

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	South Cobb High School
Principal Name:	
Date Submitted:	
Revision Date(s):	

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

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

School Response: In developing this plan, the school actively sought input from students, staff, and parents through surveys. Additionally, community stakeholder feedback was gathered through the Principal Advisory Council, which includes representatives from various sectors of the community. Teachers contributed their perspectives both through surveys and their respective professional learning communities. Instructional support personnel played a central role in the process by participating in planning meetings, guiding collaboration, and leading the disaggregation of data from the comprehensive needs assessment to inform the development of school goals.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those 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 of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

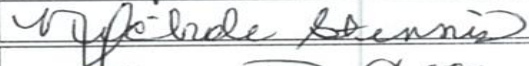
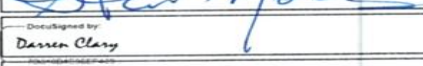
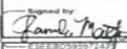
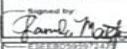
Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Mrs. Kelly Cody (Parent)	Social Workers
Jada Emanalo (Student)	Community Leaders

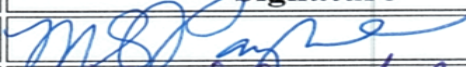
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

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.

ELA Meeting Dates:	Science Meeting dates:	Math Meeting Dates:	Social Studies Meeting Dates:
August 20, 2025 January 16, 2026 April 27, 2026 May 15, 2026	3/26/2026 3/17/2026 2/26/2026	August 22, 2025 December 15, 2026 January 13, 2026 May 14, 2026	December 16, 2025 May 13, 2026
Signature Sheets On File	Signature Sheets On File	Signature Sheets On File	Signatures Sheets on File

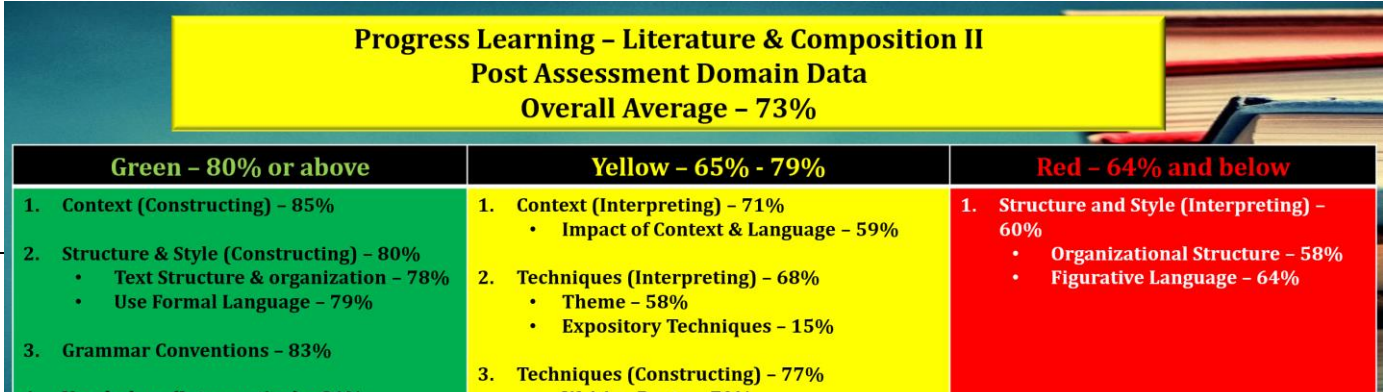
Position/Role	Printed Name	Signature
Principal	Dr. Tommy Perry	
Title I Supervisor	Dr. Dennissa Brown	
Assistant Principal	Mrs. Nichole Stennis	
Assistant Principal	Dr. Sonya Cook	
Assistant Principal	Mrs. Robin Dowdy	
Assistant Principal	Dr. Sean Strachan	
Assistant Principal	Dr. Wilgan Joseph	
Academic Coach(ELA)	Mrs. Staci Morris	
Academic Coach(SS)	Mr. Darren Clary	
Academic Coach (Math)	Dr. Jamila Martin	

Position/Role	Printed Name	Signature
Department Chair (ELA)	Ms. Miranda Payne	
Parent	Mrs. Kelly Cody	
Community Leader	Pastor Reginald Fields	 Signed by
Media Specialist	Ms. Rhonda McKitt	 DCL 12/11/2022
Student	Ms. Jada Emenalo	 Signed by
Parent Facilitator	Mrs. Adr Breceda	 FT 12/22/2022 01:40

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	By May 2026, 60% of students taking the 10th grade EOC Literature and Composition II will read on or above grade level.						
Was the goal met? ☐ YES ☐ NO ☒ Partially -(N/A)							
What data supports the outcome of the goal?	At the beginning of the 2025-2026 school year, the literacy goal was adjusted because of the new ELA standards and new EOC assessment. The baseline data from the Literature and Composition II EOC scores will not be available until Winter of 2026, therefore any data is not available. It is also important to note that the assessment cannot be compared to previous year's assessments because of these changes.						
Reflecting on Outcomes							
If the goal was not met , what actionable strategies could be implemented to address the area of need?	As stated above, "At the beginning of the 2025-2026 school year, the literacy goal was adjusted because of the ELA new standards and new EOC assessment. The baseline data from the Literature and Composition II EOC scores will not be available until Winter of 2026, therefore any data is not available. It is also important to note that the assessment cannot be compared to previous year's assessments because of these changes."						
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	The common assessment data below outlines the outcome of how students performed on the new ELA standards in Literature and Composition II in Progress Learning.  Progress Learning – Literature & Composition II Post Assessment Domain Data Overall Average – 73% <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="background-color: #008000; color: white;">Green – 80% or above</th><th style="background-color: #ffff00;">Yellow – 65% - 79%</th><th style="background-color: #ff0000; color: white;">Red – 64% and below</th></tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white; vertical-align: top; padding: 5px;"> 1. Context (Constructing) – 85% 2. Structure & Style (Constructing) – 80% - Text Structure & organization – 78% - Use Formal Language – 79% 3. Grammar Conventions – 83% </td><td style="background-color: #ffff00; vertical-align: top; padding: 5px;"> 1. Context (Interpreting) – 71% - Impact of Context & Language – 59% 2. Techniques (Interpreting) – 68% - Theme – 58% - Expository Techniques – 15% 3. Techniques (Constructing) – 77% </td><td style="background-color: #ff0000; color: white; vertical-align: top; padding: 5px;"> 1. Structure and Style (Interpreting) – 60% - Organizational Structure – 58% - Figurative Language – 64% </td></tr> </tbody> </table>	Green – 80% or above	Yellow – 65% - 79%	Red – 64% and below	1. Context (Constructing) – 85% 2. Structure & Style (Constructing) – 80% - Text Structure & organization – 78% - Use Formal Language – 79% 3. Grammar Conventions – 83%	1. Context (Interpreting) – 71% - Impact of Context & Language – 59% 2. Techniques (Interpreting) – 68% - Theme – 58% - Expository Techniques – 15% 3. Techniques (Constructing) – 77%	1. Structure and Style (Interpreting) – 60% - Organizational Structure – 58% - Figurative Language – 64%
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Previous Year's Goal #2	By May 2026, increase the percentage of students in Algebra scoring proficient and distinguished by 5% (approximately 180 students), as measured by the Algebra EOC assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	

What data supports the outcome of the goal?	Algebra	SY24	SY25	Fall 2025	Spring 2026	SY26
	Beginning	39%	32%	21%	27%	25%
	Developing	31%	33%	24%	44%	36%
	Proficient	21%	25%	38%	23%	28%
	Distinguished	9%	9%	17%	7%	10%
	Level 3 & 4	30%	34%	55%	30%	38%
The percentage of students scoring Proficient and Distinguished increased by 4%, which is 1% short of the total goal of 5%						
Reflecting on Outcomes						
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Students would benefit from strategies that promote student discourse and mathematical reasoning.					
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?						

Previous Year's Goal #3	By May 2026, increase the percentage of students in Biology scoring Proficient and Distinguished by 3% (approximately 245 students out of 588 students tested), as measured by the EOC assessments.		
Was the goal met? ☒ YES ☐ NO ☐ Partially			
What data supports the outcome of the goal?		SY2025	SY2026
	Beginning	32.48%	24.22%
	Developing	33.84%	33.87%
	Proficient	25.00%	30.28%
	Distinguished	8.67%	11.58%
	Level 3 & 4	33.67%	41.86%
The Biology goal was exceeded, with Level 3 and 4 performance increasing from 33.67% in SY2025 to 41.86% in SY2026, approximately 8% increase.			
Reflecting on Outcomes			
If the goal was not met , what actionable strategies could be implemented to address the area of need?			
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the	Contributing factors for the 8% increased included the collaborative deconstruction of Biology standards during weekly CCC planning meetings, alignment of learning targets and instructional tasks to the rigor of the standards, and the development of common assessments and instructional resources across Biology classrooms. Additional supports included ongoing instructional walkthroughs, data analysis during collaboration meetings, and the use of standards-aligned planning tools to improve consistency of instruction across classrooms. The transformational support process with district and school leadership also helped strengthen instructional alignment and clarify expectations for grade-level rigor.		

success of the goal?	
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

HIGH SCHOOL GRADUATION RATES			
Graduation Rate Longitudinal Data	FY24	FY25	FY26
	78.4%	87.9%	

OVERALL CONTENT AREA DATA			
EOC Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
American Literature & Comprehension	39%	35%	N/A <i>Baseline scores released in Winter 2026.</i>

<i>Literature and Composition II – FY26</i>			
Algebra	36%	34%	38%
Biology	40%	33%	40%
U.S. History	48%	60%	52%

AMERICAN LITERATURE AND COMPOSITION – By Year						
EOC Longitudinal Data	FY24		FY25		FY26 – <i>Literature and Composition II</i>	
	Winter	Spring	Winter	Spring	Winter	Spring
Level 4	5% (14)	3% (7)	22% (62)	27% (53)	N/A	N/A
Level 3	37% (102)	33% (102)	42% (119)	41% (80)	N/A	N/A
Level 2	36% (99)	37% (90)	33% (95)	28% (55)	N/A	N/A
Level 1	23% (63)	27% (66)	4% (11)	4% (7)	N/A	N/A

AMERICAN LITERATURE AND COMPOSITION (READING STATUS) – By Year
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Percentage of Students	FY24		FY25		FY26 - <i>Literature and Composition II</i>	
	Winter	Spring	Winter	Spring	Winter	Spring
Grade Level and Above	72% (199)	64% (156)	74% (204)	64% (125)	N/A	N/A
Below Grade Level	28% (77)	36% (87)	26% (72)	35% (70)	N/A	N/A

<i>Literature and Composition II- (READING) – By Domain of Focus – Current Year</i>						
Domain Mastery Levels (Enter Domain(s) of Concern)	Insert Domain HERE		Insert Domain HERE		Insert Domain HERE	
	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	N/A	N/A	N/A	N/A	N/A	N/A
Level 2 Monitor Learning	N/A	N/A	N/A	N/A	N/A	N/A
Level 1 Remediate Learning	N/A	N/A	N/A	N/A	N/A	N/A

<i>Literature and Composition II- (Writing) – By Domain of Focus – Current Year</i>						
Domain Mastery Levels (Enter Domain(s) of Concern)	Insert Domain HERE		Insert Domain HERE		Insert Domain HERE	
	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	N/A	N/A	N/A	N/A	N/A	N/A
Level 2 Monitor Learning	N/A	N/A	N/A	N/A	N/A	N/A
Level 1 Remediate Learning	N/A	N/A	N/A	N/A	N/A	N/A

