

School Improvement Plan

Title I, Part A



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

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Tapp Middle School
<i>Team Lead</i>	
<i>Position</i>	Principal
<i>Email</i>	Alvin.thomas@cobbk12.org
<i>Phone</i>	770-222-3758
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i>
School Response: The development of this School Improvement Plan was a collaborative process that included input from a variety of stakeholders. School leaders, teachers, and support staff participated through Leadership Team meetings, Teacher Collaboration (TC) discussions, and Principal Advisory Committee meetings to analyze student achievement, attendance, behavior, perception, and instructional data. Parents provided input through the Principal Advisory Committee and ongoing school feedback opportunities. The team reviewed multiple data sources, identified priority needs, determined root causes, and developed action steps to improve student achievement and strengthen instructional practices. Stakeholder feedback continues to be used to monitor implementation and make adjustments throughout the school year.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:	May 18	May 29	June 1
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Position/Role	Printed Name	Signature
Principal	Dr. Alvin Thomas	
Assistant Principal	Valerie Wilson	
Assistant Principal	Eva Henry	
Academic Coach	Alesha Hales	
Parent Facilitator	Laura Shyman	
Media Specialist	Jaclyn Krider	
8 th Grade Counselor	Larrinecia Parker	
6 th Grade Counselor	Taiwo Faro	
Community Partner	Martha Joyce	
Teacher	Alexander Shannon	
Teacher	Venessia Heard	
Parent	Egyptian Howell-Proano	
Communities In School	Julie Morgan	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	By the end of the 2025-26 SY, increase the percentage of students from (316) to (326) scoring proficiency or higher on the ELA EOG by 3%.
Was the goal met? ☐ YES ☐ NO ☐ Partially	
What data supports the outcome of the goal?	
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	

Previous Year's Goal #2	By the end of the 2025-26 SY, increase the percentage of students from (305) to (315) scoring proficiency or higher on the MATH EOG by 3%.
Was the goal met? ☒ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	GA Milestone data (when just looking at students that were in the building last year to this year).
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	The goal was achieved through consistent Teacher Collaboration (TC), data-driven instruction, common assessments, targeted interventions, instructional monitoring, and ongoing analysis of student performance to adjust instruction and support student learning.

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

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
6 th Grade	44.5%	49%	N/A
7 th Grade	38%	48%	N/A
8 th Grade	48.6%	45%	N/A

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
6 th Grade	22	44	34	29	37	34	30	29	41	42	31	26	31	37	33	30	39	31	31	34	35
7 th Grade	15	32	52	19	27	54	20	32	48	32	25	42	22	26	52	25	30	45	30	29	40
8 th Grade	14	30	56	20	27	54	15	27	58	31	31	37	20	25	54	19	27	54	24	25	51

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:
Beacon Assessment – ELA (Grade Levels & Student Groups)	Grade Levels (all students): 6th Grade: Students demonstrated the greatest strength in Language: Vocabulary, with 41% Prepared. 7th Grade: Students demonstrated strengths in Texts: Techniques, with 54% Prepared, and Texts: Context, Structure & Style, with 52% Prepared. 8th Grade: Students demonstrated the greatest strength in Language: Vocabulary, with 58% Prepared, and Texts: Techniques, with 54% Prepared. EL: EL students demonstrated the greatest strength in overall ELA performance, with 75% of students scoring Near Target or Prepared on the Spring Beacon Assessment. SWD:	Grade Levels (all students): 6th Grade: Students demonstrated the greatest need in Listening, with 42% Support Needed. 7th Grade: Students demonstrated the greatest need in Listening, with 32% Support Needed, and Language: Grammar Conventions, with 30% Support Needed. 8th Grade: Students demonstrated the greatest need in Listening, with 31% Support Needed, and Language: Grammar Conventions, with 24% Support Needed. EL: 25% of EL students scored in the Support Needed category, indicating a continued need for targeted language development and literacy support. SWD: 36% of SWD students scored in the Support Needed category, while only 5% reached the Prepared level, indicating a need for continued differentiated instruction and targeted interventions.

