Final Approved Copy

August 7, 2025

School Improvement Plan

Title I, Part A

School Year:	**2025 - 2026**
School Name:	**Russell Elementary**
Principal Name:	**Dr. Tammy Watson**
Date Submitted:	**May 27, 2025**
Revision Date(s):	**August 7, 2025**

District Name	Cobb County School District
School Name	Russell Elementary School
Team Lead	Dr. Tammy Watson
Position	Principal
Email	tammy.watson@cobbk12.org
Phone	770.437.5937

Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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

School Response: Russell staff members analyzed multiple data sources to identify academic strengths and weaknesses and develop a comprehensive needs assessment. Through collaborative discussions, we examined key academic challenges, explored root causes and contributing factors, and established goals for the 2025–2026 school year. The Principal's Advisory Council—which includes community partners, stakeholders, and parents—will have the opportunity to review the draft School Improvement Action Plan, ask questions, and offer suggestions.

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:	May 22, 2025		

Position/Role	Printed Name	Signature (add signatures)
Principal	Dr. Tammy Watson	
Assistant Principal	Tracy Crum	
Kindergarten Team Lead	Jujuan Grady	
First Grade Team Lead	Shankeria Alexander	
Second Grade Team Lead/DLI Lead	Kendra Ramirez	
Third Grade Team Lead	Elizabeth Zych	
Fourth Grade Team Lead	Chantel Williams	
Fifth Grade Team Lead	Lambert Bales	
IRR Team Lead	Shunita Green	
ESOL Team Lead	Dr. Danielle Harper	
Specialist Team Lead	Barbara Lange	
PTA President (parent)	Amy Sheehan	
EIP Lead Teacher	Sylvia Pollard-Ware	
ESOL Teacher	Dr. Alexis Lauderdale	
ESOL Teacher	Charlotte Seel	
Preschool	Karen Oshogbor	
Low Incident	Anita Sewodor	
HRM Property Service	Nena Rojas	

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).

<table>
<tr><td>Previous Year's Goal #1</td><td>The percentage of K-2nd Grade students scoring at or above grade level will increase from 32% (92 students) to 40% (115 students) as measured by the 2024-25 AMIRA. The percentage of 3-5 grade students scoring levels 3 and 4 will increase from 29% (76 students) to 35% (93 students) as measured by the 2024-25 ELA Georgia Milestones.</td></tr>
<tr><td colspan="2">Was the goal met? ☐ YES ☒ NO ☐ Partially</td></tr>
<tr><td>What data supports the outcome of the goal?</td><td>The percentage of kindergarten, 1st grade, and 2nd grade students scoring at or above grade level on the AMIRA was 36% (62 students).

<table>
<tr><th>Grade</th><th>At or Above Grade Level</th><th># of Students</th></tr>
<tr><td>K</td><td>22%</td><td>17</td></tr>
<tr><td>1</td><td>27%</td><td>25</td></tr>
<tr><td>2</td><td>19%</td><td>20</td></tr>
</table>

The percentage of 3rd grade, 4th grade, and 5th grade students scoring levels 3 and 4 on the Milestone was 27% (72 students).

<table>
<tr><th>Grade</th><th>Levels 3 and 4</th><th># of Students</th></tr>
<tr><td>3</td><td>16%</td><td>13</td></tr>
<tr><td>4</td><td>31%</td><td>28</td></tr>
<tr><td>5</td><td>33%</td><td>31</td></tr>
</table>
</td></tr>
<tr><td colspan="2">Reflecting on Outcomes</td></tr>
<tr><td>If the goal was not met, what actionable strategies could be implemented to address the area of need?</td><td>• Develop assessments that align with the Depth of Knowledge (DOK) levels of the identified priority standards.
• Deliver instruction that aligns with the rigor of priority standards and matches the appropriate Depth of Knowledge (DOK) levels.
• Teachers of Students with Disabilities (SWD) will deliver specialized instruction using the most appropriate instructional model for their students' needs.
• ESOL teachers will deliver explicit vocabulary instruction to improve students' understanding and comprehension.</td></tr>
</table>

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?	

Previous Year's Goal #2	The percentage of 1- 2 grade students scoring prepared on the Math Inventory will increase from 27% (54 students) to 33% (67 students) as measured by the 2024-25 Math BEACON. The percentage of 3-5 students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2024-25 Math Georgia Milestones.
Was the goal met? ☐ **YES** ☒ **NO** ☐ **Partially**	
What data supports the outcome of the goal?	The percentage of 1st-grade and 2nd-grade students scoring prepared on the Math BEACON was 22 % (40 students). *The math goal for 1st grade and 2nd grade was set on the Math Inventory (MI), which does not align with the Math Beacon, which is based on the standards*.

Grade	Prepared	# of Students
1	21%	19
2	20%	21

The percentage of 3rd grade through 5th grade students scoring levels 3 and 4 was 27% (67 students).

Grade	Levels 3 and 4	# of Students
3	7%	18
4	10%	26
5	9%	23

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	• Develop assessments that align with the Depth of Knowledge (DOK) levels of the identified priority standards. • Deliver instruction that aligns with the rigor of priority standards and matches the appropriate Depth of Knowledge (DOK) levels. • Teachers of Students with Disabilities (SWD) will deliver specialized instruction using the most appropriate instructional model for their students' needs. • ESOL teachers will deliver explicit vocabulary instruction to improve students' understanding and comprehension.
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?	