ELA DATA ANALYSIS & FINDINGS		
	Strengths	Weaknesses

AMERICAN LITERATURE & COMPOSITION (3-year trends) • What trends exist for all students in the: ○ Percentage of students reading on grade level or below grade level? ○ Percentage of students scoring Level 1, 2, 3, 4 (increases, decreases, no increase or decrease)? ○ Reading domain increases or decreases? ○ Writing domain increases or decreases? • How do the trends differ for EL students? • How do the trends differ for SWD students?	SY22-SY24 data: Students' reading on grade level has been a strength and reading levels increased between SY22-SY24. <u>Reading Levels</u> • FY22 – FY24 trend is 63% - 74% (11% increase) reading at or above grade level. FY25 indicate a slight drop to 69%. Based upon the trend data below for FY22-FY24 (1,012 students) of the American Literature EOC there has been a 3% increase of (46 students) scoring Level 4 and a 1% decrease of (213 students) scoring Level 1. <u>EOC Levels</u> • FY22 – FY24 trend is 2% - 5% (3% increase) – Level 4 • FY22 – FY24 trend is 37% - 37% (0% increase) – Level 2 • FY22 – FY24 trend is 23% - 21% (2% decrease) – Level 1 There are no noticeable strengths in reading domains of the last 3 years as well as FY25. More students are earning the highest score (Level 4) on the American Literature End-of-Course (EOC) exam, and fewer students are earning the lowest score (Level 1). <u>Writing Domains</u>	SY22-SY24 data: <i>The comparable data below are the trends from the previous years:</i> Based upon the trend data below for FY22-FY24 (1,012 students) of the American Literature EOC there has been a 2% decrease of (374 students) scoring Level 4. <u>EOC Levels</u> • FY22 – FY24 trend is 39% - 37% (2% decrease) – Level 3 • FY25 data indicates a 4% decrease – Level 3 • FY25 data indicates a 6% increase – Level 2 The data for the reading domain of Reading and Vocabulary indicated 6% decrease (152) students in the “Accelerate” level. <u>Reading Domain</u> • FY22 – FY24 – <i>Reading and Vocabulary</i> – 9% - 15% (6% decrease) - Accelerate Level • FY25 – <i>Reading and Vocabulary</i> indicates 54% - Below Target • FY25 – <i>Reading Informational Text</i> – 52% - Below target Based upon the trend data below students showed a weakness in the following skills that are incorporated in the Reading and Vocabulary and Reading Informational Text domains. <u>Reading Domain Skills- RL1/RI1, RL2,RI2/RL4/RI4, L5</u> • Citing textual evidence with analysis. -<i>RL1, RI1</i> • Determining central ideas of a text. - <i>RL2, RI2</i>
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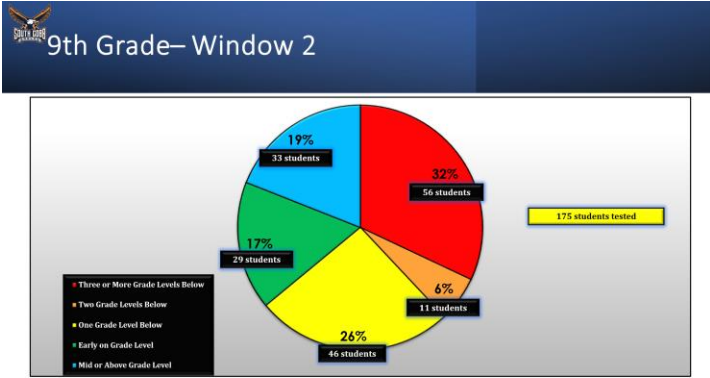
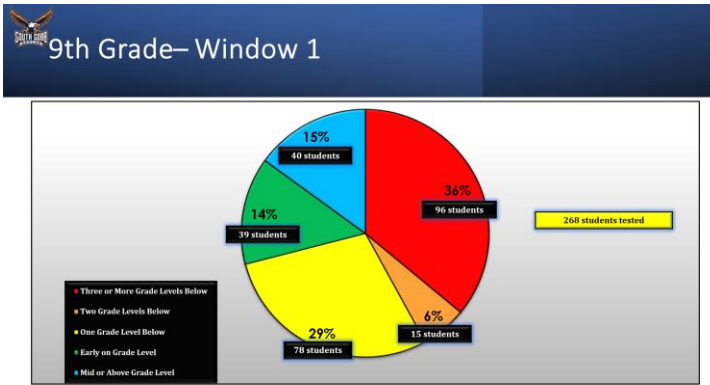
	• FY22 – FY24 – <i>Argumentative Writing</i> - 19% - 48% (29% Increase) – Level 3 • FY22 – FY24 – <i>Narrative Writing</i> – 12% - 36% (24% increase) – Level 3 • FY25 – Narrative Writing indicates 43% - Level 3 (7% increase) from FY24. <u>Writing Domain Skills – W1, W1.b W3.b</u> • Writing arguments to support claims in analysis. – <i>W1</i> • Developing claims and counterclaims. – <i>W1.b</i> • Developing narrative techniques such as dialogue, pacing, events and characters. – <i>W3.b</i> • Students have become much better at argumentative writing, such as using evidence to support their opinions and explaining their ideas clearly. Students have also improved in narrative writing, including writing stories with stronger characters, dialogue, pacing, and events. SWD students in FY22-FY24 – 29% - 25% (4% decrease) showed a 4% decrease in the above writing domains.	• Determining the figurative and connotative meanings of words. – <i>RL4, RI4</i> • Analysis if nuances in word meanings. - <i>L5</i> Based upon the trend data below (71) students showed a weakness in the following skills that are incorporated in the Writing and Language domain with (142) students demonstrating a need of remediation in Informational writing. <u>Writing Domains</u> • FY22 – FY24 - <i>Writing and Language</i> – 4% - 7% (3% Decrease) – Level 3 • FY22 – FY24 – <i>Informational Writing</i> – 9% - 14% (5% increase) – Level 1 • FY25 – <i>Writing and Language</i> – 49% - Level 1 • FY25 – <i>Argumentative Writing</i> indicates 39% Level 3 (9% decrease) from FY24. • FY25 – Informational Writing indicates 14% in Level 1 (Stagnant) from FY24. Based upon the trend data below students showed a weakness in the following skills that are incorporated in the writing domain of informational writing. <u>Writing Domain Skills – W2b, W2c, W2.e</u> • Developing topics usings relevant facts and concrete details. - <i>W2b</i> • Using precise language appropriate transitions. - <i>W2c</i>
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		Maintaining an objective tone in informational writing. -W2.e EL students in FY22 – FY24 – 43% - 56% (13% increase) showed a 13% in Level 1 for the reading and writing domains above.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Students receive limited opportunities to practice structured close reading, limited explicit instruction of academic vocabulary, and less time for student discourse, before independent text analysis. - Only 23% of teachers were observed explicitly modeling and analytical thinking strategies for reading, listening or viewing, before independent practice 54% of students performed below target in Reading and Vocabulary 52% of students performed below target in Reading Informational Text . (Skills include citing textual evidence, determining central ideas, analyzing vocabulary, and interpreting complex texts.)	
	Strengths	Weaknesses

COMMON ASSESSMENTS - Current Year • What trends exist for all students in the: ○ Percentages mastering standards aligned to reading domains - identify both standards of strength and weakness ○ Percentages mastering standards aligned to writing domains - identify both standards of strength and weakness • How do the trends differ for EL students? • How do the trends differ for SWD students?	Based upon the Literature and Composition II common assessments strength data is indicated below: <u>Constructing Texts Domains</u> <i>LGC2.d, LG.2.e , ,T.RA.2.c, T.SS.1.c, T.SS.1.d, T.SS.2.b</i> • <i>L.GC.2.d</i>-Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. – <i>82% proficiency</i> • <i>L.GC.2.e</i> - Recognize and use parallel structure within a paragraph to create symmetry and convey a congruence of ideas. - <i>82% proficiency</i> • <i>T.RA.2.c</i> - Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. – <i>84% proficiency</i> • <i>T.SS.1.c</i> - Guide the audience through texts using varied transitions, including between paragraphs and text sections, to enhance cohesion. – <i>80% proficiency</i> • <i>T.SS.1.d</i> - Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed	Based upon the Literature and Composition II common assessments strength data is indicated below: <u>Constructing Texts Domains</u> <i>T.C.2.c, L.V.2.d, L.V.3.e</i> • <i>T.C.2.c</i> – Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. - <i>69% proficiency</i> • <i>L.V.2.d</i> – Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. – <i>59% proficiency</i> • <i>L.V.3.e</i> - Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. – <i>56% proficiency</i> <u>Interpreting Texts Domains</u> <i>T.C.1.b, T.SS.1a, T.SS.2.a, T.T1a, T.T1c</i> • <i>T.C.1.b</i> - Evaluate the impact of context and language on a text’s reception by the audience. – <i>49% proficiency</i>
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	supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. – <i>80% proficiency</i> • <i>T.SS.2.b</i> - Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. – <i>83% proficiency</i> <u>Interpreting Texts Domains</u> <i>L.GC.2.a</i> • <i>L.GC.2.a</i> - Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. – <i>81% proficiency</i> <u>EL</u> 25% lower than on-level students on the above standards	• <i>T.SS.1.a</i> - Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. – <i>52% proficiency</i> • <i>T.SS.2.a</i>- Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. – <i>40% proficiency</i> • <i>T.T.1.a</i> - Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. – <i>68% proficiency</i> • <i>T.T.1.c</i> - Analyze and evaluate how a text’s theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. – <i>61% proficiency</i> <u>SWD</u> 30% lower than on-level students on the above standards.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: There is an inconsistent implementation of small-group intervention during core instruction and limited application of instructional supports or scaffolds for EL and SWD students • Only 58% of teachers were observed providing targeted small-group instruction or instructional supports and scaffolds • Only 23% of teachers were observed explicitly modeling and analytical thinking strategies for reading, listening or viewing	

