

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Elementary
Principal Name:	Elayna Wilson
Date Submitted:	5/23/25
Revision Date(s):	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Powers Ferry Elementary
<i>Team Lead</i>	Elayna Wilson
<i>Position</i>	Principal
<i>Email</i>	Elayna.wilson@cobbk12.org
<i>Phone</i>	770-578-7936
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: The School Leadership Team of Powers Ferry Elementary School, including teachers, administrators, families, and community members met to conduct our Comprehensive Needs Assessment. The data from the 2024-2025 school year was shared and reviewed. The committee analyzed the data and provided input regarding the prioritized needs (areas of strength and areas of needed improvement), root causes, goals/action steps for the 2025-2026 school year. The information was then compiled into the School Improvement Plan. Pertinent information from stakeholders was collected and included within the contents of the School Improvement Plan. Attendance records are maintained on file at the local school.

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
Parent (a Non-CCSD Employee)	Social Workers
Student (Required for High Schools)	Community Leaders

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

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates:	5/19, 5/21, 5/22, 5/23		
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Position/Role	Printed Name	Signature
K Teacher	Amy Allen	
1 st Grade Lead Teacher	Tiana Thomas	
2 nd Grade Lead Teacher	Kassidy Souffrant	
3 rd Grade Lead Teacher	Mary Bause	
4 th Grade Lead Teacher	Sarah Alwardt	
5 th Grade Lead Teacher/Parent	Darrian Hightower	
ESOL Teacher	Tracy McElroy	
ESOL Teacher	Kelley O'Brien-Green	
ESOL Lead Teacher	Rebecca O'Sullivan	
ESOL Teacher	Tangye Watson	
Reading Interventionist	Alisha Ledbetter	
EIP Teacher/RTI Coordinator	Lakeishia Strahorn	
Assistant Principal	Rashida Lee-Walker	
Special Ed. Lead Teacher	Scotty Johnson	
Principal	Elayna Wilson	

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	1st and 2nd Reading Goal: The percentage of students in grades 1-2 scoring near target and/or prepared in Reading will increase from 25% to 35% as measured by the Beacon Assessment from Fall to Spring. Grades 3rd –5th Reading Goal: The percentage of students in grades 3,4, & 5 scoring proficient in Reading will increase from 57% to 62% as measured by 2024-2025 ELA Milestones.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	55% of 1st grade students scored Near Target and/or Prepared in reading as measured by the Beacon Assessment from Fall to Spring 54% of 2nd grade students scored Near Target and/or Prepared in reading as measured by the Beacon Assessment from Fall to Spring
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 and continue to be implemented to sustain progress?	• 100% of teachers implemented the components of the uninterrupted literacy block • Teachers utilized phonics lessons and resources found in CTLS • Title I Literacy Coaches conducted walkthroughs during the entire year and provided meaningful feedback to teachers regarding their performance during observations • Title I District Coaches visited Thursday CCC meetings and provided clarity by answering questions to teachers regarding the most effective ways to implement the components of the uninterrupted literacy block • Title I Coaches provided instructional guidance for teachers as they developed ELA lessons • 100% of teachers completed the Campus Cox Georgia Literacy Modules • School-wide implementation of DEAR time (Monday, Wednesday and Friday)
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Previous Year's Goal #2	<u>1st-2nd Math Goal:</u> The percentage of students in grades 1-2 scoring near target and/or prepared in Math will increase from 26% to 36% as measured by the Beacon Assessment from Fall to Spring. <u>3rd-5th Math Goal:</u> The percentage of students in grades 3,4, & 5 scoring proficient in mathematics will increase from 59% to 64% as measured by the 2024-2025 Math Milestones.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	• 68% of 1st grade students scored Near Target and/or Prepared in math as measured by the Beacon Assessment from Fall to Spring • 66% of 2nd grade students scored Near Target and/or Prepared in math as measured by the Beacon Assessment from Fall to Spring
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 and continue to be implemented to sustain progress?	• 100% of teachers effectively implemented Number Talks in math instruction • Usage of Math Workshop Model in grades K-5 • Increased usage of manipulatives in grades K-5 • Teachers explicitly placed emphasis on fact fluency and math computation • Evidence of teachers implementing writing in mathematics (a minimum of twice weekly) as evidenced by constructed math responses, math journals (students answered WHY and HOW do you know questions?) • Use of iReady math reports and individualized learning plans

Previous Year's Goal #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 and continue to be implemented to sustain progress?	

