for a deeper understanding of rigor, vertical alignment, and expectations for student performance. Without sufficient time and support to unpack these standards, instruction may not consistently reflect the level of cognitive demand, leading to gaps in student learning.	

	• Lack of Accountability in Grade-Level CCCs: Cobb Collaborative Communities (CCCs) may lack clear expectations, structured protocols, and follow-through. As a result, data analysis, instructional planning, and action steps may be inconsistent, limiting the effectiveness of collaboration and reducing the impact on student achievement. • Missed opportunities for professional learning to assist Special Education teachers to more consistently utilize the CCSD Processing Strengths and Weaknesses document to support the delivery of modified, specialized instruction through instructional models that best meet the diverse needs of students.	
ACCESS Scores (Grade Level Reading & Writing) Proficiency Levels 1-Emerging (knows & uses minimal social & academic language with visual & graphic support) 2-Entering (knows & uses some social English & general academic language with visual & graphic support) 3-Developing (knows & uses social English & some specific academic language with visual & graphic support) 4-Expanding (knows & uses social English & some technical academic language) 5-Bridging (knows & uses social English & academic language working with grade-level material) 6-Reaching (knows & uses social & academic language at the highest level measured by this test)	EL STUDENTS (ALL) K: Reading and Writing Proficiency No strength observed  Grades 1-2: Reading Proficiency 1st Grade: 46% (10 students) proficiency level of 3 or above 2nd Grade: 76% (28 students) proficiency level of 3 or above	EL STUDENTS (ALL)  K: Reading and Writing Proficiencies 100% (19 students) proficiency level of 1-2.9

Grades 3-5: EL Strength - Writing Proficiency



Grades 3-5: Writing Proficiency

3rd Grade: 86% (31 students) proficiency level of 3 or above
 4th Grade: 92% (22 students) proficiency level of 3 or above
 5th Grade: 89% (15 students) proficiency level of 3 or above

EL/SWD STUDENTS

K-1: No EL/SWDs

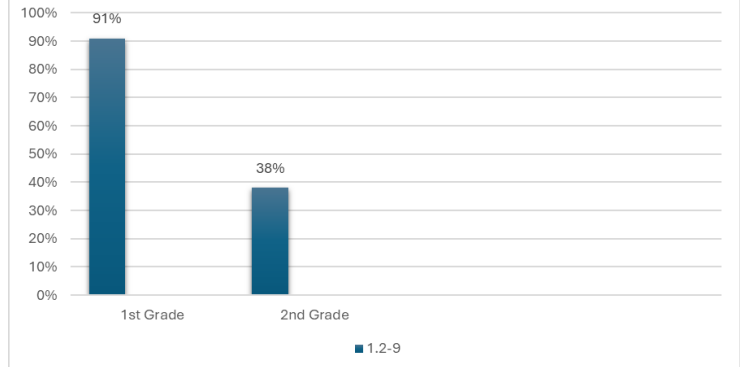
Grade 2: EL/SWD Strength - Reading Proficiency



Grade 2: Reading Proficiency

2nd Grade: 67% (2 students) proficiency level of 3 or above

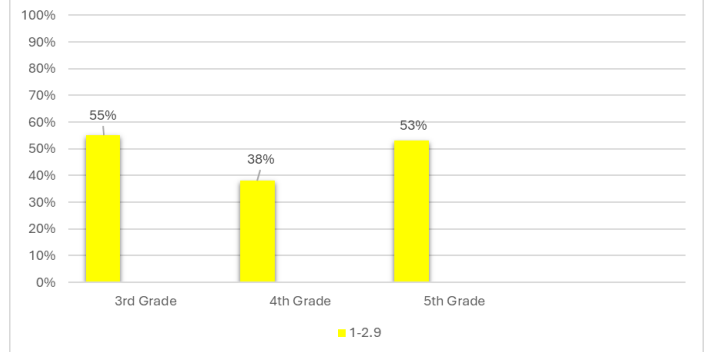
Grades 1-2: EL Weakness - Writing Proficiency



Grades 1-2: Writing Proficiency

1st Grade: 91% (20 students) proficiency level of 1-2.9
 2nd Grade: 38% (14 students) proficiency level of 1-2.9

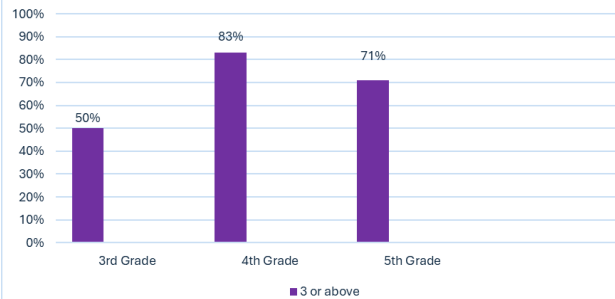
Grades 3-5: EL Weakness - Reading Proficiency



Grades 3-5: Reading Proficiency

3rd Grade: 55% (20 students) proficiency level of 1-2.9
 4th Grade: 38% (9 students) proficiency level of 1-2.9
 5th Grade: 53% (9 students) proficiency level of 1-2.9

**Grades 3-5: EL/SWD Strength -
Writing Proficiency**



Grades 3-5: Writing Proficiency

3rd Grade: 50% (2 students) proficiency level of 3 or above
 4th Grade: 83% (5 students) proficiency level of 3 or above
 5th Grade: 71% (5 students) proficiency level of 3 or above

EL/SWD STUDENTS

K-1: No EL/SWDs

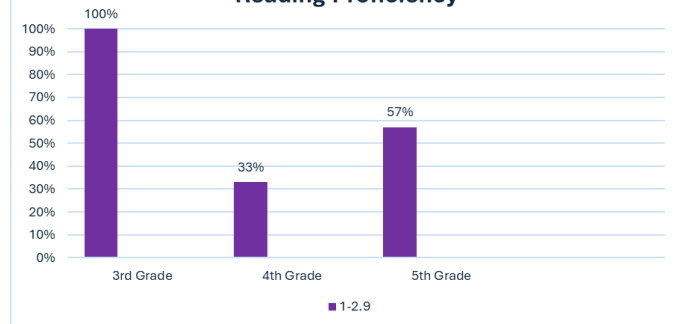
**Grade 2: EL/SWD Weakness -
Writing Proficiency**



Grade 2: Writing Proficiency

2nd Grade: 67% (2 students) proficiency level of 1-2.9

**Grades 3-5: EL/SWD Weakness -
Reading Proficiency**



Grades 3-5: Reading Proficiency

3rd Grade: 100% (4 students) proficiency level of 1-2.9
 4th Grade: 33% (2 students) proficiency level of 1-2.9
 5th Grade: 57% (4 students) proficiency level of 1-2.9

Root Cause Explanation:

Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	• Lack of Gradual Release “I Do, We Do, You Do”: Instruction may be overly teacher-directed, with limited opportunities for students to transition from guided practice to independent application. Without a consistent, gradual release model, students may not develop the confidence or skills needed to demonstrate mastery on their own. While modeling (“I do”) and guided practice (“we do”) may be present, the independent practice component (“you do”) is often insufficient or missing. • Strict Adherence to the Wonders Sequence: Following the Wonders program rigidly, without adjusting based on student data or instructional need, can restrict responsiveness in teaching. This resulted in missed opportunities for reteaching, enrichment, and differentiation, ultimately impacting student comprehension and engagement. • Inconsistent Use of Ellevation Strategies: Ellevation, a key tool for supporting English Learners, has not been used consistently to inform instruction, monitor progress, or implement targeted language supports. This inconsistency may lead to gaps in scaffolding academic vocabulary, language development, and overall access to grade-level content for ESOL students.
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ELA - IMPROVEMENT PLAN