	• More than 50% of observed lessons were delivered at DOK Levels 1 or 2, limiting opportunities for students to engage in the higher-order thinking and text analysis required by the Georgia ELA standards and End-of-Course assessment • EL students show the largest gaps in Writing and Language where 49% of all students scored at Level 1 and EL performance falls significantly below that already low baseline. • EL students continue to perform significantly below on-level peers in Reading and Vocabulary, a domain where 54% of all students are already below target. • Only 58% of teachers were observed providing any differentiated instruction, meaning a significant portion of SWD students are receiving whole-group instruction that is not designed to meet them where they are. • More than 50% of observed lessons were delivered at DOK Levels 1 or 2, meaning SWD students are receiving the least rigorous instruction at the time they need the most intentional support. • Six (6) priority standards remain below 80% mastery in areas requiring synthesis, analysis, and evidence-based argumentation	
SCHOOL INSTRUCTIONAL WALKS - ELA • What instructional practices / processes are consistently observed during ELA walks? • What instructional practices / processes are consistently missing or ineffective during ELA walks?	Strengths	Weaknesses
	Out of the 54 instructional walks: • 100% of teachers displayed a visible instructional framework • 88% consistently had learning targets that matched the standards. • Instruction indicated that 47% of lessons were a DOK 3. • 74% of teachers facilitated a lesson from the Tier 1 resource CommonLit 360. • 48% of teachers provided students with the time to practice skills collaboratively and independently. • 82% of teachers facilitated structured student discussions that promoted participation from all learners. Student discourse is a strength in most ELA classes.	Out of the 54 instructional walks: • In the category of “Level of Engagement” 59% of the students were well-managed or compliant • 6% indicated “disengaged, disruptive, and off task” behavior. • Instruction indicated that 35% of lessons were a DOK 1 and 18% were a DOK 2. • 23% of teachers modeled how to apply reading, listening, or viewing strategies. • 58% of teachers were observed delivering targeted, differentiated instruction to a small group of students.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: There is a need to improve evidence-based writing; teachers need professional learning and ongoing feedback on how to explicitly model genre-based writing instruction and implement a consistent framework for student discourse to support writing. - Only 58% of teachers were observed providing targeted small-group instruction or instructional supports and scaffolds 49% of students scored at Level 1 in Writing and Language	
Additional Data Analysis (If relevant) Select all that apply: ☐ i-Ready 9th & 10th grade ☐ WIDA ACCESS	Strengths 	Weaknesses 
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: See Above	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	By May 2027, to increase the percentage of students in Literature and Composition II scoring Proficient and Distinguished by 3% as measured by the EOC assessment.		
Root Cause(s) to be Addressed:	• Literacy Instruction Root Cause: Students receive insufficient opportunities for structured close reading, explicit academic vocabulary instruction, and purposeful academic discourse before independent text analysis. • EL and SWD Root Cause: Teachers inconsistently implement small-group instruction and differentiated supports, including IEP-aligned accommodations and multilingual scaffolds, during core instruction. • Writing Instruction Root Cause: Teachers need greater capacity to consistently implement explicit genre-based writing instruction, evidence-based writing strategies, and structured academic discourse to support student writing.		
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: 100% of Teachers will consistently implement daily, structured literacy instruction that includes close reading, explicit modeling of reading and vocabulary strategies, structured academic discourse, and differentiated language supports prior to independent practice, incorporating IEP-aligned accommodations and multilingual scaffolds to ensure all students access grade-level text and independently analyze, comprehend, and apply reading skills. Implementation Plan:	Evaluation Performance Target: 50% of Literature and Composition students will demonstrate growth on summative unit assessments that integrate interpreting texts, constructing texts, and synthesis analysis. Evaluation Tool(s): • Literature and Composition II EOC • Common Summative Assessments • Walkthrough observation rubric Evaluation Plan: Students will be assessed:	Progress Learning CommonLit 360 PL's District Academic Coaches
Target Student Group			
☒ All Students – 10 th Grade ELA ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. Teachers will implement daily, structured literacy instruction that includes close reading, explicit modeling of reading and vocabulary strategies, structured academic discourse, and scaffolded language supports prior to independent practice. Instruction will incorporate differentiated, standards-based supports, including IEP-aligned accommodations and multilingual language scaffolds, to ensure all students can access grade-level text, actively engage in collaborative discussions, and independently analyze, comprehend, and apply reading skills.	• July-September The Academic Coach, in collaboration with the Special Education Department, will provide ongoing professional learning during CCCs focused on implementing structured literacy instruction. Support will include modelling and coaching on close reading, literature circles, annotation, vocabulary instruction, and text connections that promote synthesis and analysis, while incorporating IEP-aligned accommodations and multilingual language scaffolds. • The Academic Coach will conduct instructional walks, provide timely feedback, and facilitate coaching cycles to monitor implementation and ensure 100% of teachers consistently implement the school's literacy action step. • Literature and Composition II teachers will embed weekly text analysis routines that will support the Winter 25 EOC, specifically in interpreting texts, organizational structure, and synthesis analysis. • October-December: • Teachers will continue analyzing common assessment data to adjust instruction to support standards students have not mastered: biweekly during their CCC's. • January-February: • Academic Coach and CCCs will analyze the Winter 26 Literature and Composition II EOC data. • March-April: • Teachers will continue analyzing common assessment data to adjust instruction to	☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Winter 26 & Spring 27 Data Analysis Plan: • Teachers will review common assessment data with an emphasis on interpreting texts, organization structure, and synthesis analysis: biweekly during their CCC's. • Teacher will analyze Winter and Spring Literature and Composition II EOC data. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	support standards students have not mastered: biweekly during their CCC's. ELA Academic Coach will continue to provide modeling & Feedback coaching along with instructional walks. Artifacts to be Collected: • PL Agendas • Common Assessment Data: Per Unit Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/Instructional Support Specialists Frequency of Monitoring: • CCC meetings – Twice a month • CCC documentation – Weekly • Classroom Walkthrough: 5 times each month beginning in September and ending in November. • Classroom Walkthrough: 5 times each month beginning in February and ending in April. 1		
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	100% of Teachers will implement daily, structured academic language support, a consistent framework for student discourse, along with embedded IEP-aligned access supports & language scaffolds, before students		

Target Student Group ☐ All Students ☒ EL ☒ SWD	engage in independent work during reading instruction.		
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)			
2. (EL and SWD Action Step) Teachers will implement daily, differentiated writing strategies (ex: academic discussion protocols adapted for EL/SWD, graphic organizers, mind maps, annotated texts) to provide students access to DOK Level 3 and 4 thinking (without removing the cognitive writing demand), and have students practice each component of that process explicitly, before they produce it independently.	Implementation Performance Target: 100% of teachers will consistently implement daily, differentiated writing instruction that explicitly models and scaffolds each stage of the writing process through strategies such as academic discussion protocols, graphic organizers, mind maps, and annotated texts. Instruction will maintain the cognitive demand of DOK Levels 3 and 4 while incorporating IEP-aligned accommodations and multilingual language supports to ensure all students independently produce rigorous, grade-level writing. Implementation Plan: July-August: The Academic Coach, in collaboration with the Special Education Department, will provide professional learning, modelling, and coaching during CCCs to support differentiated writing instruction. Ongoing instructional walks and feedback will ensure teachers consistently implement rigorous writing strategies, IEP-aligned accommodations, and multilingual language supports that prepare all students for independent, grade-level writing. October-December: During CCCs, teachers, the Academic Coach, and Special Education staff will analyze common	Evaluation Performance Target: 50% of Literature and Composition students will demonstrate growth on summative unit assessments that integrate interpreting texts, constructing texts, and synthesis analysis. Evaluation Tool(s): - Literature and Composition II EOC - Common Summative Assessments - Walkthrough observation rubric Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☒ Winter 26 & Spring 27 Data Analysis Plan: - Teachers will review common assessment data with an emphasis on interpreting texts, organization structure, and synthesis analysis: biweekly during their CCC's.	

	assessment data to monitor student progress toward the writing action step. Teams will identify strengths and areas of need, adjust instructional strategies and scaffolds, plan targeted interventions and enrichment, and monitor the impact of instructional adjustments through subsequent common assessments and classroom evidence. - January-February: - Academic Coach and CCCs will analyze the Winter 26 Literature and Composition II EOC data. - March-April: - Teachers will continue analyzing common assessment data to adjust instruction to support standards students have not mastered: biweekly during their CCC's. ELA Academic Coach will continue to provide modeling & Feedback coaching along with instructional walks. Artifacts to be Collected: - PL Agendas - Common Assessment Data: Per Unit - CCC Minutes. - Instructional Walk data Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches/Instructional Support Specialists/SSA Frequency of Monitoring: - CCC meetings – Twice a month - CCC documentation – Weekly	Teacher will analyze Winter and Spring Literature and Composition II EOC data. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	Classroom Walkthrough: 5 times each month beginning in September and ending in November.		
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ALGEBRA – By Year

EOC Longitudinal Data	FY24		FY25		FY26	
Administrations	Winter	Spring	Winter	Spring	Winter	Spring
Level 4	16%	5%	11%	5%	17%	10%
Level 3	25%	20%	25%	19%	38%	28%
Level 2	23%	24%	31%	40%	24%	36%
Level 1	36%	41%	33%	36%	21%	25%

ALGEBRA – By Domain of Focus – Current Year(FY 26)

Domain Mastery Levels (Enter Domain(s) of Concern)	Exponential Expressions &Equations		Exponential Functions		Quadratic Functions		Quadratic Equations &Equations	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Met Target	38%	25%	30%	33%	41%	27%	30%	25%
Level 2 Approaching Target	25%	24%	36%	23%	24%	27%	29%	40%
Level 1 Below Target	37%	59%	34%	44%	34%	46%	40%	25%

MATH DATA ANALYSIS & FINDINGS

ALGEBRA I EOC (3-year trends)	Strengths	Weaknesses
- What trends exist for all students in the: - Percentage of students scoring at Level 1, 2, 3, 4 (increases, decreases, no increase or decrease)? - Algebra EOC domain increases or decreases?	<u>FY 24-26</u> <u>EOC Levels</u> <u>FY 23-24</u> Level 4 - trend is 6% -10% (4% increase) Level 3 –trend is 21%- 26% and (5% increase) Level 2 – trend is 35% -30% (5% decrease) Level 1 – trend is 38% -34% (4% decrease) <u>FY 24-25</u> Level 1 - trend is 34% to 32% decrease of 2% <u>Domain Levels</u> Numerical Reasoning: Rational and Irrational Numbers (% Met Target) SY24 – 32% SY 25 – 41% (9% increase) SY 26 –43% (2% increase)	<u>FY 24-26</u> <u>EOC Levels</u> <u>FY 24 -25</u> Level 4 – trend is10% -9% trend is 1% decrease Level 3 – trend is 26% -25% trend is 1% decrease Level 2 – trend is 30% - 34% trend is 4% increase <u>Domain Levels</u> Patterning and Algebraic Reasoning: Expressions & Equations: (%Below Target) SY 25 - 63% SY 26 – 51% (12% decrease) Functional and Graphical Reasoning: Exponential Functions (%Below Target) SY25 - 57% SY26 – 41% (16% decrease) Data and Statistical Reasoning: One- Two Variable (% Below Target) SY25 -56% SY 26 -44% (decrease 12%)

• How do the trends differ for EL students? • How do the trends differ for SWD students?	<u>EL students</u> SY 24 –25 • Level 1 43% to 40% (decrease 3%) <u>SWD students</u> SY 24-25 • Level 1 56% to 49% (decrease 7%) • Level 4 1% to 2% (increase 1%)	In 2025/2026 Progress Learning EOC Practice #2 (170 FOA students), the overall average score was 42%, • Pattern and Algebraic Reasoning (43% average) • Functional and Graphical Reasoning (41% average) <u>EL students</u> SY 24 –25 • Level 2 24% to 46% (increase 22%) • Level 3 26% to 13% (decrease 13%) • Level 4 7% to 2% (decrease 5%) <u>SWD students</u> SY 24-25 • Level 2 27% to 38% (increase 11%) • Level 3 16% to 11% (decrease 5%)
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause 1. Inconsistent implementation of rigorous, student-centered Tier I mathematics instruction: Teachers inconsistently implement instructional practices that promote mathematical discourse, reasoning, problem solving, and conceptual understanding, limiting students' ability to demonstrate proficiency on higher-order Algebra standards. • Only 11% of classrooms implemented math/number talks.	

	- Only 21% facilitated meaningful student discourse. - Only 29% engaged students in reasoning and problem-solving tasks. - Lowest proficiency occurred in Functional and Graphical Reasoning (17–20%) and Quadratic Functions	
COMMON ASSESSMENTS - Current Year What trends exist for all students in the: - Percentages mastering standards aligned to math domains - identify both standards of strength and weakness How do the trends differ for EL students?	Strengths	Weaknesses
	CCSD Algebra C&C District Interim Data <u>Data and Statistical Reasoning</u> A.DSR.10 – Data and Statistical Reasoning: 49% of students scored Proficient <u>Pattern and Algebraic Reasoning</u> A.PAR.8 – Exponential Equations: 40% of students scored Proficient <u>Numerical Reasoning</u> A.NR.5 – Rational and Irrational Numbers: 39% of students scored Proficient <u>EL Students</u> A.NR.5 – Rational and Irrational Numbers overall average of 76% on the district interim	<u>Functional and Graphical Reasoning</u> A.FGR.2 – Arithmetic & Linear Functions: 17% of students scored proficient A.FGR.9 – Exponential Functions: 18% of students scored proficient A.FGR.7 – Quadratic Functions: 20% of students scored proficient <u>Pattern and Algebraic Reasoning</u> A.PAR.6 – Quadratic Equations: 27% of students scored proficient A.PAR.4 – Linear Inequalities: 20% of students scored proficient <u>EL Students</u> A.FGR. 7 Quadratic Functions overall average of 67% on district interim

How do the trends differ for SWD students?	- A.PAR.4 Linear Inequalities Linear Inequalities 80% overall average on the district interim A. PAR. 8 – Exponential Expressions and Equations overall average 75% <u>SWD</u> - A.FGR. 2 Arithmetic Sequences and Linear Functions overall average 74% on the district interim - A.NR.5 – Rational and Irrational Numbers overall average of 80% on the district interim	- A.FGR.9 Exponential Functions overall average on 57%on district interim <u>SWD</u> - A.FGR. 7 Quadratic Functions overall average of 58% on district interim - A.FGR.9 Exponential Functions overall average on 57%
SCHOOL INSTRUCTIONAL WALKS - MATH - What instructional practices / processes are consistently observed during MATH walks? - What instructional practices / processes are consistently missing or	Strengths	Weaknesses
	Out of 112 walks 40% of classrooms provided student feedback 81% of classrooms had learning targets posted 71% of classrooms instruction was aligned to the standard	Out of 112 Walks 11% of classroom engaged in math talks or number talks 21 % of classrooms facilitated student discourse 29% of classrooms implemented tasks that promote reasoning and problem solving.