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

ELA DATA

ELA Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 rd Grade	30.9%	32.8%	26.3%	16.6%
4 th Grade	19.5%	35%	26%	24%
5 th Grade	40.3%	25.7%	40.9%	27%

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	39%	39%	22%	49%	33%	18%	41%	47%	12%	43%	38%	19%	49%	29%	22%
2 nd Grade	48%	26%	26%	46%	28%	26%	43%	42%	15%	43%	37%	20%	50%	28%	22%

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	10%	84%	6%	13%	76%	11%	15%	75%	10%	18%	80%	3%	18%	78%	4%	28%	66%	6%	34%	58%	8%	23%	76%	1%
4 th Grade	34%	61%	5%	34%	49%	17%	27%	69%	11%	30%	63%	7%	34%	57%	9%	27%	59%	14%	41%	48%	11%	36%	61%	3%
5 th Grade	28%	58%	14%	30%	53%	17%	35%	55%	10%	35%	51%	14%	24%	60%	16%	32%	52%	16%	45%	39%	16%	39%	49%	12%

Source	Strengths	Weaknesses
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SY24 ELA Milestones (Grade Levels & Subgroups)	For Grade Levels, ELs and SWD	For Grade Levels, ELs and SWD
	Grade Levels (all students): - From SY 22 to SY 24, the 5th Grade proficient and distinguished percentage has increased from 40.3, decreased to 25.7% and increased to 40.9% - The 3rd Grade Cohort from SY 22 increased their proficient and distinguished percentage from 30.9% to 40.9% as 5th graders on the SY 24 ELA EOG - The 4th Grade Cohort from SY 22 increased their proficient and distinguished percentage from 19.5% to 25.7% as 5th graders on the SY 23 ELA EOG	Grade Levels (all students): - From SY 22 to SY 24, the 3rd Grade proficient and distinguished percentage has decreased from 30.9% to 26.3% - From SY 22 to SY 23, the 5th Grade proficient and distinguished percentage decreased from 40.3% to 25.7%, with an increased in SY 24 of 40.9% - Intermittent growth has been made with the percentage of students scoring in the proficient and distinguished categories from SY 22 to SY 24, only 36% of 3rd-5th graders scored in the proficient and distinguished category for the SY 25 ELA EOG

Beacon Assessment – ELA (Grade Levels & Subgroups)	Grade Levels (all students): - Based on the 1st and 2nd grade Beacon results in ELA, students demonstrated strengths in Foundations, with 61% (57 out of 94) of 1st graders and 52% (44 out of 85 students) of 2nd graders scoring Near Target and Prepared - Based on the 3rd–5th grade Beacon results in ELA, our 3rd grade students have demonstrated strengths in Key Ideas & Details, with 90% (63 out of 70 students) scoring Near Target and Prepared, 66% (50 out of 76 students) of our 4th graders scoring Near Target and Prepared and 72% (44 out of 61 students) of our 5th graders scoring Near Target and Prepared EL: The assessment scores indicate that 40% (140 out of 244) of students are scoring in the Near Target area in the Reading (Key Ideas and Details) domain SWD: The student group shows strength in the domain of Reading Text Types (Informational Text), with 86% (6 out of 7 3rd graders) scoring in the Near Target category	Grade Levels (all students): - Based on the 1st and 2nd grade Beacon results in ELA our students have demonstrated a need for improvement in Language with 50% (89 out of 179 students) scoring Support Needed - Based on the 3rd-5th grade Beacon results in ELA, our students have demonstrated a need for improvement in Writing (Conventions) with 40% (84 out of 207 students) scoring Support Needed EL: The assessment scores indicate that over 60% (150 out of 244 students) of students are scoring in the Support Needed area in the Vocabulary Acquisition and Use domain SWD: The assessment scores indicate that 50% (5 out of 10 4th graders) scored in the Support Needed category for the Writing Skills (Conventions of Standard English) domain
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Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: • ELs and SWDs have limited, consistent exposure to grade-level instruction due to the pull-out, small group schedule • General education teachers lack an in-depth understanding of a structured protocol for developing domain-specific vocabulary necessary for comprehending texts and identifying key ideas and details	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): 2023 Listening Average- 4.45/6 2024 Listening Average- 3.69/6 Average Listening scores were high but decreased from SY 23 to SY 24 (0.76) 2023 Reading Average- 3.19/6 2024 Reading Average- 3.11/6 Average ACCESS Reading scores maintained consistent with a slight decrease (0.08)	Grade Levels (all students): 2023 2023 Writing Average- 2.73/6 2024 Writing Average- 2.57/6 Average ACCESS Writing scores were the lowest of the four domains and decreased by (0.16) 2023 Speaking Average- 3.08/6 2024 Speaking Average- 2.55/6 Average ACCESS Speaking scores were the second lowest of the four domains