GOAL #1: ELA	The percentage of kindergarten students scoring at or above grade level will increase from 56% (45 students) to 59% (47 students) as measured by the 2026–2027 AMIRA assessment. The percentage of 1st and 2nd-grade students scoring at the Prepared level will increase from 31% (55 students) to 34% (61 students) as measured by the 2026–2027 ELA Beacon assessment. The percentage of 3rd, 4th, and 5th-grade students scoring at Levels 3 and 4 will increase from 27% (72 students) to 29% (76 students) as measured by the 2026–2027 ELA Georgia Milestones assessment.		
Root Cause(s) to be Addressed:	The introduction of updated standards has created a need for a deeper understanding of rigor, vertical alignment, and expectations for student performance. Without sufficient time and support to unpack these standards, instruction may not consistently reflect the level of cognitive demand, leading to gaps in student learning.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data?	Implementation Performance Target: By May 2027, 100% of K-5 ELA teachers will use teacher clarity practices to create at least one common formative assessment per Wonders unit. Implementation Plan: Preplanning: Organized and planned for the upcoming school year. August-September: -Local Academic Coach will provide PL and CCC support to review and reinforce teacher clarity practices presented in LEI sessions, including unpacking standards, writing learning targets, and generating success criteria.	Evaluation Performance Target: By December 2026, 10% (52 students) of the students in K-5 grades will score 70% or higher on grade level ELA Progress Monitoring Assessments in Wonders. By April 2027, 15% (78 students) of the students in grades K-5 will score 80% or higher on grade level ELA Progress Monitoring Assessments in Wonders. Evaluation Tool(s): • ELA Progress Monitoring Assessments (Wonders) Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly	
Target Student Group			
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

K-5 teachers will use teacher clarity practices to create at least one common formative assessment per Wonders unit, as evidenced by assessment samples and CCC minutes.	-The Academic Coach will review the Georgia ELA Standards and the updated CCSD alignment of ELA Standards to the Wonders Units. October: -Local Academic Coach will provide PL focused on using success criteria to create common formative assessments aligned to unpacked standards and Wonders units. -Teams will begin using success criteria to create at least one formative assessment per Wonders unit aligned to at least one standard being taught in that unit. -During CCCs, teams will create formative assessments. -Grade level teams will begin sharing teacher clarity practices during CCC meetings and collaborative planning days. November–December -Local Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will continue to develop at least one formative assessment for each Wonders unit after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -Grade level teams will continue to create formative assessments. January-February: -If needed, Local Academic Coach will provide a refresher PL on teacher clarity practices and/or formative assessment development. -Local Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will continue to develop at least one formative assessment for each Wonders unit after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -Grade level teams will continue to create formative assessments March-April:	☐ Every other month ☐ 3 times per year (after each administration of the ELA Beacon Assessment) ☒ After each Wonders Unit Data Analysis Plan: Wonders PMA scores will be collected in CTLS Assess. Local Academic Coach and/or CCC leads will keep track of the total percentage of students scoring 70% or above on each unit assessment for each grade level. Data should be updated at the conclusion of each unit according to the CCSD Frameworks. After each Wonders PMA is given, CCCs will analyze standard data aligned to the formative developed and given during the unit. Teams will look specifically for improvement on the standards targeted in the formative assessment, as well as overall student performance on the PMA. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	-Local Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will continue to develop at least one formative assessment for each Wonders unit after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -Grade level teams will continue to create formative assessments. Artifacts to be Collected: -Common formative assessments -CCC minutes or other documents showing teacher clarity practices being implemented (unpacking standards, writing learning targets, and generating success criteria) Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principal ☒ Academic Coach Frequency of Monitoring: -Weekly monitoring of CCC minutes showing teacher clarity practices being implemented -Grade level feedback discussions on formative assessments once per unit in CCC meeting minutes		
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Root Cause(s) to be Addressed:	Lack of Accountability in Grade-Level CCCs: Cobb Collaborative Communities (CCCs) may lack clear expectations, structured protocols, and follow-through. As a result, data analysis, instructional planning, and action steps may be inconsistent, limiting the effectiveness of collaboration and reducing the impact on student achievement.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data	Implementation Performance Target: By May 2027, 100% of K-5 general education, IRR, ESOL, and EIP teachers will participate in weekly CCC meetings that include data analysis and instructional planning.	Evaluation Performance Target: By December 2026, 10% (15 students) of the students in K-5 grades will score 70% or higher on grade level ELA Progress Monitoring Assessments in Wonders. By April 2027, 15% (23 students) of the students in grades K-5 will score 80% or higher on grade level ELA Progress Monitoring Assessments in Wonders.	
Target Student Group ☐ Gen Ed ☒ EL ☐ SWD	Implementation Plan: August-September: -Local school academic coach will provide professional learning for grade-level teams focused on evidence-based CCC processes, including data analysis and instructional planning following the 4 CCC questions. -Local school academic coach will model facilitating an evidence-based CCC meeting as needed to prepare grade-level CCC leads to begin leading meetings.	Evaluation Tool(s): Progress Monitoring Assessments (Wonders)	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>		Evaluation Plan: Students will be assessed: ☐ Every 2 weeks	

K-5 general education, IRR, ESOL, and EIP teachers will participate in weekly CCC meetings that include data analysis and instructional planning, as evidenced by CCC minutes.	October-December: -Local academic coach will observe CCCs for effectiveness and adherence to expectations. Local coach will provide feedback to grade-level CCC leads as needed to improve CCC effectiveness. -CCC minutes will be collected in a common location (Teams) as evidence. January-May: -If needed, local academic coach will provide refresher PL on CCC expectations and practices, including data analysis and instructional planning using the 4 CCC questions. -Local academic coach will continue to observe CCCs for effectiveness and adherence to expectations. Local coach will provide feedback to grade-level CCC leads as needed to improve CCC effectiveness. -CCC minutes will continue to be collected in a common location (Teams) as evidence. Artifacts to be Collected: -CCC Minutes -CCC Observation Notes using the CCC Silent Observer Form (<i>provided by District Coaching Team</i>) Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: -Weekly CCC Minutes Check -Administration Observation of CCCs	☐ Monthly ☒ After each Wonders Unit ☐ 3 times per year Data Analysis Plan: Wonders PMA scores will be collected in CTLS Assess. Local Academic Coach and/or CCC leads will keep track of the total percentage of students scoring 70% or above on each unit assessment for each grade level. Data should be updated at the conclusion of each unit according to the CCSD Frameworks. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principal ☒ Academic Coaches ☒ CCC Leads	
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Root Cause(s) to be Addressed:	Missed opportunities for professional learning to assist Special Education teachers to more consistently utilize the CCSD Processing Strengths and Weaknesses document to support the delivery of modified, specialized instruction through instruction models that best meet the diverse needs of students.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By May 2027, 100% IRR teachers will utilize the CCSD Processing Strengths and Weakness document to provide Specially Designed Instruction for students with disabilities, as evidenced by completed processing documents and lesson plans with accommodations.	Evaluation Performance Target: By December 2026, 10% of the students with disabilities will score 70% or higher on grade level ELA Progress Monitoring Assessments in Wonders. By April 2027, 15% of students with disabilities will score 80% or higher on grade-level ELA Progress Monitoring Assessments in Wonders.	
Target Student Group			
☐ Gen Ed ☐ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Implementation Plan: Preplanning: The Student Support Administrator (SSA) and the Interrelated (IRR) Team Lead will review accommodations, scaffolding, and intervention supports aligned to student needs based on IEP goals.	Evaluation Tool(s): • ELA Progress Monitoring Assessments (Wonders)	
IRR teachers will utilize the Processing Strengths and Weakness document to provide Specially Designed Instruction for students with disabilities, as evidenced by completed processing documents and lesson plans with accommodations.	August-September: The IRR Instructional Program Support Specialist and the IRR Team Lead will facilitate professional learning for IRR teachers on how to utilize the CCSD Processing Strengths and Weaknesses document to specialize instruction for Wonders lessons for special education students. • IRR teachers will utilize the CCSD Processing Strengths and Weaknesses document to scaffold support aligned to the ELA standards. October-December: The IRR Team Lead will facilitate ongoing professional learning for IRR teachers on how to utilize the CCSD Processing Strengths and Weaknesses document to specialize instruction for Wonders lessons and CCSD Core tasks for special education students.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ At the end of each Wonders unit Data Analysis Plan: IRR teachers will analyze student growth in mastering grade-level ELA standards using ELA Wonders PMA assessment to identify trends in student performance, determine student needs, and guide small-group instruction.	
		Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals	

	IRR teachers will create scaffolded instructional practices aligned to students' strengths and weaknesses to support different learning needs and processing speeds. January-February: The IRR Instructional Program Support Specialist will provide professional learning to strengthen IRR teachers' awareness of the impact of modified instruction aligned to special education students' strengths and weaknesses. • Through refined modifications, IRR teachers will create standards-based tasks with appropriate scaffolds. March-April: The SSA will conduct reflective discussions focused on strengths, challenges, and next steps for continuous improvement. • IRR teachers will implement standards-aligned instruction with intentional modifications and support. Artifacts to be Collected: • Observations of IRR teachers • Lesson Plans showing modifications based on student processing needs • Completed Processing Strengths and Weaknesses Documents Person(s) Monitoring Implementation: ☒ Principal ☒ Student Support Administrator Frequency of Monitoring: -Weekly IRR Lesson plan checks -Beginning and mid-year checks of processing documents -Quarterly observations of IRR teachers	☒ Student Support Administrator ☒ IRR Team Lead	
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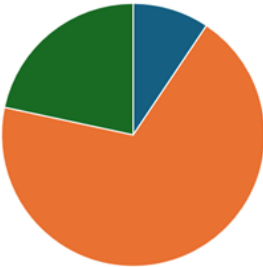
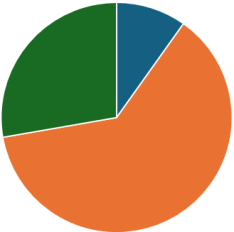
MATH DATA

MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	25.5%	19.0%	27.1
4 th Grade	20.0%	26.7%	31.0
5 th Grade	42.3%	34.1%	35.9

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	17	44	12	25	36	12	32	25	12	31	31	11
1st Grade	14	40	28	15	35	32	12	36	34	20	38	24
2nd Grade	32	38	25	41	26	28	39	29	27	17	38	40
3rd Grade	7	87	6	13	87	2	16	83	1	30	67	3
4th Grade	29	38	5	35	35	2	34	37	1	40	30	2
5th Grade	45	41	4	57	32	1	48	37	5	59	28	3

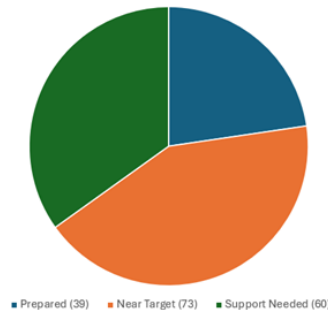
Source	Strengths	Weaknesses
FY26 MATH Milestones (Data by grade & subgroup)	For Grade Levels, ELs and SWD ALL STUDENTS 3rd Grade – Numerical Reasoning Met Target – 22 % (21 students) Approaching Target – 25% (24 students) Below Target – 53% (51 students)	For Grade Levels, ELs and SWD ALL STUDENTS 3rd Grade – Measurement & Data Reasoning: Length, Volume, Mass, and Time Met Target – 15% (14 students) Approaching Target – 23% (22 students) Below Target – 63% (60 students)

	4th Grade – Numerical Reasoning Met Target – 26% (18 students) Approaching Target – 19% (13 students) Below Target – 54% (37 students) 5th Grade – Numerical Reasoning Met Target – 36% (32 students) Approaching Target – 12% (11 students) Below Target – 52% (46 students) EL STUDENTS 3rd Grade – Geometric & Spatial Reasoning Met Target – 11% (4 students) Approaching Target – 32% (12 students) Below Target – 57% (21 students) 4th Grade – Measurement & Data Reasoning Met Target – 16% (4 students) Approaching Target – 32% (8 students) Below Target – 43% (13 students) 5th Grade – Numerical Reasoning Met Target - 18% (6 students) Approaching Target - 9% (3 students) Below Target – 72% (23 students)	4th Grade – Patterning & Algebraic Reasoning: Number and Shape Patterns Met Target – 20% (14 students) Approaching Target – 33% (23 students) Below Target – 45% (31 students) 5th Grade – Geometric & Spatial Reasoning Met Target – 4% (4 students) Approaching Target – 35% (31 students) Below Target – 61% (54 students) EL STUDENTS 3rd Grade – Patterning & Algebraic Reasoning Met Target – 3% (1 student) Approaching Target – 24% (9 students) Below Target – 73% (27 students) 4th Grade - Numerical Reasoning Met Target – 20% (5 students) Approaching Target – 4% (1 student) Below Target – 76% (19 students) 5th Grade – Geometric & Spatial Reasoning Met Target – 0% (0 students) Approaching Target – 28% (9 students) Below Target – 72 % (23 students)
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	SWD STUDENTS 3rd Grade – Geometric & Spatial Reasoning Met Target – 17% (2 students) Approaching Target – 25% (2 students) Below Target – 58% (7 students) 4th Grade – Measurement & Data Reasoning: Time and Data Display Met Target – 9% (1 student) Approaching Target – 9% (1 student) Below Target – 82% (9 students) 5th Grade -Measurement & Data Reasoning: Measurement Conversions and Data Displays Met Target – 0% (0 students) Approaching Target - 29% (2 students) Below Target - 71% (5 students)	SWD STUDENTS 3rd Grade – Measurement & Data Reasoning: Length, Volume, Mass, and Time Met Target – 0% (0 students) Approaching Target – 33% (4 students) Below Target – 67% (8 students) 4th Grade – Numerical Reasoning Met Target – 0% (0 students) Approaching Target – 0% (0 students) Below Target – 100% (11 students) 5th Grade – Numerical Reasoning Met Target – 0% (0 students) Approaching Target – 0% (0 students) Below Target – 100% (7 students)
Beacon Assessment – Math (Grade Level & Subgroups)	ALL STUDENTS K, 3, 4 Strength: Numerical Reasoning  ■ Prepared (23) ■ Near Target (169) ■ Support Needed (53)	ALL STUDENTS K, 3 Weakness Measurement & Data Reasoning  ■ Prepared (17) ■ Near Target (108) ■ Support Needed (48)

Numerical Reasoning
 Grade K:
 Prepared: 16% (12 Students)
 Near Target: 60% (44 Students)
 Support Needed: 23% (17 Students)
 Grade 3:
 Prepared: 6% (6 Students)
 Near Target: 87% (87 Students)
 Support Needed: 7% (7 Students)
 Grade 4:
 Prepared: 7% (5 Students)
 Near Target: 53% (38 Students)
 Support Needed: 40% (29 Students)

1, 5 Strength: Measurement & Data Reasoning

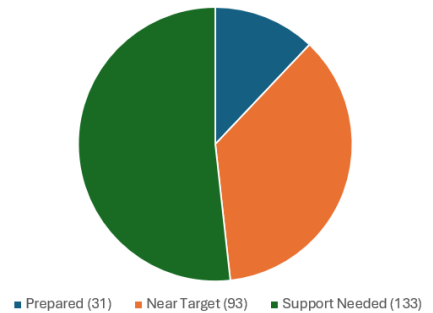


Measurement & Data Reasoning
 Grade 1:
 Prepared: 41% (34 Students)
 Near Target: 44% (36 Students)
 Support Needed: 15% (12 Students)
 Grade 5:
 Prepared: 6% (5 Students)
 Near Target: 41% (37 Students)
 Support Needed: 53% (48 Students)

Measurement & Data Reasoning

Grade K:
 Prepared: 22% (16 Students)
 Near Target: 34% (25 Students)
 Support Needed: 44% (32 Students)
 Grade 3:
 Prepared: 1% (1 Students)
 Near Target: 83% (83 Students)
 Support Needed: 16% (16 Students)

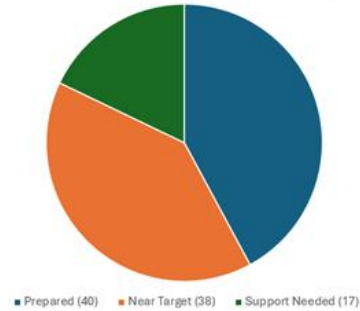
2, 4, 5 Weakness: Patterns & Algebraic Reasoning



Patterns & Algebraic Reasoning

Grade 2:
 Prepared: 29% (28 Students)
 Near Target: 27% (26 Students)
 Support Needed: 43% (41 Students)
 Grade 4:
 Prepared: 3% (2 Students)
 Near Target: 49% (35 Students)
 Support Needed: 49% (35 Students)
 Grade 5:
 Prepared: 1% (1 Student)
 Near Target: 36% (32 Students)
 Support Needed: 63% (57 Students)

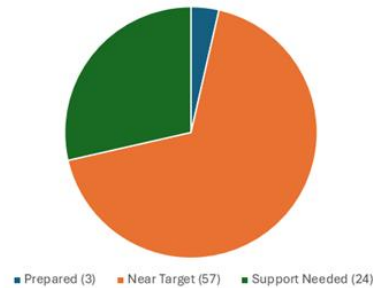
2 Strength: Geometric & Spatial Reasoning



Geometric & Spatial Reasoning
Grade 2:
Prepared: 42% (40 Students)
Near Target: 40% (38 Students)
Support Needed: 18% (17 Students)