ineffective during MATH walks?		
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause 2. Inconsistent use of formative assessment, feedback, and differentiated instructional supports. Teachers inconsistently use formative assessment data, provide timely student feedback, and implement targeted small-group instruction and differentiated supports, resulting in persistent learning gaps, particularly on complex standards and for student subgroups. Root Cause Explanation • Only 40% of classrooms provided students with actionable feedback. • Although 81% posted learning targets, only 71% demonstrated instruction aligned to the standard. • EL and SWD students performed relatively well on procedural standards but experienced declines on higher-level conceptual standards and EOC performance levels, indicating a need for stronger Tier I differentiation and intervention.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause 3: Limited emphasis on conceptual understanding of Algebraic functions and relationships. Instruction emphasizes procedural fluency more consistently than conceptual understanding and application, resulting in persistent weaknesses in functions, graphing, modeling, and algebraic reasoning despite gradual improvement on the EOC. Evidence: • Stronger performance in procedural domains: • Data & Statistical Reasoning – 49% proficient • Exponential Equations – 40% proficient • Rational & Irrational Numbers – 39% proficient • Lowest performance in conceptual domains: • Arithmetic & Linear Functions – 17% proficient • Exponential Functions – 18% proficient	

	• Quadratic Functions – 20% proficient • Progress Learning EOC Practice #2 average was only 42%, with Functional and Graphical Reasoning averaging 41%. • Three-year EOC trends show gradual reductions in Level 1 students but insufficient movement into Levels 3 and 4, indicating continued challenges with conceptual mastery rather than procedural knowledge.
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MATH - IMPROVEMENT PLAN

GOAL #2: MATH	By May 2027, the percentage of students in Algebra scoring Proficient and Distinguished will increase by 3% as measured by the Algebra Concepts and Connections EOC assessment.		
Root Cause(s) to be Addressed:	1. Teachers inconsistently implement instructional practices that promote mathematical discourse, reasoning, problem solving, and conceptual understanding, limiting students' ability to demonstrate proficiency on higher-order Algebra standards. 2. (EL and Special Education) Teachers inconsistently use formative assessment data, provide timely student feedback, and implement targeted small-group instruction and differentiated supports, resulting in persistent learning gaps, particularly on complex standards and for student subgroups. 3. Instruction emphasizes procedural fluency more consistently than conceptual understanding and application, resulting in persistent weaknesses in functions, graphing, modeling, and algebraic reasoning despite gradual improvement on the EOC.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: 100% of FOA and Algebra teachers will consistently implement standards-based mathematics instruction that incorporates structured mathematical discourse, reasoning and problem-solving tasks, and explicit modeling of conceptual understanding prior to independent student practice to increase proficiency on higher-order Algebra standards. July Preplanning: CBPL provided by District will include strategies for mathematical reasoning and discourse	Evaluation Performance Target: Increase the percentage of students scoring at the Proficient level or higher on the CCSD district interim by 4% from unit interim to unit interim. Evaluation Tool(s) - District Interim - District Walk Rubric - Progress learning common formative assessment data	Progress Learning District Academic Coaches District Interim FOA/Algebra PL's Metro RESA
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. Teachers will implement identified strategies that will promote mathematical reasoning and student discourse as monitored through instructional walks.	August-September: - The South Cobb Math Academic Coach will provide classroom modeling, co-planning, and coaching for FOA and Algebra teachers. District Mathematics Coaches and Metro RESA will provide ongoing professional learning, with continuous support through instructional walks, coaching, and feedback to ensure consistent implementation of high-impact mathematics instruction. PL will be provided by AC/Metro Resa during CCC's focusing on the integration of differentiation in instructional practice. FOA/Algebra teachers will integrate differentiation in their instructional practice. October -December: FOA and Algebra teachers will analyze common assessment data during Collaborative Content Conversations (CCCs) to identify student misconceptions, revise instructional plans, and adjust interventions. Math Academic Coach will conduct ongoing instructional walks, provide timely feedback, model high-impact instructional strategies as needed, and monitor implementation to ensure consistent use of mathematical discourse, reasoning, and problem-solving practices. January-February: - Review 1st Semester Data from Common Assessments and EOC, Address any PL follow-ups. March-April: FOA and Algebra teachers will analyze common assessment data during CCCs to revise instruction and interventions. The Math Academic Coach will conduct instructional walks, model high-impact strategies, provide	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ ___after each unit_____ Data Analysis Plan: - Teachers will analyze district interim data using CCC's data analysis spreadsheet. - Teachers will analyze common formative progress learning data - Teachers will analyze student work samples during CCC's Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	feedback, and monitor implementation of mathematical discourse, reasoning, and problem-solving practices. Artifacts to be Collected: 1. CCC documentation with analysis of district interim and common formative progress learning data. 2. CCC documentation of differentiation 3. Instructional Walk Data/District Walk Rubric Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Attend CCC meetings Review CCC documentation weekly Instructional walks		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: 100% of teachers will consistently use Common assessment data to provide timely, actionable feedback, implement targeted small-group instruction, and differentiate learning based on student needs. Teachers will use ongoing data to address misconceptions, close learning gaps on priority standards, and improve achievement for all students, with a focus on English Learners, Students with Disabilities, and other identified subgroups. July	Evaluation Performance Target: Increase the percentage of students scoring at the Proficient level or higher on the CCSD district interim by 4% from unit interim to unit interim. Evaluation Tool(s) • District Interim • District Walk Rubric • Progress learning common formative assessment data Evaluation Plan:	Progress Learning District Academic Coaches District Interim FOA/Algebra PL's Metro RESA
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			

Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)	• Preplanning: CBPL provided by District will include strategies for mathematical reasoning and discourse August-September: • The South Cobb Math Academic Coach will provide classroom modeling, co-planning, and coaching for FOA and Algebra teachers. District Mathematics Coaches and Metro RESA will provide ongoing professional learning, with continuous support through instructional walks, coaching, and feedback to ensure consistent implementation of high-impact mathematics instruction. PL will be provided by AC/Metro Resa during CCC's focusing on the integration of differentiation in instructional practice. FOA/Algebra teachers will integrate differentiation in their instructional practice. October -December: FOA and Algebra teachers will analyze common assessment data during Collaborative Content Conversations (CCCs) to identify student misconceptions, revise instructional plans, and adjust interventions. Math Academic Coach and SSA will conduct ongoing instructional walks, provide timely feedback, model high-impact instructional strategies as needed, and monitor implementation to ensure consistent use of mathematical discourse, reasoning, and problem-solving practices. January-February:	Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ ____after each unit_____ Data Analysis Plan: • Teachers will analyze district interim data using CCC's data analysis spreadsheet. • Teachers will analyze common formative progress learning data • Teachers will analyze student work samples during CCC's Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
2. Teachers will consistently use common assessment data to provide timely, actionable feedback, implement targeted small-group instruction, and differentiate learning based on student needs. Teachers will use ongoing data to address misconceptions, close learning gaps on priority standards, and improve achievement for all students, with a focus on English Learners, Students with Disabilities, and other identified subgroups.			

	- Review 1st Semester Data from Common Assessments and EOC, Address any PL follow-ups. March-April: FOA and Algebra teachers will analyze common assessment data during CCCs to revise instruction and interventions. The Math Academic Coach will conduct instructional walks, model high-impact strategies, provide feedback, and monitor implementation of mathematical discourse, reasoning, and problem-solving practices. Artifacts to be Collected: - CCC documentation with analysis of district interim and common formative progress learning data. - CCC documentation of differentiation - Instructional Walk Data/District Walk Rubric Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Attend CCC meetings Review CCC documentation weekly Instructional walks		
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Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: Implementation Plan: 100% of Algebra and FOA teachers will consistently implement instruction that balances procedural fluency with conceptual understanding and application by engaging students daily in mathematical discourse, multiple representations, graphing, modeling, and algebraic reasoning tasks, as evidenced through instructional walks, lesson plans, student work, and common assessment data. July - Preplanning: CBPL provided by District will include strategies for mathematical reasoning and discourse August-September: - The South Cobb Math Academic Coach will provide classroom modeling, co-planning, and coaching for FOA and Algebra teachers. District Mathematics Coaches and Metro RESA will provide ongoing professional learning, with continuous support through instructional walks, coaching, and feedback to ensure consistent	Evaluation Performance Target: Increase the percentage of students scoring at the Proficient level or higher on the CCSD district interim by 4% from unit interim to unit interim. Evaluation Tool(s) - District Interim - District Walk Rubric - Progress learning common formative assessment data Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ ___ after each unit _____ Data Analysis Plan: - Teachers will analyze district interim data using CCC's data analysis spreadsheet.	Progress Learning District Academic Coaches District Interim FOA/Algebra PL's Metro RESA
Target Student Group			

☒ Gen Ed ☒ EL ☒ SWD	implementation of high-impact mathematics instruction. PL will be provided by AC/Metro Resa during CCC's focusing on the integration of differentiation in instructional practice.	- Teachers will analyze common formative progress learning data - Teachers will analyze student work samples during CCC's	
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)	FOA/Algebra teachers will integrate differentiation in their instructional practice.	Person(s) Collecting Evidence:	
Teachers will consistently implement standards-based instructional strategies that balance procedural fluency with conceptual understanding and real-world application by incorporating mathematical discourse, multiple representations, graphing, modeling, and algebraic reasoning tasks into daily instruction. Student understanding will be monitored through common assessments, formative assessment data, and Collaborative Content Conversations (CCCs) to adjust instruction and address learning gaps.	October -December: FOA and Algebra teachers will analyze common assessment data during Collaborative Content Conversations (CCCs) to identify student misconceptions, revise instructional plans, and adjust interventions. Math Academic Coach will conduct ongoing instructional walks, provide timely feedback, model high-impact instructional strategies as needed, and monitor implementation to ensure consistent use of mathematical discourse, reasoning, and problem-solving practices. January-February: Review 1st Semester Data from Common Assessments and EOC, Address any PL follow-ups.	☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
	March-April: FOA and Algebra teachers will analyze common assessment data during CCCs to revise instruction and interventions. The Math Academic Coach will conduct instructional walks, model high-impact strategies, provide feedback, and monitor implementation of mathematical discourse, reasoning, and problem-solving practices. Artifacts to be Collected: - CCC documentation with analysis of district interim and common formative progress learning data. - CCC documentation of differentiation - Instructional Walk Data/District Walk Rubric		

	Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Attend CCC meetings Review CCC documentation weekly Instructional walks		
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BIOLOGY – By Year			
EOC Longitudinal Data	FY24	FY25	FY26

Administrations	Winter	Spring	Winter	Spring	Winter	Spring
Level 4	4% (13)	9% (30)	2% (4)	9% (25)	2%(4)	16%(45)
Level 3	26% (80)	33% (109)	28% (58)	26% (70)	26%(62)	36%(99)
Level 2	28% (85)	29% (97)	31% (64)	29% (79)	29%(70)	21%(70)
Level 1	41% (124)	29% (97)	39% (82)	35% (95)	43%(102)	27%(63)

BIOLOGY – By Domain of Focus – Current Year										
Domain Mastery Levels (Enter domain that is most significant)	Cells		Genetics		Classification		Ecology		Evolution	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Accelerate Learning	22%(27)	37.5% (100)	25%(65)	41.6% (111)	28%(73)	36.3% (97)	27%(70)	41.9% (112)	30%(78)	38.6% (103)
Level 2 Monitor Learning	33%(86)	31.5% (84)	31%(81)	22.5% (60)	30%(78)	30.0% (80)	29%(75)	24.3% (65)	32%(83)	27.0% (72)
Level 1 Remediate Learning	45%(117)	31.1% (83)	44%(114)	36.0% (96)	42%(109)	33.7% (90)	44%(115)	33.7% (90)	38%(99)	34.5% (92)