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Limited opportunities for ESOL teachers and their general ed. colleagues to engage in professional learning to explicitly teach the craft of writing to multilingual learners (modeling, small group instruction, translation, guided writing, etc) - Limited opportunities for ESOL students to practice speaking with peers in English to incorporate academic language (greater percentage of teacher talk instead of student talk) - Limited opportunities for ESOL students to receive instruction via the TPR (total physical response) strategy to improve vocabulary acquisition - Teachers lack knowledge and application of the GO TO Strategies for scaffolding instruction for multilingual learners	
ELA Common Assessments (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:	
School Instructional Walks (Grade Level)	- District resources are consistently used during literacy block - Teachers are implementing the components of the literacy block - Phonics instruction was consistently observed during the instructional walks in 11/21 out the classrooms; the remaining classes reading comprehension, teacher-led small	- Teachers did not teach phonemic awareness in tandem with phonics which is necessary to optimize learning. 6 of 11 (54%) teachers were observed following this instructional path - Literacy centers and tasks were not connected to instruction in 3 of the 9 (33%) classes observed during reading comprehension, small-group instruction, writing time

	group instruction and writing connected to text was observed in the remaining 10 classes 20 out of 21 (95%) classrooms observed implemented the uninterrupted literacy block	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Teachers require additional professional learning regarding how to embed phonemic awareness in tandem with direct phonics instruction. - Teachers require professional learning to effectively align/create tasks that directly correlate with daily instruction.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	Increase the percentage of grades 1-2 students scoring Near Target and/or Prepared in Writing by 10% based on the Fall and Spring Beacon Assessment The percentage of students in grades 3,4, & 5 scoring proficient in Reading will increase by 5% as measured by the 2025-2026 ELA Milestones.		
Root Cause(s) to be Addressed:	Limited opportunities for ESOL teachers and their general ed. colleagues to engage in professional learning to explicitly teach the craft of writing to multilingual learners (modeling, small group instruction, translation, guided writing, etc)		
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 follow the schedule for implementing writing connected to text. Implementation Plan: - Preplanning: - Overview of the 120-minute uninterrupted literacy block, expectations and allocations of time spent on each component of the block - Grade level band training on writing connected to text with an emphasis on modeling - - August-September: - Implement school-wide grade-level writing rubric for basic conventions - Conduct initial walks (District Literacy Coaches and Administrators) to gather baseline data for implementation of writing - Analyze data to create tailored PL for grade levels, specific teachers - October-December:	Evaluation Performance Target: 70% of students will score proficient or higher on the common formative assessments (use rubric). Evaluation Tool(s): - Common Formative Assessments (including text-dependent questions and prompts from various genres) - Common grade-level writing rubric Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Weekly Data Analysis Plan: CCC Teams will use grade level specific writing rubrics to score student writings and readily make instructional pivots to address students' needs	State Writing Rubric Wonders Resources- Companion Books Writing Journals Walkthrough Form CCC Template Teacher Self-Reflection document (created in conjunction with District Coaches)
Target Student Group			
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
1. 100% of teachers will implement explicit instruction for writing connected to text daily, as prescribed by the 120-minute literacy block.			

	• CCCs will include collaborative planning focused on writing connected to texts • Teachers utilize all District provided writing resources • Instructional walks to observe writing are conducted and data gathered • Data analyzed from walks and PL scheduled that aligns to teachers' needs • January-February: • TLT (Teacher Leader Team) and Administrators conduct a readiness check in to determine the level of writing implementation for all grade levels (K-5) based on walkthrough data, CCC notes and TKES observations (if applicable) • Teachers complete a self-reflection and determine an area for needed improvement • March-May: • Implementation of writing continues • Continue to conduct walkthroughs Artifacts to be Collected: • Walkthrough forms • CCC notes • TLT notes • Teacher reflection documents Person(s) Monitoring Implementation: ☒ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists	Teacher Leader Team will review CCC Data monthly to determine strengths and areas of needed improvement in students' writing performance Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	Frequency of Monitoring: Monthly		
Root Cause(s) to be Addressed:	Limited opportunities for ESOL teachers and their general ed. colleagues to engage in professional learning to explicitly teach the craft of writing to multilingual learners and non-ESOL students including but not limited to modeling, small group instruction, translation, guided writing, etc		
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 participate in writing professional development and successfully implement strategies in daily instruction	Evaluation Performance Target: Evaluation Tool(s): - Writing Tasks (genre specific) - Beacon Data	120-Minute Literacy Block Framework
Target Student Group	Implementation Plan: Preplanning: Review the 120-minute uninterrupted literacy block and its components (specific emphasis on the writing portion of the block)	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____	DOE Writing Prompts
☒ Gen Ed ☒ EL ☒ SWD	- August-September: - Conduct initial walks (District Literacy Coaches and Administrators) to gather baseline data for implementation of writing		Wonders Resources
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			Writing PL Calendar