	59% of SWD students scored in the Near Target category, demonstrating progress toward grade-level expectations.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
	- Teachers need a more consistent approach to explicitly teaching literacy skills, including vocabulary development, grammar conventions, and listening comprehension across all content areas. - Teachers need continued professional learning and collaborative planning focused on implementing evidence-based literacy strategies, analyzing assessment data, and responding to student learning needs through targeted instruction.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL: SWD:	Grade Levels (all students): EL: SWD:
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): Common assessment results indicate that students demonstrated progress toward mastery of the priority standards throughout the school year. EL: Common assessment data indicate that English Learners showed growth on priority standards with continued progress toward grade-level expectations. SWD: Common assessment results indicate that Students with Disabilities demonstrated growth on priority standards when provided with targeted instructional supports.	Grade Levels (all students): Common assessment data indicate that additional support is needed to increase consistent mastery of priority standards across all grade levels. EL: Common assessment data indicate that English Learners continue to need additional support with academic language and grade-level literacy tasks. SWD: Common assessment data indicate that Students with Disabilities continue to require differentiated instruction and targeted interventions to achieve mastery of grade-level standards.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Instructional practices are not consistently aligned to priority standards and common assessment expectations across classrooms. • Teachers need additional opportunities to collaboratively analyze common assessment data and adjust instruction based on student performance. • Consistent implementation of agreed-upon instructional strategies and formative assessment practices is needed to increase student mastery of priority standards.	
School Instructional Walks (Grade Level) • What instructional practices / processes are consistently observed during ELA walks?	Instructional practices/processes consistently observed during ELA walks: • Learning targets and success criteria are aligned to grade-level standards. • Teachers consistently implement the district curriculum and instructional resources. • Students engage with grade-level texts and standards-based learning tasks. • Classroom instruction incorporates formative assessment practices to monitor student learning. Instructional practices/processes consistently missing or ineffective during ELA walks:	

• What instructional practices / processes are consistently missing or ineffective during ELA walks?	• Inconsistent use of explicit modeling and guided practice before students work independently. • Limited opportunities for students to engage in academic discourse and collaborative learning. • Inconsistent differentiation and targeted small-group instruction based on formative assessment data. • Student learning tasks are not consistently adjusted to address identified misconceptions and individual learning needs.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Instructional best practices are not implemented consistently across classrooms. • Teachers need continued support and collaborative planning to strengthen instructional delivery, student engagement, and the use of formative assessment data to adjust instruction. • Ongoing monitoring, feedback, and professional learning are needed to ensure consistent implementation of high-quality instructional practices.

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	By the end of the 2026-27 SY, increase the percentage of students () scoring proficiency or higher on the ELA EOG by 3%.		
Root Cause(s) to be Addressed:	• Inconsistent implementation of standards-aligned, high-quality mathematics instruction across classrooms. • Limited use of formative assessment data to consistently adjust instruction and provide timely interventions. • Inconsistent implementation of collaborative planning practices focused on priority standards, assessment alignment, and instructional decision-making. • Students need more frequent opportunities to monitor their progress, reflect on their learning, and set goals aligned to grade-level mathematics standards.		
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- Administration, instructional coaches, and core content teachers • One Action (Verb)- Implement • What- Implement a cross-curricular intervention/enrichment block focused on essential literacy, problem-solving, and critical thinking skills. • Frequency- Daily during 3rd period throughout the school year • Data Collection- Beacon assessment data, formative assessments, common essential skill checks	Implementation Performance Target: By the end of the 2026–2027 school year, students participating in the Essential Skills Block will demonstrate measurable growth in literacy, problem-solving, critical thinking, and communication skills as evidenced by Beacon data, formative assessments, and common essential skill checks. Implementation Plan: Preplanning • Finalize the Essential Skills framework and expectations. • Develop instructional resources and common skill activities. • Identify targeted student groups using academic data. • Provide teacher training and establish CCC monitoring processes. Semester 1 • Launch the Essential Skills Block. • Administer baseline assessments and establish classroom routines.	Evaluation Performance Target: By the end of the 2026–2027 school year, students participating in the Essential Skills Block will demonstrate measurable improvement in literacy, critical thinking, problem-solving, and communication skills as evidenced by Beacon data, formative assessments, and classroom performance data. Evaluation Tool(s): • Beacon assessment data • Common formative assessments • Essential Skills progress checks Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☒ Monthly ☒ 3 times per year Data Analysis Plan: • Review formative and progress monitoring data during CCC meetings.	• Assessment data • Instructional resources • CCC collaboration • Teacher training • Student tracking tools • Technology support
Target Student Group			