ELL STUDENTS

K, 3, 4 Strength (ELL) Numerical Reasoning

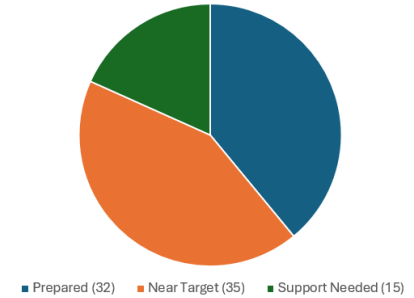


Numerical Reasoning

Grade K
Prepared: 7% (1 Student)
Near Target: 57% (8 Students)
Support Needed: 36% (5 Students)

Grade 3:
Prepared: 3% (1 Student)

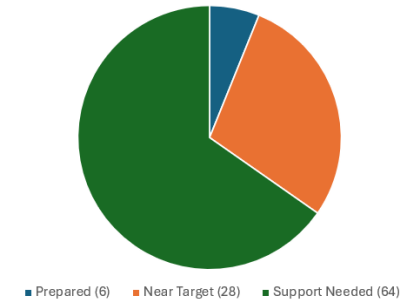
1 Weakness (SWD) Numerical Reasoning



Numerical Reasoning
Grade 1:
Prepared: 39% (32 Students)
Near Target: 43% (35 Students)
Support Needed: 18% (15 Students)

ELL STUDENTS

2, 4, 5 Weakness (ELL) Patterning & Algebraic Reasoning



Patterning & Algebraic Reasoning

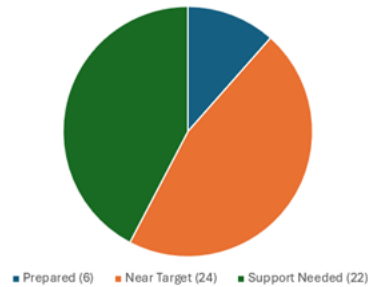
Grade 2:
Prepared: 14% (5 Students)
Near Target: 35% (13 Students)
Support Needed: 51% (19 Students)

Grade 4:
Prepared: 3% (1 Student)
Near Target: 30% (9 Students)

Near Target: 88% (35 Students)
Support Needed: 10% (4 Students)

Grade 4:
Prepared: 3% (1 Student)
Near Target: 47% (14 Students)
Support Needed: 50% (15 Students)

Grade 1, 4 Strengths (ELL) Measurement & Data Reasoning



Measurement & Data Reasoning

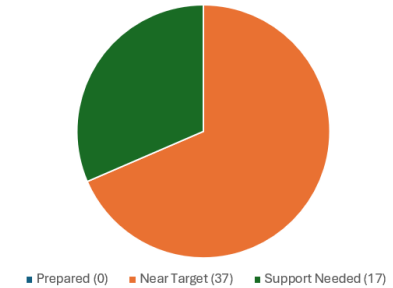
Grade 1:
Prepared: 29% (6 Students)
Near Target: 52% (11 Students)
Support Needed: 19% (4 Students)

Grade 5:
Prepared: 0% (0 Students)
Near Target: 42% (13 Students)
Support Needed: 58% (18 Students)

Support Needed: 67% (20 Students)

Grade 5:
Prepared: 0% (0 Students)
Near Target: 19% (6 Students)
Support Needed: 81% (25 Students)

K, 3 Weakness (ELL) Measurement & Data Reasoning

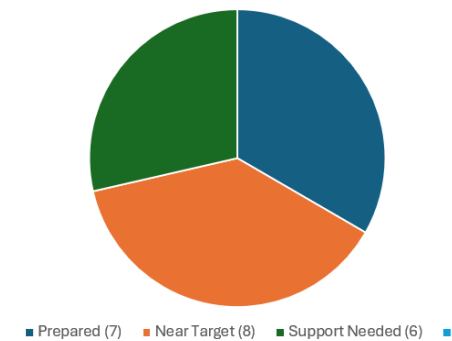


Measurement & Data Reasoning

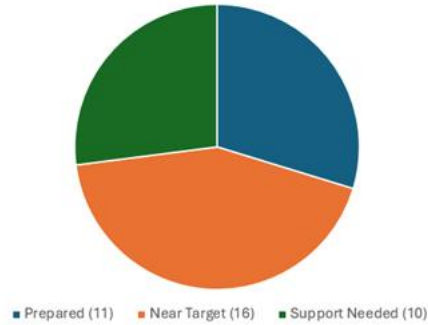
Grade K:
Prepared: 0% (0 Student)
Near Target: 29% (4 Students)
Support Needed: 71% (10 Students)

Grade 3:
Prepared: 0% (0 Students)
Near Target: 83% (33 Students)
Support Needed: 17% (7 Students)

1 Weakness (ELL) Numerical Reasoning



Grade 2 Strengths (ELL) Geometric and Spatial Reasoning

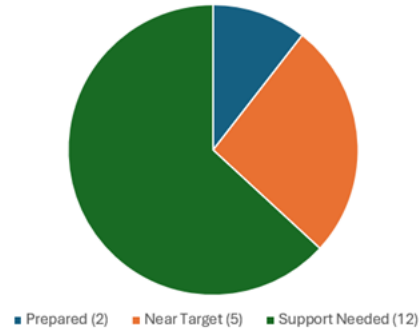


Geometric & Spatial Reasoning

Grade 2:
 Prepared: 30% (11 Students)
 Near Target: 43% (16 Students)
 Support Needed: 27% (10 Students)

SWD STUDENTS

K, 5 Strengths (SWD) Measurement & Data Reasoning



Measurement & Data Reasoning

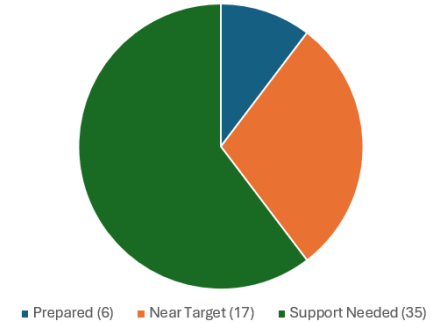
Grade K:
 Prepared: 40% (2 Students)
 Near Target: 40% (2 Students)
 Support Needed: 20% (1 Student)

Numerical Reasoning

Grade 1:
 Prepared: 33% (7 Students)
 Near Target: 38% (8 Students)
 Support Needed: 29% (10 Students)

SWD STUDENTS

K-5 Weakness (SWD) Patterns & Algebraic Reasoning



Patterns & Algebraic Reasoning

Grade K:
 Prepared: 0% (0 Students)
 Near Target: 80% (Students)
 Support Needed: 20% (1 Student)

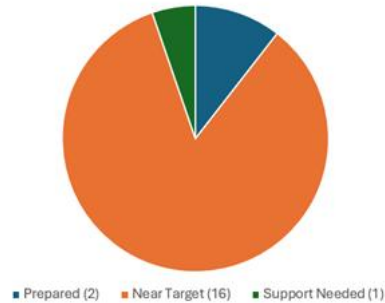
Grade 1:
 Prepared: 56% (5 Students)
 Near Target: 0% (0 Students)
 Support Needed: 44% (4 Students)

Grade 2:
 Prepared: 10% (1 Student)
 Near Target: 10% (1 Student)
 Support Needed: 80% (80 Students)

Grade 3:
 Prepared: 0% (0 Students)
 Near Target: 90% (9 Students)

Grade 5:
 Prepared: 0% (0 Students)
 Near Target: 21% (3 Students)
 Support Needed: 79% (11 Students)

1, 3 Strengths (SWD) Numerical Reasoning

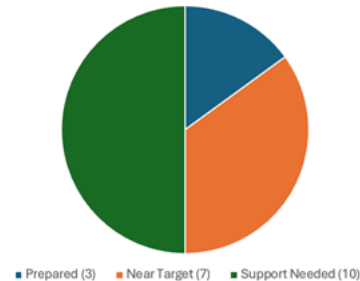


Numerical Reasoning

Grade 1:
 Prepared: 22% (2 Students)
 Near Target: 67% (6 Students)
 Support Needed: 11% (1 Student)

Grade 3:
 Prepared: 0% (0 Students)
 Near Target: 100% (10 Students)
 Support Needed: 0% (0 Students)

2, 4 Strengths (SWD) Geometric & Spatial Reasoning



Geometric & Spatial Reasoning

Support Needed: 10% (1 Student)

Grade 4:
 Prepared: 0% (0 Students)
 Near Target: 10% (1 Student)
 Support Needed: 90% (9 Students)

Grade 5:
 Prepared: 0% (0 Students)
 Near Target: 14% (2 Students)
 Support Needed: 86% (12 Students)