2. 100% of teachers will engage in professional learning to explicitly teach the craft of writing to all students daily, as prescribed by the 120-minute literacy block.	- Analyze data to create tailored PL for grade levels, specific teachers - Teachers create 'Writing Strategies and Prompts for each genre - October-December: - Writing PL Calendar created and PL begins for the year - Instructional walks occur in late October/November to determine effectiveness of implementation - January-February: - Teachers complete reflection survey to identify areas of writing they observed are yielding growth and identify areas of needed improvement (next steps) - Evaluate performance target to determine implementation progress - March-May: - Implementation of writing strategies learned from PL continues - Next steps implemented from data gathered from teacher reflection survey Artifacts to be Collected: - Walkthrough forms - Teacher reflection survey - Teacher Leader Team notes - CCC Agenda/Notes Person(s) Monitoring Implementation: ☒ Principal	Data Analysis Plan: Administrators, District Literacy Coaches and CCC Leads will analyze walkthrough forms and lesson plans to determine implementation progress Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	Walkthrough Form Reflection survey
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	☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Monthly		
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Root Cause(s) to be Addressed:			
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: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): • 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/ Instructional Support Specialists ☐ CCC Leads	
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>			
3. (Insert action step here)			

Root Cause(s) to be Addressed:			
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: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): • 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/ Instructional Support Specialists ☐ CCC Leads	
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>			
(4) (Insert action step here)			

MATH DATA

MATH Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished
3 rd Grade	40%	37.5%	30.3% FY 25- 19%
4 th Grade	18.4%	53.3%	28.1% FY 25- 37%
5 th Grade	33%	18.6%	34.8% FY 25- 34%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	72%	24%	4%	70%	27%	5%	49%	50%	1%	58%	38%	4%
1st Grade	49%	39%	12%	33%	40%	27%	29%	38%	33%	41%	45%	14%
2nd Grade	46%	43%	11%	32%	52%	11%	48%	43%	9%	41%	34%	25%
3rd Grade	19%	78%	3%	19%	76%	5%	22%	74%	4%	29%	68%	3%
4th Grade	38%	48%	14%	37%	42%	21%	55%	42%	3%	43%	40%	17%
5th Grade	56%	40%	4%	57%	43%	0%	64%	35%	1%	58%	23%	0%

Source

Strengths

Weaknesses

SY24 MATH Milestones (Data by grade & subgroup)	- The 3rd grade cohort from SY 22 increased their proficient and distinguished percentage from 40% to 53.3% as 4th graders in SY 23 on the Math EOG - For SY 24, 30.3 % of 3rd graders and 34.8% of 5th graders scored in the proficient and distinguished percentage on the Math EOG	- The 4th grade cohort from SY 22 increased their proficient and distinguished percentage by only .2% as 5th graders on the SY 23 Math EOG - The percentage of 3rd graders scoring in the proficient and/or distinguished category decreased each year SY 22, SY 23, SY 24
Beacon Assessment – Math (Grade Level & Subgroups)	- Based on the 1st and 2nd grade Beacon results in Math our students have demonstrated strengths in Patterns and Algebraic Reasoning with 66% (118 out of 180 students) scoring Near Target or Prepared - Based on the 3rd-5th grade Beacon results in Math our students have demonstrated strengths in Numerical Reasoning with 62% (131 out of 211 students) scoring Near Target and Prepared	- Based on the 1st and 2nd grade Beacon results in Math our students have demonstrated a need for improvement in Numerical Reasoning with 48% (86 out of 180 students) scoring in the Support Needed area - Based on the 4th and 5th grade Beacon results in Math, our students have demonstrated a need for improvement in Measurement and Data Reasoning with 55% (41 out of 75 students) of 4th graders and 64% (44 out of 69 students) of 5th graders scoring in the Support Needed area
Check the system that contributes to the root cause: ☒ Coherent Instruction	Root Cause Explanation: Students lack basic fact fluency foundational skills	

☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	- Limited opportunities for teachers to engage in math PL and unit planning to focus on modeling concrete-abstract concepts to solving math problems - Teachers inconsistently align classroom instruction with the rigor of standards and assessments - ELs and SWD students have limited exposure to grade level instruction as case managers work on basic skills during small group and pull-out group settings	
MATH Common Assessments (Grade Level Reading & Writing)		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	Increase the percentage of grades 1-2 students scoring Near Target and/or Prepared in Numerical Reasoning by 15% based on the Fall and Spring Beacon Assessment The percentage of students in grades 3,4, & 5 scoring proficient in Math will increase by 5% as measured by the 2025-2026 Math Milestones.		
Root Cause(s) to be Addressed:	• Beacon data indicates a need for developing students' skills in the domain of Numerical Reasoning • Basic facts and computational misconceptions on iReady, common assessments and Beacon indicate students require support with developing their understanding of problem-solving with word problems • Computational misconceptions and errors on unit assessments indicate students require support in the area of developing their understanding of mathematical concepts and how to apply their understanding while solving word problems.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By October 2025, 100% of teachers will unpack all 5 (1. Read the Problem, 2. Highlight important information, 3. Visualize the problem, 4. Write an equation, 5. Solve/check answer), of the steps for solving story problems and effectively guide students through this process to solve story problems as indicated by monthly instructional walks. Implementation Plan: • Preplanning: Teachers and administrators will review FY 25 Math Milestones data and place a specific emphasis on the skills	Evaluation Performance Target: By December 2025, at least 50% of the students in grades (3-5) will score 70% or higher on each common unit assessment. By May 2026, at least 70% of students in grades (3-5) will score 70% or higher on each common unit assessment. Evaluation Tool(s): • Grade level unit assessments (grades 3-5)	5-Step Strategy Word Problems charts Writing Journals Walkthrough Form
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. All K- 5th Grade teachers will use the 5-Step Strategy for Solving Word Problems daily to increase students' conceptual understanding of grade-level appropriate story problems as indicated by monthly instructional walks.	needed to improve students' performance in solving story problems at high levels of accuracy. • August-September: Teachers will receive training (Quarter 1 standards) from District Math Support to enhance teachers' usage of representations, manipulatives and abstract procedures aligned to the rigor of the standards for each math unit. Begin monthly instructional walks to monitor the implementation of the 5-Step Strategy for Solving Word Problems. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for individualized or whole group professional learning. By the end of September 2025, teachers will administer common assessments for each unit that will include real-world story problems. • October-December: Teachers will receive training (Quarter 2 standards) from District Math Support to enhance teachers' usage of representations, manipulatives and abstract procedures aligned to the rigor of the standards for each math unit. Grade level teams will collaboratively plan for Quarter 2 to create learning tasks that require students to implement the components of the 5-Step Strategy for Solving Word Problems and provide justifications for their responses. Continue monthly instructional walks to monitor the implementation of the 5-Step Strategy for Solving Word Problems. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for individualized or whole group professional learning.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☒ ___end of each unit_____ Data Analysis Plan: Create grade level CCC schedule and template for analyzing data and planning for enrichment/acceleration/intervention --using CCC Framework- 4 Questions Create an assessment schedule (by grade level), to include dates and standards (domains) assessed. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	Grade-level manipulatives
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	• January-February: Teachers will receive training (Quarter 3 standards) from District Math Support to enhance teachers' usage of representations, manipulatives and abstract procedures aligned to the rigor of the standards for each math unit. Grade level teams will collaboratively plan for Quarter 3 to create learning tasks that require students to implement the components of the 5-Step Strategy for Solving Word Problems and provide justifications for their responses. Continue monthly instructional walks to monitor the implementation of the 5-Step Strategy for Solving Word Problems. Share instructional walk data with grade level teams during CCCs. Use data to determine next steps for individualized or whole group professional learning. • March-April: Teachers will receive training (Quarter 4 standards) from District Math Support to enhance teachers' usage of representations, manipulatives and abstract procedures aligned to the rigor of the standards for each math unit. Grade level teams will collaboratively plan for Quarter 4 to create learning tasks that require students to implement the components of the 5-Step Strategy for Solving Word Problems and provide justifications for their responses. • May: Meet with teachers to reflect on the implementation of the Action Step and determine if the step was implemented with fidelity and/or additional support is needed for effective implementation. Artifacts to be Collected: Lesson plans Instructional walk form		
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	PL sign-in sheets CCC Planning Notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:		
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Root Cause(s) to be Addressed:			
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 implement writing in mathematics (use of math journals) at least twice per week in conjunction with daily instruction. Implementation Plan: • Preplanning: Grade level teachers will create rubrics to be used to assess students' mathematical writings. • August-September: Grade level teachers will create mathematical constructed response items for Quarter 1 to be used to assess students' mathematical writings. - Grade level teachers will analyze students' writings (via use of rubric) and plan enrichment and/or intervention to address students' needs. • October-December: Grade level teachers will create mathematical constructed response items for Quarter 2 to be used to assess students' mathematical writings. - Grade level teachers will analyze students' writings (via use of rubric) and plan enrichment and/or intervention to address students' needs. • January-February: Grade level teachers will create mathematical constructed response items for Quarter 3 to be used to assess students' mathematical writings.	Evaluation Performance Target: By November 2025, 100% of students will compose written and visual representations/explanations to support mathematical concepts). By May 2026, at least 70% of students in grades (3-5) will score 70% or higher on each common unit assessment. Evaluation Tool(s): • Constructed Response Math Items • Students' written explanations (scored using grade level rubrics) Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: Create grade level constructed response (prompts) assessment schedule (by grade level), to include dates and standards (domains) assessed.	Writing Journals Constructed Math Responses Grade Level Constructed Response Rubrics Common Assessments
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. K-5 Teachers will implement school-wide writing (at least twice per week) in mathematics where students develop metacognitive skills (monitoring their thinking) as they compute problems, answer questions, WHY and HOW do you know?			