BIOLOGY DATA ANALYSIS & FINDINGS

BIOLOGY EOC (3-year trends)	Strengths	Weaknesses
- What trends exist for all students in the: - Percentage of students scoring Level 1, 2, 3, 4 (increases, decreases, no increase or decrease)? - Biology EOC domain increases or decreases?	- Level 3 (Proficient) increased from 27 - 31% from 2025-2026. - Level 4 (Distinguished) increased from 6 - 9% from 2025-2026 - Overall proficiency (Levels 3 + 4) increased: 2024: 40% 2025: 33% 2026: 40% 2026 proficiency returned to the highest level shown in the three-year trend data. SB2/SB3 – Genetics and Heredity - Proficiency increased across the 3-year trend: - SY23-24: 23.0% - SY24-25: 26.0% - FY26 Spring: 41.6% - FY26 showed strong growth in student understanding of DNA, RNA,	- Level 1 (Beginning Learner) increased over the three years: 2024: 30% 2025: 37% 2026: 35% - Level 2 (Developing Learner) remained relatively stable: 2024: 30% 2025: 30% 2026: 25% Although proficiency improved in 2026, over one-third of students remain in the Beginning Learner category. SB1 – Cells - Cells remained one of the lower-performing domains across the 3-year trend: - SY23-24: 24.1% - SY24-25: 23.7% - FY26 Spring: 37.5%

	inheritance, meiosis, and biotechnology concepts. SB4 – Classification and Phylogeny • Demonstrated consistent improvement across the 3-year trend: ○ SY23-24: 17.9% ○ SY24-25: 26.8% ○ FY26 Spring: 36.3% • Students showed growth in analyzing cladograms, evolutionary relationships, and organism classification. SB6 – Theory of Evolution • Proficiency steadily increased over the 3-year period: ○ SY23-24: 21.4% ○ SY24-25: 27.9% ○ FY26 Spring: 38.6% • Students demonstrated improved understanding of natural selection, speciation, and evidence supporting evolution. SB5 – Ecology • Ecology showed significant FY26 growth: ○ SY23-24: 25.2% ○ SY24-25: 22.9% ○ FY26 Spring: 41.9%	• Although FY26 showed improvement, students continue to struggle with cellular processes, homeostasis, cellular transport, and photosynthesis/respiration concepts. SB5 – Ecology • Ecology declined from SY23-24 to SY24-25 before improving in FY26: ○ 25.2% → 22.9% → 41.9% • Because Ecology carries the highest EOC weight, continued support is needed to maintain growth and improve consistency. Weaker domains require students to independently explain, model, analyze, and argue from evidence at a higher cognitive level.
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• How do the trends differ for EL students? • How do the trends differ for SWD students?	• FY26 results indicate stronger student understanding of ecosystems, biodiversity, and energy flow. • ELL proficiency increased from 14.3% in SY24-25 to 27.4% in SY25-26 (+13.1 percentage points). • FY26 proficiency recovered much of the decline seen in SY24-25. • SWD proficiency increased from 18.1% in SY23-24 to 20.0% in SY24-25 (+1.9 percentage points). • SWD proficiency remained relatively stable across the 3-year trend.	• ELL proficiency declined from 31.7% in SY23-24 to 14.3% in SY24-25 (-17.4 percentage points). • Although FY26 improved to 27.4%, proficiency remains below the SY23-24 level of 31.7%. • ELL students remained below overall school proficiency levels across all three years. • SWD proficiency decreased from 20.0% in SY24-25 to 17.7% in SY25-26 (-2.3 percentage points). • SWD proficiency remained below 20% across all three years: SY23-24: 18.1% SY24-25: 20.0% SY25-26: 17.7%
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Biology instruction is consistently standards-aligned and appropriately rigorous; however, students receive inconsistent opportunities to engage in phenomena-based inquiry, academic discourse, explicit scientific vocabulary instruction, and evidence-based reasoning. As a result, many students, particularly EL and SWD students, struggle to transfer content knowledge to higher-order application and analysis tasks measured on common assessments and the Biology EOC.	
COMMON ASSESSMENTS - Current Year • What trends exist for all students in the: ○ Percentages mastering standards aligned to bio domains - identify both standards of strength and weakness • How do the trends differ for EL students? • How do the trends differ for SWD students?	Strengths Genetics Domains (SB2, SB3 – Genetic Expression, Inheritance, and Modeling) • SB2a: DNA and RNA processes (replication, transcription, translation) – 81% • SB2b: Sources of genetic variation (mutations, meiosis, environmental factors) – 82% • SB3a: Inheritance patterns using Mendel’s laws – 77% • SB3b: Mathematical models to predict inheritance (Punnett squares, probability) – 74% • Overall Genetics (SB2–SB3): 76% average • Strength in structured application, modeling, and predictable problem-solving Growth Across Domains (SB4, SB5, SB6 – Specific Standards)	Weaknesses Application and Analysis Domains (SB1, SB5, SB6 – Cell Processes, Ecology, and Evolution) • SB1 (Cells – Structure and Function) – 67% • SB1d: Cell transport and homeostasis – 58% • SB1e: Photosynthesis and respiration – 62% • SB5 (Ecology – Interdependence of Organisms) – 67% • SB5a: Analysis of population and ecosystem data • SB5b: Modeling energy flow and matter cycling Difficulty applying concepts to real-world environmental situations • SB6 (Evolution) – 67% • SB6e: Natural selection and resistance – 63% Difficulty using evidence to support explanations Weaker domains require students to independently explain, model, analyze, and argue from evidence at a higher cognitive level. Subgroup Performance

	• SB5 (Ecology): SB5a–SB5d range 68–76% • SB5a: Analysis of ecosystem factors – 74% • SB5c: Prediction of environmental impact – 76% • SB6 (Evolution): SB6a–SB6e range 63–74% • SB6a: Scientific evidence supporting evolution – 74% • SB6c: Evidence for common ancestry – 71% • SB4 (Classification): SB4a–SB4c range 66–78% • SB4c: Comparison of organisms and viruses – 78% • Growth strongest in content-based standards and structured explanations Subgroup Strength • EL: strongest performance in Genetics (~70%) • SWD: highest performance in Genetics (~62%)	• EL: lowest in Ecology (55%), Cells (57%), Evolution (59%) • SWD: 55–59% across domains, greatest difficulty in explanation, analysis, and application
Check the system that contributes to the root cause: ☒ Coherent Instruction	Root Cause Explanation: Common assessment data showed stronger performance in Genetics standards (SB2–SB3) and lower performance in SB1, SB5, and SB6 standards requiring analysis, explanation, and application of concepts. EL and SWD subgroup performance also remained lower across these domains.	

☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Instruction successfully teaches vocabulary and concepts but provides fewer opportunities for students to explain, justify, analyze, and transfer scientific understanding. Many lessons remain teacher-directed rather than inquiry-driven, limiting students' scientific reasoning.	
SCHOOL INSTRUCTIONAL WALKS – BIOLOGY - What instructional practices / processes are consistently observed during BIOLOGY walks? - What instructional practices / processes are consistently missing or ineffective during BIOLOGY walks?	Strengths - Standards alignment is high at 99/108 (92%) - Appropriate rigor observed in 90/108 (83%) - Learning targets present in 90/108 (83%) of classrooms - Student engagement in science practices observed in 81/108 (75%) - Student-directed learning present in 74/108 (69%)	Weaknesses - Biology Phenomenal Science Starter implementation is low at 28/108 (26%) - Explicit vocabulary instruction is limited: - Strong: 20/108 (19%) - None: 33/108 (31%) - Strong phenomena-based instruction observed in only 29/108 (27%) - High-quality student engagement (strong evidence) only in 31/108 (29%)

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Although Biology teachers consistently implement standards-aligned instruction with appropriate rigor, instruction is not consistently designed to engage students in phenomena-based inquiry, scientific discourse, explicit vocabulary development, and evidence-based reasoning. Consequently, students—especially EL and SWD learners—demonstrate stronger performance on structured knowledge and procedural tasks than on higher-order standards requiring explanation, analysis, modeling, and application, resulting in persistent achievement gaps on common assessments and the Biology EOC.

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3a:Biology	By May 2027, the percentage of students scoring Proficient and Distinguished on the Biology EOC will increase by 3%.
Root Cause(s) to be Addressed:	Root Cause 1: Limited Phenomena-Based Inquiry Teachers inconsistently implement phenomena-based, student-centered learning experiences that require students to investigate, analyze, and apply biological concepts, limiting students' ability to transfer content knowledge to higher-order application and analysis tasks on common assessments and the Biology EOC. Root Cause 2: Inconsistent Scientific Discourse and Evidence-Based Reasoning Instruction does not consistently provide students with opportunities to engage in scientific discourse, construct evidence-based explanations, analyze data, and defend scientific claims, resulting in weaknesses on standards requiring explanation, modeling, analysis, and argumentation. Root Cause 3: Inconsistent Academic Vocabulary and Language Supports for EL and SWD Students Explicit instruction in scientific vocabulary, academic language, and differentiated scaffolds is implemented inconsistently, limiting EL and SWD students' ability to access grade-level content, explain scientific concepts, and demonstrate proficiency on higher cognitive demand tasks. These root causes
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 Spring 2027, 100% of Biology teachers will implement at least one phenomena-based learning task in each instructional unit, as evidenced through lesson plans, CCC documentation, and instructional walks, resulting in increased student proficiency on application and analysis standards measured by common assessments and the Biology EOC. Implementation Plan: • July-August (Preplanning) The Science Academic Coach and Biology Department Chair/District Bio Coach will provide professional learning during PLCs on designing and implementing phenomena-based lessons aligned to the Georgia Biology Standards. Teachers will collaboratively develop, implement, and reflect on at least one phenomena-based learning task per instructional unit. Classroom implementation will be supported through instructional coaching, lesson modeling, peer	Evaluation Performance Target: Increase the percentage of students scoring at the Proficient level or higher on common summative assessments by 4% compared to the previous year (Winter to Winter and Spring to Spring). Evaluation Tool(s): • Biology EOC data • Common summative assessment data • Student work samples Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	Progress Learn
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

Teachers will consistently implement standards-aligned, phenomena-based lessons that engage students in investigating real-world scientific phenomena, analyzing data, developing models, and applying biological concepts through inquiry-based learning experiences.	observations, and feedback during instructional walks. Artifacts to be Collected: • CCC planning documents (unit plans with deconstructed standards, learning targets, and success criteria) • CCC notes • Biology lesson plans aligned to learning targets, success criteria, and tasks • Instructional walkthrough data Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: • Weekly CCC meetings • Bi-weekly classroom walkthroughs • Monthly review of CCC artifacts and formative assessment data	Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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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?	Implementation Performance Target: By Spring 2027, 100% of Biology teachers will incorporate weekly evidence-based writing and scientific discourse tasks aligned to grade-level standards, resulting in improved student performance on standards requiring explanation, modeling, analysis, and argumentation (SB1, SB5, and SB6).	Evaluation Performance Target: Increase the percentage of students scoring at the Proficient level or higher on common summative assessments by 4% compared to the previous year (Winter to Winter and Spring to Spring).	Progress Learn

Frequency Data	Implementation Plan: (pre-planning) • July-August -The Science Academic Coach will support teachers during PLCs in developing evidence-based questioning techniques, scientific argumentation, CER (Claim-Evidence-Reasoning) writing, data analysis, and collaborative discussion protocols. Teachers will incorporate weekly opportunities for students to analyze scientific evidence, justify conclusions, and communicate their thinking through speaking and writing. Student work will be reviewed during PLCs to refine instructional practices. Artifacts to be Collected: • CCC planning documents (unit plans with deconstructed standards, learning targets, and success criteria) • CCC notes • Biology lesson plans aligned to learning targets, success criteria, and tasks • Instructional walkthrough data Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: • Weekly CCC meetings • Bi-weekly classroom walkthroughs • Monthly review of CCC artifacts and formative assessment data	Evaluation Tool(s): • Biology EOC data • Common summative assessment data • Student work samples Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v) Teachers will embed daily opportunities for students to engage in scientific discourse, analyze evidence, construct written and oral scientific explanations, and defend claims using evidence from investigations, texts, and data.			
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources

Who? One Action (Verb) What? Frequency Data	Implementation Performance Target: By Spring 2027, 100% of Biology teachers will consistently implement differentiated Tier I supports for EL and SWD students, as evidenced through instructional walks and PLC monitoring, resulting in at least a 10 percentage-point increase in EL proficiency and a 5 percentage-point increase in SWD proficiency on Biology common assessments and the Biology EOC. Implementation Plan: • July-August (Preplanning) The Science Academic Coach, ESOL teachers, and Special Education staff will collaborate during CCC's to develop and model differentiated Tier I instructional strategies, including explicit academic vocabulary instruction, language objectives, visual supports, graphic organizers, sentence frames, structured academic discourse, and scaffolded reading and writing tasks. Teachers will use common assessment data and formative assessments to identify EL and SWD learning needs, implement targeted small-group instruction, and monitor student progress throughout each instructional unit.	Evaluation Performance Target: Increase the percentage of students scoring at the Proficient level or higher on common summative assessments by 4% compared to the previous year (Winter to Winter and Spring to Spring). Evaluation Tool(s): • Biology EOC data • Common summative assessment data • Student work samples Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
Target Student Group ☐ Gen Ed ☒ EL ☒ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v) Teachers will implement daily explicit scientific vocabulary instruction and differentiated supports—including visual representations, language scaffolds, structured discussion protocols, graphic organizers, and targeted small-group instruction—to ensure EL and SWD students can access rigorous Biology content while engaging in higher-order scientific thinking.	Artifacts to be Collected: • CCC planning documents (unit plans with deconstructed standards, learning targets, and success criteria) • CCC notes • Biology lesson plans aligned to learning targets, success criteria, and tasks • Instructional walkthrough data		

	Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: • Weekly CCC meetings • Bi-weekly classroom walkthroughs • Monthly review of CCC artifacts and formative assessment data		
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U.S. HISTORY – By Year						
EOC Longitudinal Data	FY24		FY25		FY26	
Administrations	Winter	Spring	Winter	Spring	Winter	Spring
Level 4	8% (18)	9% (20)	12% (32)	13% (39)	12% (72)	12% (22)

Level 3	46% (56)	39% (87)	44% (121)	39% (81)	46% (52)	37% (69)
Level 2	29% (66)	32% (71)	27% (75)	29% (60)	23% (52)	30% (57)
Level 1	17% (39)	20% (44)	17% (46)	19% (37)	23% (52)	22% (41)

U.S. HISTORY – By Domain of Focus – Current Year										
Domain Mastery Levels (Enter domain that is most significant)	Colonization Through the Constitution		New Republic Through Reconstruction		Industrialization, Reform & Imperialism		Establishment as a World Power		Post-World War II to the Present	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
Level 3 Met Target	34% (77)	40% (75)	36% (81)	31%(58)	38% (84)	24% (45)	28% (63)	54% (94)	42% (94)	42% (79)
Level 2 Approaching Target	31% (69)	24% (44)	28% (62)	31% (58)	17% (38)	22% (41)	31% (70)	26% (49)	24% (54)	31% (58)
Level 1 Below Target	35%(78)	36% (68)	36% (81)	35% (71)	46%(102)	54% (101)	41% (91)	24% (44)	34% (76)	27% (50)

U.S. HISTORY DATA ANALYSIS & FINDINGS (if applicable)		
	Strengths	Weaknesses

US History EOC (3-year trends) • What trends exist for all students in the: ○ Percentage of students scoring in Level 1, 2, 3, 4 (increases, decreases, no increase or decrease)? ○ US History EOC domain increases or decreases? • How do the trends differ for EL students? • How do the trends differ for SWD students?	Based upon the trend data below for FY24-FY26 (866 students) of the US History EOC students and a decrease in Level 2 (223) students. <u>EOC Levels</u> • FY24-FY26 trend is 28% - 27% (1% decrease) – Level 2 The data below indicates the strengths of the trend of EOC domains. Students scoring in the “met level” in <i>Colonization through the Constitution</i> decreased 7%, and students in the “met level” in <i>Colonization through the Constitution and</i> increased the students in the “met level” by 2%. <u>EOC Domains</u> • FY24-FY26 trend is 28% - 28% (Maintained – Met Level) – (274 students) – <i>Post World War II to Present</i> • FY24-FY26 trend is 35% - 37% (Increased 2% – Met Level) – (318 students) - <i>Colonization through the Constitution</i>. Below is the trend data of content skills for the domains, <i>Colonization through the Constitution and Post World War II to the Present</i>. <u>EOC Domain/ Content Skills:</u> • FY24- FY26 trend standards – <i>USH1–USH5</i> – <i>Colonization through the Constitution</i> - Skills: <i>Compare and contrast, analyze, and investigate</i>	Based upon the trend data for FY24– FY26 (866 students) of the US History EOC, the data below indicates an increase in Level 1 (187) students and a decrease in Level 4 (150) students. <u>EOC Levels</u> • FY24 – FY26 trend is 13% - 12 % (1% decrease) – Level 4 • FY24-FY26 trend is 18% - 23% (5% increase) – Level 1 The data below indicates weaknesses of the trend of EOC domains. Students scoring “below level” <i>Industrialization, Reform and Imperialism</i> increased 4%. <u>EOC Domains</u> • FY24-FY26 trend is 48% - 50% (Increased 2%– Below Level) – (426 Students) <i>Industrialization, Reform and Imperialism</i> • FY24-FY26 trend is 32% - 36% (Increased 4%– Below Level) – (296 Students) <i>New Republic through Reconstruction</i>
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	FY24-FY26 trend standards – <i>USH20</i> – <i>USH23</i> – Post World War II to the Present. - Skills: <i>Analyze and assess</i>.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause 3: Limited Differentiated Supports for EL and SWD Students EL and SWD students receive inconsistent language supports, scaffolded historical reading and writing, and structured opportunities to analyze primary and secondary sources. Consequently, these students struggle to access rigorous historical content and demonstrate proficiency on standards requiring historical interpretation, academic discourse, and evidence-based writing. Evidence - EL students scored 20–30 percentage points below on-level peers. - SWD students scored 22–25 percentage points below on-level peers. - Greatest gaps occurred on standards requiring: - historical interpretation - evaluation of evidence - analysis of historical significance - explanation of systems and government - synthesis of multiple sources	
COMMON ASSESSMENTS - Current Year What trends exist for all students in the: How do the trends differ for EL students?	Strengths Based upon the US History common assessments, (87%-91%) of students have mastered the domains below. <u>Content/Skill Domains</u> Domain – High Mastery Standards Across SSUSH 1-SSUSH 23	Weaknesses Based upon US History common assessments, 25-45% of students have shown weaknesses in the domains below. <u>Content/Skill Domains</u> Domain – Low Mastery Standards Requiring Analysis, Systems, and Interpretation SSUSH2b-Middle Passage & African Contributions

• How do the trends differ for SWD students?	• SSUSH4. – Declaration of Independence Skills: <i>Investigate and analysis.</i> 87% - Levels 3&4 • SSUSH17– World War II- Skills: Analyze and evaluate- 88%-Levels 3 & 4 • SSUSH1b- Development of the Southern Colonies-Skills: Explain and analysis- 89%-Levels 3&4 • SSUSH 1a-Mercantilism &Trans-Atlantic Trade-Skills: Investigate and analysis 91%-Levels 3&4 Based upon the common assessment data SWD students scored (22-25 %) lower than on-level students on the above domains/standards	Skills: Describe impact and analyze historical significance. 60%-Levels 1&2 • SSUSH2c – Colonial Self-government - Skills: <i>Describe and explain systems of governance</i> 63%-Levels 1 &2 • SSUSH 12-Reconstruction policies & impact Skills: Analyze, evaluate, and interpret historical outcomes 64%-Levels 1&2 • SSUSH 19-Cold War policies & global impact Skills: Analyze, evaluate, and synthesize historical events 65%-Levels 1&2 Based upon the common assessment data, ELL students scored (20-30%) lower than on-level students on the above standards.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Root Cause 2: Inconsistent Instruction at the Depth of Knowledge (DOK) Required by the Standards Instruction and classroom assessments are not consistently aligned to the Depth of Knowledge required by the Georgia Standards of Excellence, resulting in students demonstrating proficiency on recall and comprehension	

	tasks but struggling with standards requiring analysis, evaluation, interpretation, synthesis, and evidence-based reasoning. Evidence Students struggled most on: - SSUSH2b, SSUSH2c, SUSH12, SSUSH19, These standards all require: Analyze, Evaluate, Interpret, explain systems, Synthesize historical evidence The EOC also shows continued weakness in: - New Republic through Reconstruction - Industrialization, Reform, and Imperialism	
SCHOOL INSTRUCTIONAL WALKS – US HISTORY What instructional practices / processes are consistently observed during US HISTORY walks? What instructional practices / processes are consistently missing or ineffective during US HISTORY walks?	Strengths	Weaknesses
	100% of teachers displayed learning targets that matched the standards. - Active Engagement/On-Task Behavior- 85% 80% of the classes implemented cooperative learning, consistently using flexible grouping and project-based assignments.	- Students have limited opportunities to discuss, debate, or justify reasoning-30% (Teacher Directed-75%, Student-centered-25%) 25% of classrooms walk-throughs indicate a need for analysis, more student discussion, and critical thinking to promote higher-order thinking - Teacher-centered instruction limited student ownership
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
	Root Cause 1: Limited Student-Centered Historical Inquiry Teachers rely heavily on teacher-directed instruction, limiting opportunities for students to engage in historical inquiry, discussion, debate, and collaborative analysis. As a result, students have fewer opportunities to develop the higher-order thinking skills required to analyze, evaluate, and interpret historical events on common assessments and the U.S. History EOC. Evidence 75% teacher-directed instruction - Only 25% student-centered learning	

	- Only 30% of classrooms provided opportunities for discussion, debate, or justification of reasoning 25% of walkthroughs identified a need for increased analysis and critical thinking	
Survey Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	Strengths	Weaknesses
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
Additional Data Analysis (If needed) Other(s): ☐ ☐ ☐ ☐	Strengths	Weaknesses
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

US HISTORY IMPROVEMENT PLAN

GOAL #3-Part B: US History	By May 2027, increase the percentage of students in U. S. History scoring Proficient and Distinguished by 3% as measured by the EOC assessments.		
Root Cause(s) to be Addressed:	Root Cause 1: Limited Student-Centered Historical Inquiry Teachers rely heavily on teacher-directed instruction, limiting opportunities for students to engage in historical inquiry, discussion, debate, and collaborative analysis. As a result, students have fewer opportunities to develop the higher-order thinking skills required to analyze, evaluate, and interpret historical events on common assessments and the U.S. History EOC. Root Cause 2: Inconsistent Instruction at the Depth of Knowledge (DOK) Required by the Standards Instruction and classroom assessments are not consistently aligned to the Depth of Knowledge required by the Georgia Standards of Excellence, resulting in students demonstrating proficiency on recall and comprehension tasks but struggling with standards requiring analysis, evaluation, interpretation, synthesis, and evidence-based reasoning. Root Cause 3: Limited Differentiated Supports for EL and SWD Students EL and SWD students receive inconsistent language supports, scaffolded historical reading and writing, and structured opportunities to analyze primary and secondary sources. Consequently, these students struggle to access rigorous historical content and demonstrate proficiency on standards requiring historical interpretation, academic discourse, and evidence-based writing.		
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 Spring 2027, 100% of U.S. History teachers will implement at least one inquiry-based learning experience each instructional unit that requires students to analyze historical evidence, participate in academic discourse, and defend historical claims, as	Evaluation Performance Target: 65% of US History students will demonstrate growth on summative assessments that incorporate balanced DOK question levels and growth on the following domains: Industrialization Reform & Imperialism and New Republic through Reconstruction.	District Academic Coaches SS PL's
Target Student Group			