	Grade 2: Prepared: 30% (3 Students) Near Target: 40% (4 Students) Support Needed: 30% (3 Students) Grade 4: Prepared: 0% (0 Students) Near Target: 30% (3 Students) Support Needed: 70% (7 Students)	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Patterning and Algebraic Reasoning concepts were not sufficiently moved from the concrete skills to the abstract representation. • Geometry and Spatial Reasoning concepts were introduced after the Spring Beacon assessment, based on the CCSD pacing guide, limiting students' exposure prior to testing. • The Measurement and Data strand in the CCSD Core Package was not aligned to the Georgia Standards of Excellence, impacting student readiness. (The revised CCSD Core Package for grades 3–5 has been aligned for the 2026–2027 school year.) • Updated standards have created a need for a deeper understanding of rigor, vertical alignment, and expectations for student performance. Without clarity of the standards, instruction may not consistently reflect the level of cognitive demand, leading to gaps in student learning.	
MATH Common Assessments	All STUDENTS Grades K, 2, 3, 4, 5 Numerical Reasoning Grade K Representing addition and subtraction within 10 (NR.5.2). Grade 2 Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0 (NR.1.2). Grade 3 Use place value reasoning to compare multi-digit numbers up to 10,000, using $>$, $=$, and $<$ symbols to record the results of comparisons (NR.1.2). Grade 4 Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings (NR.5.2).	All STUDENTS Grades K, 1, 2, 4, 5 Numerical Reasoning Grade K Use count sequences within 100 to count forward and backward in sequence (NR.2). Grade 1 Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false (NR.2.5). Grade 2 Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies (NR.2.3). Grade 4 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions (NR.2.5). Grade 5

	Grade 5 Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies (NR.3.2). Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators (NR.3.3). Grade 1: Patterning & Algebraic Reasoning Grade 1 Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string (PAR.3.1). ELL STUDENTS Grade K, 1, 4, 5 Numerical Reasoning Grade K Represent addition and subtraction within 10 from a given authentic situation using a variety of representations and strategies (NR.5.2). Grade 1 Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral (NR.1.1). Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$ (NR.1.3). Grade 4 Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings (NR.5.2). Grade 5	Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and of what it represents in the place to its left (NR.1.1). Grade 3 Patterning and Algebraic Reasoning Grade 3 Apply part-whole strategies, properties of operations, and place value understanding to solve problems involving addition and subtraction within 10,000. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions (PAR.2.2). ELL STUDENTS Grade K, 2, 4, 5 Numerical Reasoning Grade K Use count sequences within 100 to count forward and backward in sequence (NR.2). Grade 2 Represent, compare, and order whole numbers to 1000 with an emphasis on place value and equality. Use $>$, $=$, and $<$ symbols to record the results of comparisons (NR.1.3). Grade 4 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions (NR.2.5). Grade 5 Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and of what it represents in the place to its left (NR.1.1). Grade 1 Measurement & Data Reasoning
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	Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies (NR.3.2). Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators (NR.3.3). Grade 2 & 3 Geometric and Spatial Reasoning Grade 2 Recognize that equal shares of identical wholes may be different shapes within the same whole (GSR.7.4). Grade 3 Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting (GSR.7.2). SWD STUDENTS Grade K, 2, 3 Geometric and Spatial Reasoning Grade K Use basic shapes to represent specific shapes found in the environment by creating models and drawings (GSR.8.3). Grade 2 Recognize that equal shares of identical wholes may be different shapes within the same whole (GSR.7.4). Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting (GSR.7.2). Grade 1 Patterning and Algebraic Reasoning Grade 1	Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared (MDR.6.1). Grade 3 Patterning and Algebraic Reasoning Grade 3 Fluently add and subtract within 1000 to solve problems (PAR.2.1). SWD STUDENT Grade K, 2, 5 Numerical Reasoning Grade K Use count sequences within 100 to count forward and backward in sequence (NR.2). Grade 2 Represent, compare, and order whole numbers to 1000 with an emphasis on place value and equality. Use $>$, $=$, and $<$ symbols to record the results of comparisons (NR.1.3). Grade 5 Write, interpret, and evaluate simple numerical expressions involving whole numbers with or without grouping symbols to represent actual situations (NR.5.1). Grade 1 Measurement & Data Reasoning Grade 1 Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the
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	Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string (PAR.3.1). Grade 4, 5 Numerical Reasoning Grade 4 Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings (NR.3.2). Grade 5 Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies (NR.3.2). Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators (NR.3.3).	recorded measurements. Describe the objects compared (MDR.6.1). Grade 3, 4 Patterning & Algebraic Reasoning Grade 3 Fluently add and subtract within 1000 to solve problems (PAR.2.1). Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions (PAR.2.2). Grade 4 Generate both number and shape patterns that follow a provided rule (PAR.3.1).
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Foundational math skills are not consistently taught or reinforced, leading to weaknesses in core understanding. • Available math resources (Georgia Inspire) are not being effectively or consistently utilized to support instruction. • Students are not provided with enough opportunities for meaningful practice to build mastery and confidence. • Updated standards have created a need for a deeper understanding of rigor, vertical alignment, and expectations for student performance. Without clarity of the standards, instruction may not consistently reflect the level of cognitive demand, leading to gaps in student learning.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	The percentage of 1st and 2nd-grade students scoring prepared will increase from 28% (50 students) to 31% (56 students), as measured by the 2026-27 Math Beacon Assessment. The percentage of 3rd, 4th, and 5th-grade students scoring levels 3 and 4 will increase from 31% (81 students) to 34% (89 students) as measured by the 2026-27 Math Georgia Milestone Assessment.		
Root Cause(s) to be Addressed:	Updated standards have created a need for a deeper understanding of rigor, vertical alignment, and expectations for student performance. Without clarity of the standards, instruction may not consistently reflect the level of cognitive demand, leading to gaps in student learning.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By May 2027 100% of all math teachers will use teacher clarity to create weekly common formative assessments that are aligned to the rigor and expectations of the standards.	Evaluation Performance Target: By December 2026, 10% (52 students) of the students in grades K-5 will score 70% or higher on grade level Math Unit Assessments. By April 2027, 15% (78 students) of the students in grades K-5 will score 80% or higher on grade level Math Unit Assessments. By December 2026, 10% (44 students) of students in grades 1-5 will be prepared on the Math Beacon. By March 2027, 15% (66 students) of students in grades 1-5 will be prepared on the Math Beacon.	- Teacher Clarity organizer and or strategy document to unpack standards. - Lesson plan evaluation tool specific to this action step. - Observation tool specific to this action step.
Target Student Group	Implementation Plan: Preplanning: Organized and planned for the upcoming school year. August-September: -Local Academic Coach will provide PL and CCC support to review and reinforce teacher clarity practices presented in LEI sessions, including unpacking standards, writing learning targets, and generating success criteria. -The District Academic Coach will also provide teacher clarity and support in understanding the standards. -The Academic Coach will review the Georgia Math Standards and the updated CCSD alignment of Math Standards.	Evaluation Tool(s): - Formative Assessments - Math Unit Assessments - Math Beacon Assessments	
☒ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
K-5 math teachers will create formative assessments that are aligned to the rigor and expectation of the standards using the strategies from The Teacher Clarity Playbook.			