	Grade level teachers will analyze students' writings (via use of rubric) and plan enrichment and/or intervention to address students' needs. • March-April: Grade level teachers will create mathematical constructed response items for Quarter 4 to be used to assess students' mathematical writings. Grade level teachers will analyze students' writings (via use of rubric) and plan enrichment and/or intervention to address students' needs. • May: Meet with teachers to reflect on the implementation of the Action Step and determine if the step was implemented with fidelity and/or additional support is needed for effective implementation. Artifacts to be Collected: Lesson plans Math journals Writing rubrics CCC Planning Notes Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Bi-weekly analysis of students' written journal responses	Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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Root Cause(s) to be Addressed:			
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: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): • 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/ Instructional Support Specialists ☐ CCC Leads	
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>			
3. (Insert action step here)			

Root Cause(s) to be Addressed:			
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: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): • 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/ Instructional Support Specialists ☐ CCC Leads	
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>			
4. (Insert action step here)			

OTHER CONTENT AREA DATA/OTHER DATA		
Source	Strengths	Weaknesses
SY24 (Name of Assessment) (Data by grade & subgroup)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
(Name of assessment) (Grade Level Reading & Writing)		

Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
School Instructional Walks (Grade Level)		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____		
Check the system impacted: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: OTHER	By May 2026, 20% of multilingual learners (MLs) in grades 1-5 will increase their overall English Proficiency (ELP) by an average of .5 proficiency points on the composite score of the ACCESS for ELLs assessment, as measured by the 2025- 2026 testing cycle.		
Root Cause(s) to be Addressed:	- Lack of consistent, uniform viable resources to address the specific needs of multilingual learners. - Students have limited opportunities to practice speaking through group discussions, presentations, and role-playing activities - Teachers and multilingual students rely on student translators to disseminate and translate information to the multilingual learners for content, in social situations, and various activities throughout the day - Teachers lack the knowledge of how to differentiate the academic content to multilingual learners when they do not speak the primary language of the multilingual learners. - Teachers lack knowledge of how to integrate language-learning targets for English Learners while introducing all students to new academic content.		
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 effectively implement WIDA Proficiency Descriptors (Can Do) for multilingual students.	Evaluation Performance Target: 20% of students in the ESOL program will increase their overall composite English Language	Ellevation