☒ Gen Ed – 11 th Grade ☒ EL ☒ SWD	evidenced through lesson plans, PLC documentation, and instructional walks.		
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Implementation Plan: July-August- Social Studies Academic Coach and Department Chair will provide professional learning during CCC's on historical inquiry, document-based instruction (DBQs), Socratic Seminars, structured academic discussions, and collaborative learning strategies. Teachers will collaboratively design inquiry lessons, analyze student work, and participate in instructional coaching cycles that include lesson modeling, classroom observations, and feedback.	Evaluation Tool(s): • Common Summative Data • US History EOC	
Teachers will consistently implement inquiry-based instructional strategies that engage students in historical investigations, collaborative discussions, debates, simulations, and analysis of primary and secondary sources to promote historical thinking and student ownership of learning.	October-December- During CCCs, teachers and the Academic Coach will analyze common assessment data to monitor student performance on DOK Level 3 and 4 tasks. Teams will identify standards requiring additional analysis, evaluation, and historical reasoning, adjust instructional strategies and assessment alignment, plan targeted re-teaching and enrichment, and monitor the effectiveness of instructional adjustments through subsequent common assessments and classroom evidence. • January-February: • March-April: • SS Academic Coach will implement the same plans documented for October – December. Artifacts to be Collected: Walk-Through Data PL Agendas Common Summative Unit Data Person(s) Monitoring Implementation:	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Following each US History Unit. ☒ Winter and Spring Semester Data Analysis Plan: • Teachers will review common assessment data through item analysis. • Teachers will review Winter and Spring US History EOC data. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads/ Department Chair	

	☐ Principal ☒ Assistant Principals ☒ Academic Coaches / Instructional support specialist. Frequency of Monitoring: • CCC meetings – Twice a month • CCC documentation – Weekly • Classroom Walkthrough: 5 times each month beginning in September and ending in November. • Classroom Walkthrough: 5 times each month beginning in February and ending in April.		
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 Spring 2027, 100% of U.S. History teachers will incorporate weekly DOK Level 3 and 4 learning tasks and assessments aligned to the standards, resulting in increased proficiency on standards requiring historical analysis and interpretation (SSUSH2, SSUSH12, SSUSH19) and an increase in Levels 3 and 4 on the U.S. History EOC. Implementation Plan: July-September- The Social Studies Academic Coach will facilitate focused CCC on unpacking standards, aligning instructional tasks and assessments to DOK expectations, and developing common formative assessments with clear success criteria. Teachers will collaboratively review assessment data, calibrate student work, and adjust instruction to increase		
Target Student Group			

☒ Gen Ed – 11th Grade ☒ EL ☒ SWD	opportunities for higher-order thinking and historical reasoning. • October-December: During CCCs, teachers and the Social Studies Academic Coach will analyze common assessment data to monitor student performance on standards requiring historical analysis, evaluation, interpretation, and evidence-based reasoning. Teams will identify priority standards and historical thinking skills requiring additional support, adjust instructional strategies and assessment alignment to the appropriate DOK level, plan targeted re-teaching and enrichment, and monitor the impact of instructional adjustments through subsequent common assessments and classroom evidence. • January-February: Academic Coach and CCC teams will analyze the Winter 2026 U.S. History EOC data to identify trends in student performance on standards requiring historical analysis, evaluation, interpretation, and evidence-based reasoning. Teams will use the data to refine instructional planning, assessment design, and DOK Level 3 and 4 learning experiences. • March-April: Teachers will continue analyzing common assessment data during biweekly CCC meetings to identify standards requiring additional support in historical thinking and analysis. The Social Studies Academic Coach will provide ongoing coaching, model high-DOK instructional strategies, support the development of rigorous assessments aligned to the standards,		
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)			
Teachers will design and implement lessons, formative assessments, and common assessments aligned to the Depth of Knowledge (DOK) required by the Georgia Standards of Excellence, emphasizing historical analysis, interpretation, evaluation, synthesis, and evidence-based reasoning.			

	and assist teachers in adjusting instruction based on student performance. Artifacts to be Collected: Walk-Through Data PL Agendas Common Summative Unit Data Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches / Instructional support specialist. Frequency of Monitoring: • CCC meetings – Twice a month • CCC documentation – Weekly • Classroom Walkthrough: 5 times each month beginning in September and ending in November. • Classroom Walkthrough: 5 times each month beginning in February and ending in April.		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Resources	
Who? One Action (Verb) What? Frequency Data	Implementation Performance Target: By Spring 2027, 100% of U.S. History teachers will consistently implement differentiated supports for EL and SWD students during Tier I instruction, as evidenced through instructional walks and CCC monitoring, resulting in: a 10 percentage-point increase in EL proficiency on common assessments and the U.S. History EOC, and a 5 percentage-point increase in SWD proficiency while reducing achievement gaps on standards		
Target Student Group			
☒ Gen Ed – 11th Grade ☒ EL ☒ SWD			

Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)	requiring historical analysis, interpretation, and evidence-based writing. Implementation Plan: July-September- The Social Studies Academic Coach, ESOL teachers, and Special Education staff will collaborate during PLCs to develop scaffolded instructional resources aligned to grade-level standards. Teachers will receive ongoing support in implementing language objectives, vocabulary routines, document analysis protocols, sentence stems, graphic organizers, and differentiated writing supports. Common assessment and formative assessment data will be analyzed regularly during CCCs to identify student needs, plan targeted interventions, and monitor the progress of EL and SWD students. • October-December: During CCCs, teachers, the Academic Coach, ESOL, and Special Education staff will analyze common assessment and subgroup data to monitor the progress of EL and SWD students. Teams will identify learning gaps, evaluate the effectiveness of instructional scaffolds and differentiated supports, adjust Tier I instructional strategies, plan targeted interventions, and monitor student growth through subsequent common assessments, formative assessment data, and classroom evidence. • January-February: The Social Studies Academic Coach, ESOL teachers, Special Education staff, and CCC teams will analyze Winter 2026 U.S. History EOC subgroup data to evaluate the effectiveness		
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	of differentiated Tier I supports for EL and SWD students. Teams will identify priority standards and develop targeted instructional plans to address achievement gaps. • March-April: Teachers will continue reviewing common assessment and subgroup data during biweekly CCC meetings to monitor the progress of EL and SWD students. The Social Studies Academic Coach, ESOL teachers, and Special Education staff will provide ongoing support in implementing differentiated instructional strategies, academic vocabulary routines, scaffolded document analysis, and evidence-based writing to improve student achievement on grade-level standards. Artifacts to be Collected: Walk-Through Data PL Agendas Common Summative Unit Data Person(s) Monitoring Implementation: ☐ Principal ☒ Assistant Principals ☒ Academic Coaches / Instructional support specialist. Frequency of Monitoring: • CCC meetings – Twice a month • CCC documentation – Weekly • Classroom Walkthrough: 5 times each month beginning in September and ending in November.		
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	Classroom Walkthrough: 5 times each month beginning in February and ending in April.		
Teachers will implement differentiated Tier I instructional supports that provide EL and SWD students with equitable access to rigorous historical content through explicit academic vocabulary instruction, scaffolded reading and writing, structured academic discourse, graphic organizers, primary source supports, and targeted small-group instruction.			
GOAL #4: GRADUATION	By May 2027, the graduation rate will increase by 3% as measured by CCRPI.		
Root Cause(s) to be Addressed:	- Teachers need additional support in instructional clarity, creating an environment for student voice, and differentiation. - The additional PL will give the teachers the tools needed for effective and consistent implementation within lesson plans, discussions during CCC's, and providing actional feedback to students that will support their success. - This additional support will provide an environment supporting higher credit attainment and improved graduation rates.		
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

Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v) Action Step #1: Provide professional learning on the implementation of strategies that will support instructional clarity, student voice, and implementation of differentiation.	Implementation Performance Target: 100% of teachers will implement strategies supporting instructional clarity, student voice, and differentiation. Implementation Plan: Preplanning: Provide information on the implementation of the new graduation action step. August-September: - District will provide PL on instructional clarity for all teachers. - Teachers will create lesson plans during their CCC's that align to strategies provided in the PL that support instructional clarity. - Teachers will implement at least one student voice strategy per week (Example: Discussion/student discourse, reflection, goal setting. - The district will provide PL on the implementation of differentiation in lesson plans and the classroom. October – November - District will provide PL on instructional clarity for all teachers. - Teachers will continue to create lesson plans during their CCC's that align to strategies support instructional clarity and student voice. - Content Assistant Principals will complete walk-throughs to analyze the implementation of instructional clarity, student voice and differentiation.	Evaluation Performance Target: 80% of teachers will consistently implement strategies supporting instructional clarity, student voice, and differentiation as evidenced by walkthrough data. Evaluation Tool(s): - Walkthrough Form - Lesson Plans - CCC Documentation Evaluation Plan: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Review student data. Monthly. Recommendations will be made to various school personnel to make changes to the interventions based on the review of student data. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals ☒ Instructional Support Specialists/ Counselors	District Instructional Specialists
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	December • Review walk data and determine what instructional shifts need to occur in the 2nd semester. • Plan for additional PL if needed. January – February • Continue PL from 1st semester March-April: • Content Assistant Principals will complete walk-throughs to analyze the implementation of instructional clarity, student voice and differentiation. May: • Review walk data and determine if the implementation plan has support the graduation goal. Artifacts to be Collected: • PL Agenda • Walk Through Data • Lesson Plans Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Instructional Support Specialists Frequency of Monitoring: Monitoring of the overall process will occur monthly.		
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Action Step #2 : Improve course pass rates in Core Academic classes by providing targeted academic/intervention support to at-risk students.	Implementation Performance Target: 100% of students failing 2 or more core classes will receive academic intervention support from teachers and support staff. Implementation Plan: Preplanning: • Identification of students failing 2 or more core classes. August • Assign students to interventions block focused on Core Academic classes with an emphasis on EOC courses. September – November • Initiate opportunities for grade repair and tutoring after school and during Saturdays (SOAR Saturday) using Edmentum. • Provide Opportunity for At-Risk ELL and SWD students to take advantage of additional after school and weekend opportunities for remediation. • Referral to RTI or Advanced Tiers team. December - January • Initiate grade repair and tutoring after school and during Saturdays (SOAR Saturday) using Edmentum.	Evaluation Performance Target: 80% of students failing 2 or more classes will receive academic intervention support. Evaluation Tool(s): • Progress Reports • Grade Distribution Reports • Failure Rate Reports Evaluation Plan: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Review failure rates monthly to determine what changes need to occur in SOAR, intervention block, after school tutoring, and weekend remediation. Person(s) Collecting Evidence: ☐ Principal ☒ Assistant Principals	
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	- Initiate Credit Recovery for targeted groups of students February – April - Initiate opportunities for grade repair and tutoring after school and during Saturdays (SOAR Saturday) using Edmentum. - Provide Opportunity for At-Risk ELL and SWD students to take advantage of additional after school and weekend opportunities for remediation. May: - Initiate grade repair and tutoring after school and during Saturdays (SOAR Saturday) using Edmentum. - Initiate Credit Recovery for targeted groups of students - Plan Summer Bridge for 8th grade Artifacts to be Collected: - Grade Distribution Data - Semester Passing Rate Data Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Instructional Support Specialists Frequency of Monitoring: Monitoring of the overall process will occur monthly.	☒ Instructional Support Specialists/ Counselors	
Target Student Group			

☒ Gen Ed ☒ EL ☒ SWD			
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<i>*Must be listed in the school policy</i>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.			☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: • •			☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents:		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

Academic-Related and School-Developed Family Engagement Activities <i>(Required for “Shall’s” 2 and 6)</i>							
Academic-Related and School-Developed Family Engagement Activities <i>(*Must be listed in the school policy)</i>	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Curriculum In Action	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4		Title I and Local School	9/17/2026		Principal Academic Coach Parent Facilitator Lead Teacher
Family Data Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4		Title I and Local School	2/11/2027		Principal Academic Coach Parent Facilitator Lead Teacher
Incoming 9 th Grade Parent Meeting	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4			5/22/2027		Principal Academic Coach Parent Facilitator Lead Teacher
Transition to Adulthood	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4			4/15/2027		Principal Academic Coach Parent Facilitator Lead Teacher

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

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

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

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: **SCHOOL RESPONSE:** South Cobb High School will strategically integrate **state and local funds** with **community partnerships** to support the academic, social, and emotional needs of its students.

- **Title II funds** will support professional development and training opportunities for instructional staff, with an emphasis on improving instructional quality and student outcomes.
- **Title III funds** will be utilized to enhance language proficiency programs for English Language Learners (ELLs), ensuring they receive targeted language acquisition support.
- **Twenty Day Funds** will be allocated to provide **tutoring services** for students struggling to meet Georgia’s academic standards, particularly in core content areas.

In addition, **mentoring services** will be offered through a collaboration with **Communities in Schools (CIS) of Marietta**, supporting students identified as at-risk due to attendance, behavior, or academic performance.