	October: -Local Academic Coach will provide PL focused on using success criteria to create common formative assessments aligned to unpacked standards. -Teams will begin using success criteria to create at least one formative assessment per unit aligned to at least one standard being taught in that unit. -During CCCs, teams will create formative assessments. -Grade level teams will begin sharing teacher clarity practices during CCC meetings and collaborative planning days. -The District Professional Learning Specialists will also provide teacher clarity support. November–December -Local Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will continue to develop at least one formative assessment for each unit after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -Grade level teams will continue to create formative assessments. -The District Professional Learning Specialists will also provide teacher clarity support. January-February: -If needed, Local Academic Coach will provide a refresher PL on teacher clarity practices and/or formative assessment development. -Local Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will continue to develop at least one formative assessment for each unit after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -Grade level teams will continue to create formative assessments	Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year (After each administration of the Math Beacon Assessment) ☒ After each administration of a Math Unit Assessment Data Analysis Plan: K-5 teachers will analyze student growth in mastering grade-level math standards using formative assessment data, grade-level math unit assessment data, and the Math Beacon Group Learning Progression Report to identify trends in student performance and determine student needs. The Math Beacon Educator Instructional Strategies will be used to utilize to guide small-group instruction. Person(s) Collecting Evidence: ☒ Principal ☐ Assistant Principals ☒ Academic Coach ☒ CCC Leads	
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	March-April: -Local Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will continue to develop at least one formative assessment for each unit after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -Grade level teams will continue to create formative assessments. Artifacts to be Collected: -Common formative assessments -CCC minutes or other documents showing teacher clarity practices being implemented (unpacking standards, writing learning targets, and generating success criteria) Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principal ☒ Academic Coach Frequency of Monitoring: -Weekly monitoring of CCC minutes showing teacher clarity practices being implemented -Grade level feedback discussions on formative assessments once per unit in CCC meeting minutes		
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Root Cause(s) to be Addressed:	Lack of Accountability in Grade-Level CCCs: Cobb Collaborative Communities (CCCs) may lack clear expectations, structured protocols, and follow-through. As a result, data analysis, instructional planning, and action steps may be inconsistent, limiting the effectiveness of collaboration and reducing the impact on student achievement.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data	Implementation Performance Target: By May 2027, 100% of K-5 general education, IRR, ESOL, and EIP teachers will participate in weekly CCC meetings that include data analysis and instructional planning. Implementation Plan: August-September: -Local school academic coach will provide professional learning for grade-level teams focused on evidence-based CCC processes, including data analysis and instructional planning following the 4 CCC questions. -If needed, administration and academic coach will create an updated CCC agenda/note catcher aligned to the expectations shared in the PL. -Local school academic coach will model facilitating an evidence-based CCC meeting as needed to prepare grade-level CCC leads to begin leading meetings. October-December: -Local academic coach will observe CCCs for effectiveness and adherence to expectations. Local coach	Evaluation Performance Target: By December 2026, 10% (52 students) of the students in grades K-5 will score 70% or higher on grade level Math Unit Assessments. By April 2027, 15% (78 students) of the students in grades K-5 will score 80% or higher on grade level Math Unit Assessments. By December 2026, 10% (44 students) of students in grades 1-5 will be prepared on the Math Beacon. By March 2027, 15% (66 students) of students in grades 1-5 will be prepared on the Math Beacon. Evaluation Tool(s): • Math Unit Assessments • Math Beacon Assessments	
Target Student Group			
☐ Gen Ed ☒ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

K-5 general education, IRR, ESOL, and EIP teachers will participate in weekly CCC meetings that include data analysis and instructional planning, as evidenced by CCC minutes.	will provide feedback to grade-level CCC leads as needed to improve CCC effectiveness. -CCC minutes will be collected in a common location (Teams) as evidence. January-May: -If needed, local academic coach will provide refresher PL on CCC expectations and practices, including data analysis and instructional planning using the 4 CCC questions. -Local academic coach will continue to observe CCCs for effectiveness and adherence to expectations. Local coach will provide feedback to grade-level CCC leads as needed to improve CCC effectiveness. -CCC minutes will continue to be collected in a common location (Teams) as evidence. Artifacts to be Collected: -CCC Minutes -CCC Observation Notes using the CCC Silent Observer Form <i>(provided by District Coaching Team)</i> Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: -Weekly CCC Minutes Check	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year (After each administration of the Math Beacon Assessment) ☒ After each administration of a Math Unit Assessment Data Analysis Plan: K-5 teachers will analyze student growth in mastering grade-level math standards using grade-level math unit assessment data and the Math Beacon Group Learning Progression Report to identify trends in student performance and determine student needs. The Math Beacon Educator Instructional Strategies will be used to utilize to guide small-group instruction. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coach ☒ CCC Leads	
Root Cause(s) to be Addressed:	Missed opportunities for professional learning to assist Special Education teachers to more consistently utilize the CCSD Processing Strengths and Weaknesses document to support the delivery of modified, specialized instruction through instruction models that best meet the diverse needs of students.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources

Who? One Action (Verb) What? Frequency	Implementation Performance Target: By May 2027, 100% IRR teachers will utilize the CCSD Processing Strengths and Weakness document to provide Specially Designed Instruction for students with disabilities, as evidenced by completed processing documents and lesson plans with accommodations.	Evaluation Performance Target: By December 2026, 10% (5 students) of the students in grades K-5 will score 70% or higher on grade level Math Unit Assessments.	
Target Student Group	Implementation Plan:	By April 2027, 15% (7 students) of the students in grades K-5 will score 80% or higher on grade level Math Progress Monitoring Assessments.	
☐ Gen Ed ☐ EL ☒ SWD	Preplanning: The Student Support Administrator (SSA) and the Interrelated (IRR) Team Lead will review accommodations, scaffolding, and intervention supports aligned to student needs based on IEP goals.	By December 2026, 10% (3 students) of students in grades 1- 5 will be prepared on the Math Beacon.	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	August/September: The IRR Instructional Program Support Specialist and the IRR Team Lead will facilitate professional learning for IRR teachers on how to utilize the CCSD Processing Strengths and Weaknesses Document to specialize instruction and the CCSD Core tasks for special education students.	By March 2027, 15% (4 students) of students in grades 1- 5 will be prepared on the Math Beacon.	
IRR teachers will utilize the Processing Strengths and Weakness document to provide Specially Designed Instruction for students with disabilities, as evidenced by completed processing documents and lesson plans with accommodations.	• IRR teachers will utilize the CCSD Processing Strengths and Weaknesses Document to scaffold support aligned to the Math standards. October-December: The IRR Team Lead will provide ongoing professional learning on utilizing the CCSD Processing Strengths and Weaknesses Document to specialize instruction and CCSD Core tasks for special education students. • IRR teachers will create scaffolded instructional practices aligned to students' strengths and weaknesses to support different learning needs and processing speeds. January-February: The IRR Instructional Program Support Specialist will provide professional learning to strengthen IRR teachers' awareness of the impact of modified instruction aligned to special education students' strengths and weaknesses.	Evaluation Tool(s): • Math Unit Assessments • Math Beacon Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year (After each administration of the Math Beacon Assessment) ☒ After each administration of the Math Unit Assessments. Data Analysis Plan: IRR teachers will analyze student growth in mastering grade-level math standards using grade-level math unit assessment data and the Math Beacon Group Learning Progression Report to identify trends in student performance and determine student needs. The Math Beacon Educator Instructional Strategies will be used to utilize to guide small-group instruction. Person(s) Collecting Evidence: ☐ Principal	

	- Through refined modifications, IRR teachers will create standards-based tasks with appropriate scaffolds. March-April: The SSA will conduct reflective discussions focused on strengths, challenges, and next steps for continuous improvement. - IRR teachers will implement standards-aligned instruction with intentional modifications and support. Artifacts to be Collected: - Observations of IRR teachers - Lesson Plans showing modifications based on student processing needs - Completed CCSD Processing Strengths and Weaknesses Documents Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principal ☒ Student Support Administrator Frequency of Monitoring: Each Unit Frequency of Monitoring: -Weekly IRR Lesson plan checks	☐ Assistant Principals ☒ Student Support Administrator ☒ IRR Team Lead	
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OTHER CONTENT AREA DATA/OTHER DATA

Source	Strengths	Weaknesses
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(SY26 Science Milestones- PRELIMINARY) (Data by grade & subgroup)	FIFTH GRADE ALL STUDENTS Life Science 28% Met the target 17% Approaching target 55% Below target EL STUDENTS Life Science 16% Met the target 7% Approaching target 77% Below target SWD STUDENTS Life Science 8% Met the target 8% Approaching target 84% Below Target	FIFTH GRADE ALL STUDENTS Earth Science 11% Met the target 32% Approaching target 57% Below Target EL STUDENTS Earth Science 3% Met the target 26% Approaching target 71% Below Target SWD STUDENTS Physical Science 0% Met the target 15% Approaching target 85% Below Target
Check the system impacted: ☒ Coherent Instruction ☐ Professional Capacity	Root Cause Explanation: • The CCSD instruction and assessment did not match the rigor of the science standards. • Weak reading comprehension skills are impacting students' ability to understand complex science texts and questions. • Limited integration of science across content areas (e.g., reading and writing in science).	