	Implementation Plan: • Preplanning: • Issue Can Do Descriptors documents to all teachers and staff.	Proficiency by .5 proficiency points on the ACCESS test.	• Wonders
Target Student Group			• Vista/Sail and Soar
☐ Gen Ed ☒ EL ☐ SWD	• August-September: • Introduce and equip teachers with strategies to support multilingual learners through Ellevation • Teachers will look at the Can-Do Descriptors for each specific student in Ellevation while the ESOL team provides supports and suggestions for Quarter 1 standards.	Evaluation Tool(s): • Common Formative Speaking Assessments • ACCESS	• Imagine Learning • WIDA website
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	• The ESOL team will provide support and suggestions by grade level to all teachers, based on the students' Can-Do Descriptors. This will allow teachers to know what the students specifically need for support during their planned lessons.	Evaluation Plan: Students will be assessed:	• CTLS
ESOL teachers will facilitate training on Can Do Descriptors (training all staff).	• ESOL teachers will develop formative speaking quarter 1 assessments for homeroom teachers to determine the students' speaking proficiency levels. • October-December: • ESOL teachers will develop formative speaking quarter 2 assessments for homeroom teachers to determine the students' speaking proficiency levels. • ESOL teachers will look at the Can-Do Descriptors for each specific student in Ellevation while the ESOL team provides supports and suggestions for Quarter 2 standards. • Teachers receive support from ESOL teachers during weekly CCCs regarding Can Do Descriptors related to their weekly lesson plans. • Conversations and meetings with the Teacher leader Team and ESOL team to ensure that students continue to receive effective instruction from the general education teachers as they move toward language	☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ ___ Quarterly___ Data Analysis Plan: ESOL teachers and homeroom teachers will meet to discuss and analyze how the strategies and suggestions are working to support the learning of multilingual learners in their classes. ESOL teachers will look at the information from the quarterly assessments (use rubric) to monitor student growth in speaking, assist in the maintenance of growth, and provide support and strategies for multilingual learners. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals	• Audio/Visual Components in Word and PowerPoint (students must record themselves and hear themselves speak in English)

	proficiency (December). ACCESS testing begins in January 2026. • <u>January-February:</u> • Conversations and meetings with the Teacher leader Team and ESOL team to ensure that students continue to receive effective instruction from the general education teachers as they move toward language proficiency throughout ACCESS testing. • ESOL teachers will develop formative speaking quarter 3 assessments for homeroom teachers to determine the students' speaking proficiency levels. • Teachers will look at the Can-Do Descriptors for each specific student in Ellevation while the ESOL team provides supports and suggestions for Quarter 3 standards. • <u>March-May:</u> • ESOL teachers will develop formative speaking quarter 4 assessments for homeroom teachers to determine the students' speaking proficiency levels. • Teachers will look at the Can-Do Descriptors for each specific student in Ellevation while the ESOL team provides supports and suggestions for Quarter 4 standards. Artifacts to be Collected: • Formative speaking assessments • Lesson plans • PL Forms signature page for Ellevation trainings	☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Quarterly analysis of teacher and student performance		
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Root Cause(s) to be Addressed:			
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: • Preplanning: • August-September: • October-December: • January-February: • March-April: • May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): • 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/ Instructional Support Specialists ☐ CCC Leads	
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>			
2. (Insert action step here)			

Root Cause(s) to be Addressed:			
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: - Preplanning: - August-September: - October-December: - January-February: - March-April: - May: Artifacts to be Collected: Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:	Evaluation Performance Target: Evaluation Tool(s): 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/ Instructional Support Specialists ☐ CCC Leads	
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>			
3. (Insert action step here)			

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required <u>Annual Title I Meeting – Deadline</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 4, 2025		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 13-17, 2025 (Conference Week)		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	April 2, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required TWO <u>Building Capacity Opportunities (Do not need to be listed in the Policy)</u> Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school	PL #1- 8/27/2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	PL #2- 1/7/2026		
5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child's education. <u>Briefly describe the transition activities here:</u>	March 2026-Rising 6 th Grade Event- Students visit East Cobb MS to become acclimated to courses, schedule, daily routines, etc. Parents attend event and receive an overview of middle school		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

	expectations, courses, etc. April 16, 2026- Kindergarten Orientation- Rising K students and families are invited to school. Expectations, curriculum, schedule, routines are shared with families. Students and parents visit K classrooms, cafeteria, visit school bus, etc.		
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> Title I Parent Compacts Students' supply lists School event flyers CTLS/Parentvue/GoSafe information	☐ 1 ☐ 2 ☐ 3	☐ 4 ☒ 5 ☐ 6

School Developed Family Engagement Activities <i>(Required for “Shall’s” 2 and 6)</i>							
School Developed Family Engagement Activities <u>(Must be listed in the school policy)</u>	“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.	Team Lead
Academic Nights (STEM/Math Nights)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	STEM Activities Math Manipulatives	Title I	1/22/26	Parent feedback via surveys Meeting agendas PowerPoint Presentations	Teachers Parent Facilitator Media Specialist
WORDS WITH WILSON Monthly Parent Meetings- Parents receive information regarding academic updates, school events, testing schedules, conference information, etc.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Principal, Asst. Principal, Parent Facilitator, IWC Translators, host information sessions for parents to discuss relevant, school topics	Title I	8/13/25 9/10/25 11/5/25 12/3/25 1/7/26 3/11/26 4/15/26	CTLS Posts, parent feedback via surveys	Admi nistra tors Paren t Facilitator
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

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 “shall” 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) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u>	