South Cobb High School has also established strong community partnerships with organizations including:

- **Revive Church of Austell, GA**
- **LGE Community Credit Union**
- **Austell Community Collaborative**
- **South Cobb Rotary Club**
- **Sherri Sells Atlanta (Sherry Mitchell)**
- **EF2 Reality**
- **Zaxby’s of Smyrna (Sheila Ramsey)**
- **Mexico Lindo Restaurant**
- **Perfectly Different Design**
- **Dionne’s Dream Homes**
- **Sandy Johnson and Associates, LLC**
- **Smoothie King, Mableton (Jonathan Terrell)**
- **Nothing Bundt Cakes Smyrna**
- **New York Life Foundation (Lourdes Robinson)**

- Italian Ice Mableton
- Pickleball Kingdom South Cobb
- Bonefish Grill, Akers Mill (Chad Caldwell)
- Modern Woodmen of America (Zachary Hiatt)
- Dionne's Dream Homes (Dionne Walker)

These partners contribute essential services such as volunteers, mental health and grief counseling, vision and hearing screenings, and support for athletic and enrichment programs. Furthermore, in collaboration with the Family and Community Engagement (FACE) Coordinator, South Cobb provides parent workshops on topics such as financial literacy, understanding student Lexiles, and navigating academic support. These efforts are aligned with needs identified in the Comprehensive Needs Assessment (CNA) and parent/community surveys, ensuring that both students and families receive holistic support.

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: The school evaluates the Student Improvement Plan on a bi/weekly basis. The administrative team collaborates with academic coaches on a monthly basis to review data points. Teachers meet with administration and academic coaches during their CCC's, to determine if goals are being met and adjustments will be made accordingly. Administrators and academic coaches will monitor interim assessments/ CTLS Assess to determine if goals towards the plans are being met. A Mid-Year Review and End of the Year Process with the Title I district Supervisor to assess the goals. South Cobb, in addition is a transformation school. Our School is additionally monitored by district personnel and receive support for growth and development with our academic goals.

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: South Cobb High School evaluates the effectiveness of its School Improvement Plan on an ongoing basis using a multi-tiered approach:

- Weekly data monitoring is conducted by Academic Coached and Administration to assess progress toward targeted goals.
- The **administrative team meets monthly** with academic coaches to review key data points, including attendance, course performance, and formative assessments.
- Teachers collaborate with administrators and academic coaches during **Collaborative Content Communities (CCCs)** to analyze student performance data, evaluate instructional strategies, and determine whether established goals are being met. Instructional adjustments are made as needed.
- **Interim assessments**, including **CTLS Assess** and other benchmark tools, are reviewed regularly by administrators and academic coaches to measure progress toward academic goals.
- A formal **Mid-Year Review** and **End-of-Year Review** are conducted in partnership with the **Title I District Supervisor** to evaluate progress and make system-wide recommendations.
- South Cobb High School is a transformation school and is monitored on a month basis by district personnel to improve academic achievement.

Based on the data, the school will make appropriate adjustments, which may include:

- Targeted **professional development** for teachers in areas of identified instructional need
- **Additional academic interventions** for students requiring more intensive support

This continuous cycle of reflection and adjustment ensures that the School Improvement Plan remains responsive, data-driven, and aligned with the needs of all learners.

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: South Cobb High School will assess the effectiveness of the School Improvement Plan through a comprehensive analysis of multiple data sources. The leadership team will review data from **CTLS Assessments, End-of-Course (EOC) exams, i-Ready diagnostics, Beacon assessments, student attendance records, course grades, and discipline data housed in Synergy.**

These data points will be monitored on a **weekly basis** to identify trends, measure progress toward established goals, and determine the impact of instructional strategies and interventions.

Based continuous needs analysis, the school will make informed adjustments, which may include:

- Refining **instructional practices**
- Delivering targeted **professional development** for teachers
- Implementing or modifying **student intervention strategies**

This continuous improvement cycle ensures that the school responds promptly to student needs and remains aligned with academic achievement targets and the priorities outlined in the School Improvement Plan.

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: South Cobb High School implements a **schoolwide tiered model of support** that integrates **Positive Behavioral Interventions and Supports (PBIS)** and a **Multi-Tiered System of Supports (MTSS)** to proactively address student behavior and provide early intervening services aligned with the **Individuals with Disabilities Education Act (IDEA)**.

Tier I – Universal Supports

All students receive Tier I supports, including:

- Clearly defined behavioral expectations taught and reinforced across all school settings
- Schoolwide PBIS strategies focused on prevention, consistency, and positive reinforcement
- Regular communication with families about behavior and school culture
- Social-emotional learning (SEL) lessons embedded into the advisory curriculum

These proactive measures aim to create a positive and inclusive school climate that reduces the need for disciplinary interventions.

Tier II – Targeted Group Interventions

Students who require additional behavioral support are identified through behavior data (e.g., office discipline referrals, teacher input, and attendance patterns) and receive Tier II interventions such as:

- Small group counseling (e.g., anger management, conflict resolution)
- Check-In/Check-Out systems with a designated mentor
- Behavior contracts and goal tracking
- Referral to Community in Schools (CIS) mentoring or anti-bullying programs

These services are coordinated through the school's **counseling department and Advanced Tiers team** and closely monitored for effectiveness.

Tier III – Intensive Individualized Support

Students demonstrating persistent or severe behavioral challenges receive Tier III support, which may include:

- Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)
- Individual counseling and wraparound services
- Referral to special education services through IDEA, where appropriate
- Collaboration with school psychologists, social workers, and external service providers

South Cobb High School ensures that all Tier III supports are **coordinated with IDEA requirements**, including early identification of students with potential disabilities, appropriate referral processes, and delivery of services consistent with students' Individualized Education Programs (IEPs).

Collaboration and Coordination

The Advanced Tiers Team and PBIS frameworks are designed to **work in tandem with IDEA services**, promoting a unified approach to early intervention. School teams regularly analyze data from multiple sources—including discipline records, academic performance, and teacher referrals—to:

- Identify at-risk students early
- Deliver timely and appropriate supports
- Avoid over-identification of students with disabilities
- Ensure culturally responsive practices

A **District MTSS Specialist** is also supporting South Cobb in refining Tier II and Tier III interventions, with a long-term goal of integrating behavior and academic support into one comprehensive model by the **2025–2026 school year**. In February 2025, the Guiding Coalition met with the districts MTSS team to initiate guided support for South Cobb High School.

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'S RESPONSE: South Cobb High School is committed to ensuring the successful transition and development of all newly hired educators through a comprehensive and supportive **New Teacher Induction Program**. In addition to participating in the **Cobb County School District's district-level induction**, new teachers at South Cobb engage in a **site-based induction program** tailored to the specific culture, expectations, and instructional practices of the school.

Key components of the South Cobb New Teacher Induction Program include:

- **Orientation and Integration:** New teachers are introduced to department heads, administrative staff, academic coaches, and key personnel who will support their success at the school.
- **Mentoring:** Each new teacher is assigned a **mentor teacher** by their department chair. Mentors provide consistent support with lesson planning, behavior management, school procedures, and classroom observations.

- **Weekly Professional Development (PD):** New teachers attend weekly PD sessions aligned with schoolwide goals and personalized learning needs. They also participate in **Collaborative Content Communities (CCCs)** for ongoing content-specific support.
- **Monthly Support Meetings:** The administrative team and academic coaches host monthly sessions (as needed) to address questions, offer tailored PD, and foster a sense of professional community among new staff.
- **Instructional Coaching:** Academic coaches work directly with new teachers to plan, deliver, and reflect on instruction using evidence-based strategies. Feedback is immediate and actionable.
- **Teacher Voice and Ownership:** A survey was conducted to gather input from staff on topics of interest for future professional learning. South Cobb will use this data to drive teacher-led PD offerings that directly impact student learning outcomes.
- **Professional Learning YouTube Channel:** To support sustained access to PD resources, South Cobb launched a **Professional Learning YouTube Channel** where recorded sessions are archived for on-demand viewing. This ensures new teachers can revisit key training at their convenience.
- **Instructional Walkthroughs and Peer Feedback:** Supplemental funding will support substitute coverage so that department chairs can conduct **instructional walks** with new teachers. This provides opportunities for observation, reflection, and coaching.
- **Conference Participation:** New teachers are encouraged to attend **local and national education conferences** to deepen their professional learning and build capacity in areas aligned with school priorities.

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: N/A

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'S RESPONSE: South Cobb High School prepares students for postsecondary education and workforce readiness through a comprehensive approach that includes counseling, career pathways, dual enrollment opportunities, and specialized programs such as AVID and the Magnet Academy of Research and Medical Sciences.

In alignment with Georgia's BRIDGE Act, the Counseling Department provides structured advisement and career counseling for all students. Counselors implement the use of **School Links** an online platform that guides students through career exploration and postsecondary planning by offering assessments like the career matchmaker and ability profiler. Through Naviance, students also set education, career, and financial goals. South Cobb hosts events such as

“Apply to College Day”, **postsecondary check-in sessions**, and **FAFSA workshops**. The College and Career Center, staffed daily during lunch periods, serves as a central hub for students to receive information about college applications, scholarships, and financial aid.

The school actively promotes **Dual Enrollment**, **Dual Achievement Option B**, and **Advanced Placement (AP)** coursework to expand students' access to earning college credit while still in high school. Counselors provide direct support to students and families interested in these programs through information sessions and one-on-one advisement.

South Cobb offers 13 **Career, Technical, and Agricultural Education (CTAE)** pathways, including programs in fields such as Healthcare, Law and Justice, Graphic Design, Game Design, Education, and JROTC. These programs equip students with technical skills and hands-on experience to prepare them for immediate entry into the workforce or further specialized study.

In addition, the school offers **AVID (Advancement Via Individual Determination)**, a nationally recognized program that supports students in building the skills needed for success in college-level work. The AVID program supports students with writing, inquiry, collaboration, organization, and reading strategies (WICOR) while also coordinating college visits and mentorship opportunities through partnerships with Communities In Schools.

The **Academy of Research and Medical Sciences**, South Cobb’s Magnet Program, provides a rigorous four-year track focused on science and medicine. Students' complete internships, participate in research projects, and are required to complete 360 hours of community service, all while engaging in leadership opportunities across the school.

South Cobb High School also provides **Work-Based Learning (WBL)** opportunities, where students gain real-world job experience in career fields aligned with their interests. Each year, the school hosts a **Career Fair** in which local employers meet with students and offer direct employment opportunities to juniors and seniors.

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?
Academic Coach	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	• Data Analysis and Instructional Adjustments: Academic coaches will analyze student performance data to identify learning gaps and work with teachers to adjust instructional strategies, ensuring targeted support for at-risk students. • Professional Development: Coaches will provide ongoing professional development, helping math and science teachers implement effective teaching methods, differentiated strategies, and best practices to improve student outcomes. • Targeted Intervention Support: Coaches will collaborate with teachers to develop and implement intervention plans for struggling students, including small-group instruction and differentiated assignments to close achievement gaps. • Monitoring and Continuous Improvement: Academic coaches will monitor student progress, gather feedback, and adjust instructional strategies to ensure continuous improvement and alignment with the goals of the School Improvement Plan.
Teacher	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	• Improving Student Achievement: Implementing differentiated instruction and data-driven strategies to address gaps in learning, especially for at-risk students. • Increasing Engagement: Designing relevant, interactive lessons that connect historical content to real-world issues, fostering student investment and attendance.

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	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	By May 2027, increase the percentage of students in Literature and Composition II scoring Proficient and Distinguished by 3% as measured by the EOC assessment.
Goal #2	By May 2027, the percentage of students in FOA/Algebra scoring Proficient and Distinguished will increase by 3% as measured by the Algebra Concepts and Connections EOC assessment.
Goal #3 Part A & Part B	By May 2027, the percentage of students scoring Proficient and Distinguished on the Biology EOC will increase by 3% as measured by EOC assessments. Part B: By May 2027, increase the percentage of students in U. S. History scoring Proficient and Distinguished by 3% as measured by the EOC assessments.
Goal #4	By May 2027, the graduation rate will increase by 3% as measured by CCRPI.

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