☐ Effective Leadership ☐ Supportive Learning Environment	Gaps in foundational science knowledge from earlier grades.								
(CCSD Science Interims) (Grade Level Reading & Writing)	Grade 5 Science Interims: Strength - Life Science Average Score by Subgroup <table border="1"> <caption>Grade 5 Science Interims: Strength - Life Science Average Score by Subgroup</caption> <thead> <tr> <th>Subgroup</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>83%</td> </tr> <tr> <td>SWD Students</td> <td>68%</td> </tr> <tr> <td>EL Students</td> <td>80%</td> </tr> </tbody> </table> All Students Life Science: Average score of 83% 75% of students scored above 70% SWD Students Life Science: Average score 68% 54% of students scored above 70% EL Students Life Science: Average score of 80% 79% of students scored above 70% Grade 5 Science Interims: Weakness – Physical Science Average Score by Subgroup All Students Physical Science: Average score of 75% 24% of students scored 70% or below SWD Students Physical Science: Average score of 63% 43% of students scored 70% or below EL Students Physical Science: Average score of 71% 32% of students scored 70% or below	Subgroup	Average Score	All Students	83%	SWD Students	68%	EL Students	80%
Subgroup	Average Score								
All Students	83%								
SWD Students	68%								
EL Students	80%								
Check the system impacted: ☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Interim assessments do not fully align with the depth and rigor of the GSE, focusing on recall rather than application and reasoning. - Standards are either underrepresented or overrepresented, leading to gaps in measured learning. - Interims and CCSD assessment items do not reflect the format or cognitive demand of Georgia Milestones items. - Interim results provide unreliable data, causing teachers to target the wrong skills or standards, leading to ineffective reteaching or pacing.								

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: SCIENCE	The percentage of 5th-grade students scoring at levels 3 or 4 will increase from 27% (24 students) to 30% (27 students) as measured by the 2026-27 Science Georgia Milestone Assessment.		
Root Cause(s) to be Addressed:	- Interim assessments do not fully align with the depth and rigor of the GSE, focusing on recall rather than application and reasoning - Interims and CCSD assessment items do not reflect the format or cognitive demand of Georgia Milestones items - Interim results provide misleading data, causing teachers to target the wrong skills or standards, leading to ineffective reteaching or pacing		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By March 2027, 100% of 5 th grade teachers will use teacher clarity practices to develop formative and summative assessments and study guides for all science units aligned with the rigor of the science standards.	Evaluation Performance Target: By December 2026, 15% (11 students) of the students in grade 5 will score 70% or higher on grade-level summative assessments.	
Target Student Group	Implementation Plan: Preplanning: 5 th grade teachers and support staff will create an assessment schedule for the entire year.	By April 2027, 20% (15 students) of the students in grade 5 will score 80% or higher on grade-level summative assessments.	
☒ Gen Ed ☐ EL ☐ SWD	August-September: -District Academic Coach will provide PL and CCC support to review and reinforce teacher clarity practices presented in	Evaluation Tool(s): Summative Assessments	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

5th grade teachers will use teacher clarity practices to develop formative and summative assessments and study guides for all science units aligned with the rigor of the science standards.	LEI sessions, including unpacking standards, writing learning targets, and generating success criteria. -Grade level teams will begin implementing teacher clarity practices during CCC meetings and collaborative planning days. -The teachers will develop formative and summative assessments and study guides for units 1 -2. -District coach will provide feedback on assessments before they are assigned to students. October-December: -District Academic Coach will provide PL focused on using success criteria to create common formative/summative assessments aligned to unpacked standards. -Teams will begin using success criteria to create formative and summative assessments for units 3-4 aligned to the unpacked standards. -District coach will continue to provide feedback on assessments, as needed. January-February: -District Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will develop formative and summative assessments for units 4-5 after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -District coach will continue to collect formative assessment samples from CTLS and provide feedback to teams as needed. March-April: -District Academic Coach will continue to provide targeted CCC support for grade level teams focused on teacher clarity practices and formative assessment development. -Grade level teams will develop formative and summative assessments for unit 6 after unpacking standards, writing learning targets, and generating success criteria during CCC meetings. -District coach will continue to collect formative assessment samples from CTLS and provide feedback to teams as needed.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every 9 weeks ☒ After each summative assessment. Data Analysis Plan: Fifth-grade teachers will analyze student growth in mastering grade-level science standards using the science summative assessments to identify trends in student performance, determine student needs, and guide small-group instruction. Person(s) Collecting Evidence: ☒ Principal ☐ Assistant Principals ☐ Academic Coaches ☒ 5th Grade Lead Teacher	
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	The teachers will create a cumulative assessment to identify individualized support of the deficiencies of students. Artifacts to be Collected: • Formative and summative assessments • Study Guides • Cumulative assessment • Assessment Calendar • CCC minutes or other documentation showing teacher clarity work Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principals ☒ Academic Coach Frequency of Monitoring: Each unit		
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Family Engagement Plan to Support School Improvement (<i><u>Required Components</u></i>)			
Family Engagement Activities (<i><u>*Must be listed in the school policy</u></i>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * <u>Annual Title I Meeting – Deadline (September 30, 2026)</u> 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 24, 2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * <u>Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026)</u> 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 19, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * <u>Spring Input Meeting (primary method) – Deadline (April 30, 2027)</u> 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.	March 22, 2027		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: <u>Building Capacity for Engagement (Does not need to be listed in the Policy)</u> Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	September 7, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	January 4, 2027		
5. Required: * <u>Transition Activities</u> for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: Kindergarten Orientation Kindergarten orientation provides students and families with an opportunity to become familiar with the school, meet teachers and staff, and learn about daily routines and expectations. It helps build excitement and confidence as students prepare for a successful start to their kindergarten year. Kindergarten Summer Camp Rising kindergarten students will have the opportunity to become familiar with kindergarten standards, schoolwide expectations, and meet their future teachers. Middle School Transition (Grade 5) Fifth-grade students will have the chance to meet middle school counselors, receive important information about the transition to middle school, and tour the middle school campus. Parents of fifth-	Kindergarten Orientation May 2027 Kindergarten Summer Camp June 1-4, 2026 Fifth Grade Transition Meeting May 2027		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

grade students will also be invited to learn about middle school expectations and the learning opportunities available.			
6. Required: <u>Provide translated information</u> related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> Title I Compact, Title I Policy, Parent Feedback Surveys, CTLS Parent communication from the principal, CTLS Parent communication from certified staff, Title I Meeting Agendas, Academic Engagement Night PowerPoints, Teacher Monthly Newsletters, RTI Documents, PBIS Newsletter, Grade-level Meeting PowerPoints	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6	

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

Academic-Related and School-Developed Family Engagement Activities (*Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Academic Engagement Nights— Academic nights provide parents and guardians with meaningful opportunities to support their child’s learning and connect with the school community. These events encourage collaboration between families and educators while promoting student achievement through interactive educational activities and shared learning experiences. Parents and guardians will also receive differentiated instructional strategies and take-home resources to support their child’s learning in each subject area.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Card Stock Copy Paper Manilla Folders Light Snacks Strategy Cards Ink Cartridge	Title I Local School Funds		Family Sign-In Sheets, Parent Surveys, and Academic Engagement Night Pictures	Academic Coach Parent Facilitator Grade-level Teachers
Every 4½ weeks, each grade level will hold grade-level meetings with families to review priority standards and share practical, real-world strategies families can use to support student learning at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4				Family Sign-in Sheets Parent Surveys Grade-Level PowerPoints	Certified Teachers
ESOL Family Nights provide families with valuable resources and strategies to support their child’s academic success and language development. Families have the opportunity to connect with teachers, learn about school programs, and engage in activities that strengthen home-to-school partnerships. The event also celebrates the diverse cultures and languages that enrich our school community.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☒ Goal 4				Family Sign-in Sheets Parent Surveys ESOL PowerPoints	ESOL Teachers

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

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

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

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **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: Russell Elementary will coordinate state and local funds, along with community support, to enhance student achievement and well-being. Title II funds will be used for professional learning, supporting both staff development and training opportunities. Title III will provide resources to support students' language proficiency. Twenty-day funds will be allocated for tutoring students who do not meet state standards. The PBIS department will continue to assist in implementing the Positive Behavioral Interventions and Supports (PBIS) program. Community partners—including Shaw Temple, La Amistad, and Bethany United Methodist Church—will offer volunteers and resources for Academic Engagement Nights. Together, these programs aim to address the needs of students and families identified in the Comprehensive Needs Assessment (CNA) and family surveys.