☒ Gen Ed ☒ EL ☒ SWD	• Implement targeted literacy, vocabulary, problem-solving, and critical thinking instruction. • Monitor progress through PLCs, formative assessments, and walkthroughs.	• Analyze Beacon data to identify trends, skill gaps, and student growth. • Adjust intervention groups, instructional strategies, and supports based on data. • Monitor implementation through walkthroughs, lesson plans, and student work analysis. • Use data discussions to evaluate student growth and instructional effectiveness.	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Semester 2 • Adjust intervention and enrichment supports based on student data. • Continue cross-curricular essential skills instruction and progress monitoring. • Intensify support aligned to priority standards and student needs. • Conduct implementation reviews and instructional coaching.		
1. Implement a daily cross-curricular essential skills block focused on intervention and enrichment skills across all core content areas.	End of Year • Review student growth and implementation data. • Evaluate effectiveness of the Essential Skills Block. • Identify strengths, challenges, and next steps for improvement. Artifacts to be Collected: • Essential Skills pacing guides • CCC/data meeting notes • Student work samples • Formative and Beacon data • Progress monitoring trackers • Walkthrough feedback • Intervention/enrichment rosters Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: • Weekly CCC/data discussions • Monthly walkthroughs and implementation checks • Quarterly data reviews • Ongoing progress monitoring	Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☐ CCC Leads	

Root Cause(s) to be Addressed:	• Inconsistent implementation of standards-aligned, high-quality mathematics instruction across classrooms. • Limited use of formative assessment data to consistently adjust instruction and provide timely interventions. • Inconsistent implementation of collaborative planning practices focused on priority standards, assessment alignment, and instructional decision-making. • Students need more frequent opportunities to monitor their progress, reflect on their learning, and set goals aligned to grade-level mathematics standards.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
• Who- Teachers, Students, Academic Coaches, and Administrators • One Action (Verb): Implement • What- Implement a consistent formative and summative assessment cycle to monitor student learning, guide instruction, and support intervention and enrichment. • Frequency: Weekly formative assessments and at the conclusion of each common summative assessment cycle • Data Collection: Formative assessment data, common summative assessment results, student work samples, intervention/enrichment data, and CCC data discussion notes	Implementation Performance Target: 100% of teachers will implement a consistent formative and summative assessment cycle aligned to standards, instruction, intervention, and enrichment practices. Implementation Plan: Preplanning • Establish common assessment expectations and assessment calendars. • Develop formative and summative assessment resources and data protocols. • Provide teacher training on assessment practices and data analysis. Semester 1 • Implement consistent formative and summative assessment cycles. • Use assessment data during CCCs to monitor learning and adjust instruction. • Provide intervention and enrichment based on student performance. Semester 2 • Refine assessment practices based on student data and walkthrough feedback. • Continue CCC data cycles focused on instructional response and student growth. • Intensify supports aligned to student needs and priority standards. End of Year	Evaluation Performance Target: Students will demonstrate measurable growth in academic performance as evidenced by formative assessments, common summative assessments, and Beacon data. Evaluation Tool(s): • Formative assessment data • Common summative assessments • Beacon assessment data • Student work samples • CCC/data meeting notes • Walkthrough data Evaluation Plan: Students will be assessed: ☒ Every 2 weeks Data Analysis Plan: • Review formative and summative assessment data during CCC meetings. • Analyze Beacon data to identify trends, skill gaps, and student growth. • Adjust instruction, intervention, and enrichment based on student performance data. • Monitor implementation through walkthroughs and student work analysis. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals	• Assessment data • CCC collaboration time • Instructional resources • Teacher training • Student tracking tools • Technology support
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			

Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(iii), 2.c(iv), 2.c(v)</i>	- Review assessment implementation and student growth data. - Evaluate effectiveness of assessment practices and instructional responses. - Identify next steps for improvement. Artifacts to be Collected: - Formative and summative assessment data - Student work samples - CCC/data meeting notes - Intervention and enrichment plans - Progress monitoring data - Walkthrough feedback Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: - Weekly CCC/data discussions - Monthly walkthroughs and implementation checks - Quarterly data reviews - Ongoing progress monitoring	☒ Academic Coaches ☒ CCC Leads	
2. Implement a consistent formative and summative assessment cycle to monitor student learning, guide instruction, and provide timely intervention and enrichment opportunities.			