SCHOOL RESPONSE: Powers Ferry Elementary School will integrate state and local funds and support from the community in a variety of ways to support student learning. Powers Ferry Elementary has a current participation in the following CCSD initiatives, which are directly funded by Title I; Early Literacy Framework (ELF), LETRS, iReady. Title I funds will provide professional development opportunities for teachers. Title III provides English language proficiency support and resources, including, but not limited to ESOL resources (ELlevation, Imagine Learning). Powers Ferry Elementary will request and utilize 20-Day/Extended Day funds received to provide accelerated instruction and interventions such as k-2 and 3rd-5th after-school tutoring for students to yield positive learning outcomes. The Office of Student Support supports the school's effective implementation of the Positive Behavioral Intervention and Supports Program (PBIS) and Restorative Practices.

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: Powers Ferry Elementary School uses quantitative and qualitative data to regularly monitor the schoolwide plan's implementation. Data from the Beacon and EOG Milestones (ELA and Math) are analyzed to identify strengths in student performance and areas of necessary growth for the upcoming school year. Staff and parent surveys are administered. Qualitative data from these sources are utilized to identify our school's strength areas and areas for needed improvement to increase the home/school connection.

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: Powers Ferry Elementary School's administrators and building leadership team review the action steps in the plan to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards by analyzing various data sources (Beacon, EOG Milestones-ELA and Math, District Unit Assessments, teacher-created common assessments). The school disaggregates various data sources throughout the school year and tracks students' performance to determine if School Improvement Goals that were established in the beginning of the year have been attained. Instructional pivots are made during the year to increase desired academic outcomes.

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: The schoolwide plan is revised during the school year. Checkpoints are conducted after each administration of the Beacon Assessment. Administrators, staff, and parents discuss students' progress during the Title I Fall and Spring Meetings, as well as during Principal Advisory Council Meetings.

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: Powers Ferry is a PBIS school and uses the elements within this initiative to encourage positive behavior in students. Students are acknowledged and rewarded for their demonstration of the practices related to PBIS. Students who demonstrate behavior and academic challenge are identified and supported through a multi-tiered (Tiers 1-4- least to greatest levels of support) approach. A school committee, along with parents of identified students meet to discuss concerns. Intervention strategies are developed, implemented, and monitored to determine their effectiveness. Based on the learner's response to the strategies, he/she moves along the tiered continuum and continues to receive intensified support (interventions are tailored to his/her learning or behavior areas of need) and/or Tier 1 instruction.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teacher's district-wide and in the individual schools need to know and be able to do for their students. Professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide ongoing learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including Special Education, ESOL, paraprofessionals, and specialists (music, art, science, math, and physical education)

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: Powers Ferry Elementary will provide opportunities for Pre-K students to have an early print-rich environment and access to math resources via the availability of resources from our Parent Resource Room. Our Parent Facilitator will contact and invite parents of children in our 4-year-old classes offered at nearby preschools to our Open House to ensure parents have access to resources prior to their children beginning school. Counselors assist parents/families and students as they prepare for transitioning to middle school by organizing school visits, transition events with our feeder middle school, as well as disseminating pertinent information to families.

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:

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?
Instructional Paraprofessional	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Employ part-time paraprofessional to offer support in literacy classes (grades 1-2). Monitor the Return on Investment (ROI) through classroom observations, ELF assessments, iReady data, walkthroughs and students' data from the Beacon Assessment.
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	A full-time Parent Facilitator will be hired to increase family and community engagement. The Parent Facilitator will establish a home/school connection for our families who speak other languages. The Parent Facilitator will host trainings for families (English classes, CTLS, Parentvue and goSafe, literacy/math standards) to ensure parents remain connected to our school and are empowered to help their students experience success.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ 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	Increase the percentage of grades 1-2 students scoring Near Target and/or Prepared in Writing by 10% based on the Fall and Spring Beacon Assessment The percentage of students in grades 3,4, & 5 scoring proficient in Reading will increase by 5% as measured by the 2025-2026 ELA Milestones.
Goal #2	Increase the percentage of grades 1-2 students scoring Near Target and/or Prepared in Numerical Reasoning by 15% based on the Fall and Spring Beacon Assessment The percentage of students in grades 3,4, & 5 scoring proficient in Math will increase by 5% as measured by the 2025-2026 Math Milestones.
Goal #3	By May 2026, 20% of multilingual learners (MLs) in grades 1-5 will increase their overall English Proficiency (ELP) by an average of .5 proficiency points on the composite score of the ACCESS for ELLs assessment, as measured by the 2025- 2026 testing cycle.

Goal #4	