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: Russell Elementary regularly monitors the implementation and effectiveness of its schoolwide program through a variety of structures led by administrators and teacher leaders. These practices ensure continuous data-driven decision-making and support ongoing improvement across all grade levels. The practices are listed below:

- Classroom walkthroughs
- Weekly Cobb Collaborative Communities (CCCs) meetings
- Quarter grade-level data meetings with administration
- Monthly Building Leadership Team (BLT) meetings
- Schoolwide data discussions following assessments such as:
 - Common Performance Assessments (Formative and Summative)
 - BEACON
 - Georgia Milestone
 - CCSD Interim Assessments (Social Studies and Science)
 - Wonders Assessments

- AMIRA (Grades K-3)
- IReady
- IOWA/CoGat
- GAA
- ACCESS

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: Russell Elementary evaluates the effectiveness of its schoolwide program in improving student achievement by regularly reviewing data through multiple channels. These include weekly **Cobb Collaborative Communities (CCCs)** meetings, **grade-level data meetings** with administration, **classroom walkthroughs**, **schoolwide data discussions**, and **administrative meetings with the academic coach**.

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: Russell's schoolwide plan will be revised based on the analysis of monitoring data, including performance by specific grade levels and subgroups (All Students, English Language Learners, and Students with Disabilities) on assessments such as iReady, formative and summative assessments, and BEACON.

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

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

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

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

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

SCHOOL RESPONSE: At Russell Elementary, the PBIS (Positive Behavioral Interventions and Supports) team holds monthly Tier 1 and Tier 2 meetings to review and analyze student behavioral data. This analysis includes factors such as:

- Days of the week when incidents occur
- Student subgroups involved
- Types of behavior infractions

The PBIS team shares this data with the entire staff each month, enabling teachers and support staff to address current behavior trends through targeted PBIS lessons and interventions.

To support specific student subgroups and address repeated behavioral issues, staff have implemented the following strategies:

- Building strong student-teacher mentor relationships and conducting regular check-ins with students who are frequent behavior offenders
- Teaching targeted social skills lessons to students who struggle with specific behavioral expectations
- Implementing additional strategies to support students demonstrating extreme behaviors

In addition, Russell Elementary uses the **Cobb System of Support (CSOS)** to identify students with academic and behavioral needs. The **CSOS team**, which includes the Principal, Assistant Principal, Counselor, Nurse, PBIS Coach, and RTI Coordinator, meets weekly to review data and develop intervention plans for students requiring targeted support.

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: Russell Elementary is committed to hiring highly qualified teachers for all instructional positions. Through Cobb Collaborative Community (CCC) Teacher Meetings, educators work together to plan instruction, analyze student data, and adjust teaching strategies to meet the diverse needs of all learners.

Teachers are offered numerous professional learning and collaboration opportunities throughout the year, including sessions during pre-planning, early release days, and designated professional learning days. In addition, teachers participate in both district-provided and external training. Paraprofessionals also engage in professional development.

Support for New Teachers:

New teachers (with less than three years of experience) attend an orientation before the start of the school year and are connected with an

experienced mentor teacher. Dedicated weekly planning time is built into the schedule for grade-level teams to collaborate. Teachers receive curriculum support from both local and district instructional coaches, as well as additional guidance from Teacher Leaders who provide targeted professional development in core content areas.

Cobb Collaborative Communities at Russell Elementary focuses professional learning around the school's three improvement goals. These professional learning communities are designed to build teachers' capacity to ensure high levels of learning and growth for all students. The following research-based strategies support this work:

- Professional learning for staff
- Use the RTI (Response to Intervention) process to identify and address student challenges
- Offer ongoing professional learning for paraprofessionals to better support instruction
- Align professional development with end-of-year data to address areas of need
- Survey teachers to identify specific professional development needs

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

SCHOOL RESPONSE: Russell Elementary School actively supports and coordinates transition services for both rising kindergarten and 6th-grade students.

For incoming kindergarteners, the school offers orientation sessions where families can tour the building and learn about key services, including the cafeteria, bus transportation, after-school programs, and curriculum. When parents pre-register their children, they receive important information tailored for both students and parents.

Kindergarten teachers also conduct screenings to assess students' skills in communication, listening, basic academics, self-care, and more. To ensure a smooth transition, kindergarten teachers collaborate with pre-kindergarten teachers and participate in pre-K IEP meetings. Additionally, Russell offers a Kindergarten "summer school" orientation program to further prepare students for the upcoming school year.

For rising 6th graders, Russell Elementary partners with Floyd Middle School to provide multiple transition opportunities. In the spring, students visit Floyd Middle for tours, presentations, and orientation activities. Floyd also hosts an orientation night specifically for Russell's parents.

To support students' emotional and academic transition, the school counselor leads preparatory lessons covering topics like using combination locks, switching classes, navigating the middle school website, and discussing common concerns and excitement. The counselor and 5th-grade teachers also offer two parent transition meetings and share a list of helpful tips to guide families through the transition to middle school.

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)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	
Academic Coach(s)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	• Coherent Instruction: The Academic Coach will collaborate with teachers to develop standards-based lessons, analyze student data, and implement effective instructional strategies that align with district and state expectations. The coach can also model lessons, facilitate instructional planning, and provide ongoing feedback to ensure consistency and rigor across classrooms. • Professional Capacity: The Academic Coach will provide job-embedded professional learning, mentor teachers, and support continuous growth through coaching cycles, data discussions, and professional development opportunities. By fostering reflective practices and encouraging collaboration among staff, the coach will build teacher effectiveness and confidence. • Effective Leadership: The Academic Coach will partner with school leaders to support school improvement goals, lead professional learning communities, and assist in monitoring instructional practices. The coach will also help create a shared vision for student achievement by promoting accountability, communication, and instructional excellence. • Supporting Learning Environment: The Academic Coach will collaborate with the PBIS coach and Assistant Principal to assist teachers with implementing classroom management strategies, differentiated instruction, and student engagement practices that create positive and inclusive classrooms. • Family Engagement: The Academic Coach will assist in organizing academic nights, parent workshops, and family learning activities that provide families with tools and resources to support learning at home.

Parent Facilitator(s)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	• Family Engagement and Communication: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. • Workshops and Support for Parents: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children’s academic success, particularly in areas such as literacy, math, and social-emotional learning. • Increased Parental Involvement: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. • Connecting Families with Resources: The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.
Instructional Paraprofessional(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	The percentage of kindergarten students scoring at or above grade level will increase from 56% (45 students) to 59% (47 students) as measured by the 2026-27 AMIRA Assessment.

	The percentage of 1st and 2nd-grade students scoring at the prepared level will increase from 31% (55 students) to 34% (61 students) as measured by the 2026-27 ELA Beacon Assessment. The percentage of 3rd, 4th, and 5th-grade students scoring levels 3 and 4 will increase from 27% (72 students) to 29% (76 students) as measured by the 2026-27 ELA Georgia Milestone Assessment.
Goal #2	The percentage of 1st and 2nd-grade students scoring prepared will increase from 28% (50 students) to 31 % (56 students) as measured by the 2026-27 Math Beacon Assessment. The percentage of 3rd, 4th, and 5th-grade students scoring levels 3 and 4 will increase from 31% (81 students) to 34% (89 students) as measured by the 2026-27 Math Georgia Milestone Assessment.
Goal #3	The percentage of 5th-grade students scoring at levels 3 or 4 will increase from 27% (24 students) to 30% (27 students) as measured by the 2026-27 Science Georgia Milestone Assessment.

Russell SIP General Feedback:

- One root cause per action step. What are we trying to fix and how are we going to fix it?
- One action per action step. If you need to do multiple actions, they should be separate action steps.

- i.e., Teacher clarity, ELLevation strategies, academic discourse, explicit vocabulary instruction, etc. All need to be separate action steps.
 - Consider how many of these you can truly tackle in one school year.
- Write all action steps according to the components listed at the top of the table. **Who, one verb, what, frequency.**
 - For example, “**K-5 ELA teachers** will **unpack standards weekly** to **generate learning targets and success criteria for each lesson.**”
- Ensure that the implementation target directly aligns to the action step. There should be nothing additional in the implementation target. For example, “By December 2026, 75% of K-5 teachers will [action step].”
 - Example: “By December 2026, 75% of teachers will **unpack standards weekly to generate learning targets and success criteria for each lesson.**”
- Consider two implementation targets, one for the end of semester 1 and one for the end of semester 2.
 - By December 2026 and by May 2027
- Specifically step out monthly actions and targets for how the action step will be implemented in the implementation plan. If PL is taking place, specify the topic and time frame/date. Add when observations or other accountability checks will take place each month/quarter, etc.
- Artifacts include tangible things that will be collected to prove that the action step is taking place and that you have met the implementation target.
- The evaluation plan should answer the question, “How will we know that this action step is improving student achievement in the target area/skill?”
 - If the target area is constructing texts, then the evaluation plan should directly measure student achievement and improvement on constructing texts standards.