MATH DATA			
MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
6 th Grade	40%	45%	37%
7 th Grade	44%	47%	46%
8 th Grade	36%	40%	38%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
6 th Grade	52%	45%	3%	36%	21%	13%	46%	44%	10%	44%	52%	4%
7 th Grade	36%	47%	17%	27%	40%	33%	32%	38%	30%	19%	45%	37%
8 th Grade	41%	45%	14%	24%	48%	28%	23%	41%	37%	35%	45%	21%

Source	Strengths	Weaknesses
FY26 MATH Milestones (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): The following domains are our strengths: Numeric Reasoning (2.0) and Algebraic Reasoning (2.0), Rational Numbers (1.9) EL: The following domains are our strengths: One-Variable Reasoning (1.7) and Linear Reasoning (1.7). SWD: The following domains are our strengths: One-Variable Reasoning (1.8), Numeric Reasoning (1.7), Linear Reasoning (1.6), and Probability Reasoning (1.6).	For Grade Levels, ELs and SWD Grade Levels (all students): The following domains are our weaknesses: Functions (1.7), Ratios and Rates (1.7), Data Problems (1.7), Geometric Reasoning (1.6) EL: The following domains are our weaknesses: Expressions (1.1), Compare Rational Numbers (1.2), Ratios & Rates (1.2), and Proportions (1.2). SWD: The following domains are our weaknesses: Coordinate Plane (1.1), Ratios & Rates (1.3), Rational Numbers (1.4), Data Problems (1.4), Functional Reasoning (1.4), and Proportions (1.4).
Beacon Assessment – Math (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): Beacon Math data indicate that students demonstrated progress toward grade-level mathematical understanding, with increasing performance across multiple domains.	For Grade Levels, ELs and SWD Grade Levels (all students): Students continue to need additional support to consistently demonstrate mastery across all mathematical domains.

	EL: English Learners demonstrated growth on grade-level math standards and showed progress toward meeting grade-level expectations. SWD: Students with Disabilities demonstrated growth on targeted mathematical concepts when provided with appropriate instructional supports and interventions.	EL: English Learners continue to require targeted support with mathematical vocabulary, problem-solving, and application of mathematical concepts. SWD: Students with Disabilities continue to need differentiated instruction, scaffolded learning experiences, and targeted interventions to improve mathematical proficiency.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
	- Mathematical instruction is not consistently aligned to priority standards and identified student learning needs across classrooms. - Teachers need continued opportunities to collaboratively analyze assessment data, strengthen instructional practices, and implement targeted interventions based on student performance. - Consistent use of evidence-based instructional strategies and formative assessment practices is needed to increase student mastery of grade-level mathematical concepts.	
MATH Common Assessments	For Grade Levels, ELs and SWD Grade Levels (all students): Common assessment results indicate that students demonstrated progress toward mastery of priority mathematical standards throughout the school year. EL: Common assessment data indicate that English Learners demonstrated growth on grade-level mathematics standards with continued progress toward proficiency.	For Grade Levels, ELs and SWD Grade Levels (all students): Common assessment data indicate that additional support is needed to increase consistent mastery of priority mathematical standards across all grade levels. EL: Common assessment data indicate that English Learners continue to need additional support with mathematical

	SWD: Common assessment results indicate that Students with Disabilities demonstrated growth on priority mathematical standards when provided with targeted instructional supports.	vocabulary, problem-solving, and application of mathematical concepts. SWD: Common assessment data indicate that Students with Disabilities continue to require differentiated instruction and targeted interventions to achieve mastery of grade-level mathematical standards.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Instruction is not consistently aligned to priority standards, common assessment expectations, and identified student learning needs. • Teachers need continued opportunities to collaboratively analyze common assessment data and adjust instruction to address student misconceptions. • Consistent implementation of evidence-based instructional strategies, targeted interventions, and formative assessment practices is needed to improve student mastery of grade-level mathematical standards.	
School Instructional Walks (Grade Level) • What instructional practices / processes are consistently observed during Math walks? • What instructional practices / processes are consistently missing or ineffective during Math walks?	Instructional practices/processes consistently observed during Math walks: • Learning targets and success criteria are aligned to grade-level mathematics standards. • Teachers consistently implement the district-adopted mathematics curriculum and instructional resources. • Students engage in standards-based mathematical tasks and opportunities to demonstrate their thinking. • Formative assessment strategies are used to monitor student understanding during instruction. Instructional practices/processes consistently missing or ineffective during Math walks: • Inconsistent use of mathematical discourse and student-to-student collaboration during instruction. • Limited opportunities for students to explain, justify, and apply mathematical reasoning. • Inconsistent differentiation and targeted small-group instruction based on formative assessment data. • Student misconceptions are not consistently identified and addressed through timely instructional adjustments.	
	Root Cause Explanation:	

Check the system that contributes to the root cause:

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

- High-quality mathematics instructional practices are not implemented consistently across classrooms.
- Teachers need continued opportunities for collaborative planning and professional learning to strengthen mathematical discourse, problem-solving, and differentiation.
- Ongoing monitoring, feedback, and the use of formative assessment data are needed to ensure consistent implementation of effective mathematics instruction.

MATH - IMPROVEMENT PLAN

GOAL #1: MATH	By the end of the 2026-27 SY, increase the percentage of students 40% (304) scoring proficiency or higher on the MATH EOG by 3%.		
Root Cause(s) to be Addressed:	• Inconsistent implementation of standards-aligned, high-quality mathematics instruction across classrooms. • Limited use of formative assessment data to consistently adjust instruction and provide timely interventions. • Inconsistent implementation of collaborative planning practices focused on priority standards, assessment alignment, and instructional decision-making. • Students need more frequent opportunities to monitor their progress, reflect on their learning, and set goals aligned to grade-level mathematics standards.		
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- Administration, instructional coaches, and core content teachers • One Action (Verb)- Implement • What- Implement a cross-curricular intervention/enrichment block focused on essential literacy, problem-solving, and critical thinking skills. • Frequency- Daily during 3rd period throughout the school year • Data Collection- Beacon assessment data, formative assessments, common essential skill checks	Implementation Performance Target: By the end of the 2026–2027 school year, students participating in the Essential Skills Block will demonstrate measurable growth in literacy, problem-solving, critical thinking, and communication skills as evidenced by Beacon data, formative assessments, and common essential skill checks. Implementation Plan: Preplanning • Finalize the Essential Skills framework and expectations. • Develop instructional resources and common skill activities. • Identify targeted student groups using academic data. • Provide teacher training and establish CCC monitoring processes. Semester 1 • Launch the Essential Skills Block.	Evaluation Performance Target: By the end of the 2026–2027 school year, students participating in the Essential Skills Block will demonstrate measurable improvement in literacy, critical thinking, problem-solving, and communication skills as evidenced by Beacon data, formative assessments, and classroom performance data. Evaluation Tool(s): • Beacon assessment data • Common formative assessments • Essential Skills progress checks • Student work samples • Writing rubric data • Walkthrough data • CCC/data meeting notes Evaluation Plan: Students will be assessed: ☒ Every 2 weeks	• Assessment data • Instructional resources • CCC collaboration • Teacher training • Student tracking tools • Technology support

Target Student Group	• Administer baseline assessments and establish classroom routines. • Implement targeted literacy, vocabulary, problem-solving, and critical thinking instruction. • Monitor progress through CCCs, formative assessments, and walkthroughs. Semester 2 • Adjust intervention and enrichment supports based on student data. • Continue cross-curricular essential skills instruction and progress monitoring. • Intensify support aligned to priority standards and student needs. • Conduct implementation reviews and instructional coaching. End of Year • Review student growth and implementation data. • Evaluate effectiveness of the Essential Skills Block. • Identify strengths, challenges, and next steps for improvement. Artifacts to be Collected: • Essential Skills pacing guides • CCC/data meeting notes • Student work samples • Formative and Beacon data • Progress monitoring trackers • Walkthrough feedback • Intervention/enrichment rosters Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: • Weekly CCC/data discussions • Monthly walkthroughs and implementation checks • Quarterly data reviews • Ongoing progress monitoring	
☒ 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. Implement a daily cross-curricular essential skills block focused on intervention and enrichment skills across all core content areas.		☒ Monthly ☒ 3 times per year Data Analysis Plan: • Review formative and progress monitoring data during CCC meetings. • Analyze Beacon data to identify trends, skill gaps, and student growth. • Adjust intervention groups, instructional strategies, and supports based on data. • Monitor implementation through walkthroughs, lesson plans, and student work analysis. • Use data discussions to evaluate student growth and instructional effectiveness. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☐ CCC Leads

Root Cause(s) to be Addressed:	• Inconsistent implementation of standards-aligned, high-quality mathematics instruction across classrooms. • Limited use of formative assessment data to consistently adjust instruction and provide timely interventions. • Inconsistent implementation of collaborative planning practices focused on priority standards, assessment alignment, and instructional decision-making. • Students need more frequent opportunities to monitor their progress, reflect on their learning, and set goals aligned to grade-level mathematics standards.		
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- Teachers, Students, Academic Coaches, and Administrators • One Action (Verb): Implement • What- Implement a consistent formative and summative assessment cycle to monitor student learning, guide instruction, and support intervention and enrichment. • Frequency: Weekly formative assessments and at the conclusion of each common summative assessment cycle • Data Collection: Formative assessment data, common summative assessment results, student work samples, intervention/enrichment data, and CCC data discussion notes	Implementation Performance Target: 100% of teachers will implement a consistent formative and summative assessment cycle aligned to standards, instruction, intervention, and enrichment practices. Implementation Plan: Preplanning • Establish common assessment expectations and assessment calendars. • Develop formative and summative assessment resources and data protocols. • Provide teacher training on assessment practices and data analysis. Semester 1 • Implement consistent formative and summative assessment cycles. • Use assessment data during PLCs to monitor learning and adjust instruction. • Provide intervention and enrichment based on student performance. Semester 2 • Refine assessment practices based on student data and walkthrough feedback. • Continue PLC data cycles focused on instructional response and student growth. • Intensify supports aligned to student needs and priority standards. End of Year	Evaluation Performance Target: Students will demonstrate measurable growth in academic performance as evidenced by formative assessments, common summative assessments, and Beacon data. Evaluation Tool(s): • Formative assessment data • Common summative assessments • Beacon assessment data • Student work samples • CCC/data meeting notes • Walkthrough data Evaluation Plan: Students will be assessed: ☒ Every 2 weeks Data Analysis Plan: • Review formative and summative assessment data during CCC meetings. • Analyze Beacon data to identify trends, skill gaps, and student growth. • Adjust instruction, intervention, and enrichment based on student performance data. • Monitor implementation through walkthroughs and student work analysis. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals	• Assessment data • CCC collaboration time • Instructional resources • Teacher training • Student tracking tools • Technology support
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			

Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(iii), 2.c(iv), 2.c(v)</i>		☒ Academic Coaches ☒ CCC Leads	
2. Implement a consistent formative and summative assessment cycle to monitor student learning, guide instruction, and provide timely intervention and enrichment opportunities.	• Review assessment implementation and student growth data. • Evaluate effectiveness of assessment practices and instructional responses. • Identify next steps for improvement. Artifacts to be Collected: • Formative and summative assessment data • Student work samples • CCC/data meeting notes • Intervention and enrichment plans • Progress monitoring data • Walkthrough feedback Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: • Weekly CCC/data discussions • Monthly walkthroughs and implementation checks • Quarterly data reviews • Ongoing progress monitoring		

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.	8/20/2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	10/12-10/16/2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.	4/22/2027		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	September 2027		☐ 1 ☐ 4 ☐ 2 ☐ 5
	January 2027		☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: Rising 6th Grade Parent Night	April 2027		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents: All Documents will be translated		☐ 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
4 th Annual STEAM Family Day	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	STEAM	Title I Funds	5/1/2027	Parent and Teacher Surveys	Principal Academic Coach Parent Facilitator Lead Teacher
Curriculum in Action Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Curriculum Supports	Title I Funds	August 2027	Parent and Teacher Surveys	Principal Academic Coach Parent Facilitator Lead Teacher
Family Engagement Experience (Various Topics)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Curriculum Supports	Title I Funds	October to December (various dates)	Parent and Teacher Surveys	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:

The Tapp Middle School Schoolwide Plan was developed in coordination with district, state, and local initiatives to ensure a comprehensive approach to improving student achievement. The plan integrates Title I services with the district's Professional Learning Community (PLC) at Work framework, Teacher Collaboration (TC) process, common formative and summative assessments, and ongoing professional learning. The school coordinates academic intervention services, Multi-Tiered System of Supports (MTSS), English Learner (EL) services, Special Education services, counseling, school social work, PBIS, and student support programs to address the academic, behavioral, and social-emotional needs of students. The plan also aligns with district curriculum resources, instructional coaching, family engagement activities, and community partnerships to strengthen student success. Title I funds support professional learning, instructional resources, supplemental materials, family engagement activities, and intervention programs that enhance teaching and learning and align with district improvement priorities.

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. <i>SWP Checklist 4</i>
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. <i>SWP Checklist 3(a)</i> SCHOOL RESPONSE: Tapp Middle School regularly monitors the implementation and effectiveness of the Schoolwide Program by reviewing Georgia Milestones, DRC Beacon, common assessments, attendance, behavior, and other student achievement data. Teacher Collaboration (TC) teams and the Leadership Team analyze data to monitor progress, identify student needs, adjust instruction, and evaluate the effectiveness of the School Improvement Plan throughout the school year.
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. <i>SWP Checklist 3(b)</i> SCHOOL RESPONSE: Tapp Middle School determines the effectiveness of the Schoolwide Program by analyzing Georgia Milestones, DRC Beacon, common assessments, and other student performance data. Progress is monitored for all students, with a particular focus on English Learners, Students with Disabilities, and other students needing additional support. Data are used to evaluate the impact of instructional strategies, interventions, and the implementation of the School Improvement Plan to ensure continuous improvement toward meeting state academic standards.
9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. <i>SWP Checklist 3(c)</i> SCHOOL RESPONSE: The Schoolwide Plan will be reviewed regularly by the Leadership Team and Teacher Collaboration (TC) teams using student achievement, implementation, attendance, and behavior data. Action steps and strategies will be revised as needed based on data analysis, progress toward goals, and identified areas of need to ensure continuous improvement and increased student achievement.
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.). <i>SWP Checklist 2.c(iii)</i> SCHOOL RESPONSE: Tapp Middle School implements a Multi-Tiered System of Supports (MTSS) to prevent and address academic and behavioral concerns through a tiered approach. Student progress is monitored using academic, attendance, behavior, and social-emotional data to identify students needing additional support. Targeted interventions, Check-In/Check-Out (CICO), small-group instruction, and Student Support Team (SST) processes are coordinated with Special Education, English Learner, counseling, and other support services to ensure students receive appropriate interventions and progress monitoring.
14. <u>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,</u> particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i> SCHOOL RESPONSE: Tapp Middle School provides ongoing professional learning focused on standards-based instruction, Teacher Collaboration (TC), data analysis, formative assessment, and effective instructional practices. Teachers, paraprofessionals, and staff participate in district and school-based professional learning, instructional coaching, and collaborative planning to improve student achievement. The school also supports teacher recruitment and retention through mentoring, collaborative leadership opportunities, and continuous professional growth.
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. <i>SWP Checklist 2.c(v)</i> SCHOOL RESPONSE: Tapp Middle School collaborates with feeder elementary and high schools to support successful student transitions. Transition activities include Rising 6th Grade parent meetings, Meet and Greet, student orientation activities, school tours, counselor collaboration, and parent communication. For rising 9th graders, the school partners with local high schools to provide registration, transition visits, parent information sessions, and counseling support to ensure students are prepared for a successful transition to high school.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Classroom Teacher(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Deliver standards-based instruction, implement common assessments, analyze student data, participate in Teacher Collaboration (TC), provide interventions, and monitor student progress toward achievement goals.
Academic Coach(s)	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Provide instructional coaching, facilitate Teacher Collaboration (TC), support data analysis, model effective instructional strategies, and monitor implementation of the School Improvement Plan.
Parent Facilitator(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Family Engagement and Communication: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. Workshops and Support for Parents: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children's academic success, particularly in areas such as literacy, math, and social-emotional learning. Increased Parental Involvement: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. Connecting Families with Resources: The Parent Facilitator will link families to community resources, support services, and school-based programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	By the end of the 2026-27 SY, increase the percentage of students (____) scoring proficiency or higher on the ELA EOG by 3%.
Goal #2	By the end of the 2026-27 SY, increase the percentage of students 40% (304) scoring proficiency or higher on the MATH EOG by 3%.