Previous Year's Goal #3	The percentage of 5th-grade students scoring levels 3 and 4 will increase from 42% (42 students) to 48% (45 students) as measured by the 2024-25 Science Georgia Milestones.
Was the goal met? ☐ **YES** ☒ **NO** ☐ **Partially**	
What data supports the outcome of the goal?	The percentage of 5th-grade students scoring levels 3 and 4 on the Science MILESTONE was 30% (27 students).

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	• Develop assessments that align with the Depth of Knowledge (DOK) levels of the identified priority standards. • Deliver instruction that aligns with the rigor of priority standards and matches the appropriate Depth of Knowledge (DOK) levels. • Teachers of Students with Disabilities (SWD) will deliver specialized instruction using the most appropriate instructional model for their students' needs. • ESOL teachers will deliver explicit vocabulary instruction to improve students' understanding and comprehension.
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
3rd Grade	23.8%	21.2%	25.5%	19.0%
4th Grade	35.7%	31.6%	20.0%	26.7%
5th Grade	22.5%	41.1%	42.3%	34.1%

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
1st Grade (out of 88)	26	35	26	33	31	24	26	36	26	35	31	22	33	27	28
2nd Grade (Out of 101)	37	28	36	31	38	32	28	34	39	30	38	33	30	34	37

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
3rd Grade (out of 76)	7	60	9	12	53	11	12	58	6	10	57	9	13	51	9	16	50	10	26	42	5	12	59	5
4th Grade (Out of 90)	22	57	11	18	58	14	25	54	9	20	53	17	23	52	15	21	56	13	36	40	14	30	52	8
5th Grade (Out of 91)	19	52	20	20	52	19	17	60	14	16	57	18	20	54	17	22	52	17	37	44	10	24	54	13

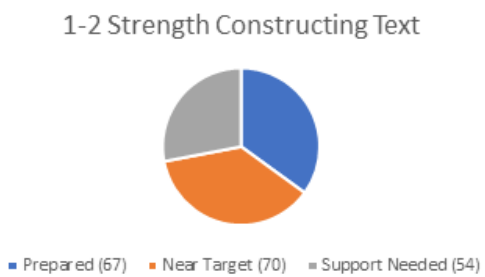
Source	Strengths	Weaknesses
SY25 ELA Milestones **TENTATIVE** **(Grade Levels & Subgroups)**	**ALL STUDENTS** **Grade 3: Craft and Structure/Integration of Knowledge and Ideas** Met: 17% (12 students) Approaching Target: 37% (26 students) Below Target: 46% (33 students) **Grade 4: Reading Literacy Text** Met: 27% (24 students) Approaching Target: 8% (8 students) Below Target: 64% (58 students) **Grade 5: Reading Literacy Text** Met: 29% (25 students) Approaching Target: 13% (11 students) Below Target: 58% (51 students) **EL Students** **Grade 3: Vocabulary Acquisition** Met: 7% (2 students) Approaching Target: 37% (10 students) Below Target: 56% (15 students)	**ALL STUDENTS** **Grade 3: Reading and Vocabulary** Met: 15% (11 students) Approaching Target: 17% (12 students) Below Target: 68% (48 students) **Grade 4: Craft and Structure/Integration of Knowledge and Ideas** Met: 10% (9 students) Approaching Target: 27% (24 students) Below Target: 63% (57 students) **Grade 5: Key Ideas and Details** Met: 22% (20 students) Approaching Target: 20% (16 students) Below Target: 58% (51 students) **EL Students** **Grade 3: Reading and Vocabulary** Met: 0% (0 students) Approaching Target: 15% (4 students) Below Target: 85% (23 students)

	Grade 4: Key Ideas and Details Met: 4% (1 student) Approaching Target: 0% (0 students) Below Target: 96% (22 students) **Grade 5: Reading Literacy Text** Met: 9% (2 students) Approaching Target: 27% (6 students) Below Target: 64% (14 students) **SWD Students** **Grade 3: Vocabulary Acquisition** Met: 0% (0 students) Approaching Target: 55% (5 students) Below Target: 45% (4 students) **Grade 4: Vocabulary Acquisition** Met: 0% (0 students) Approaching Target: 21% (3 students) Below Target: 89% (11 students) **Grade 5: Vocabulary Acquisition** Met: 15% (2 students) Approaching Target: 23% (3 students) Below Target: 62% (8 students)	**Grade 4: Reading and Vocabulary** Met: 0% (0 students) Approaching Target: 4% (1 student) Below Target: 96% (22 students) **Grade 5: Reading and Vocabulary** Met: 0% (0 students) Approaching Target: 0% (0 students) Below Target: 100% (22 students) **SWD Students** **Grade 3: Reading Literacy Text** Met: 0% (0 students) Approaching Target: 0% (0 students) Below Target: 100% (9 students) **Grade 4: Key Ideas and Details** Met: 0% (0 students) Approaching Target: 0% (0 students) Below Target: 100% (14 students) **Grade 5: Key Ideas and Details** Met: 0% (0 students) Approaching Target: 15% (2 students) Below Target: 85% (11 students)

Beacon Assessment – ELA
(Grade Levels & Subgroups)

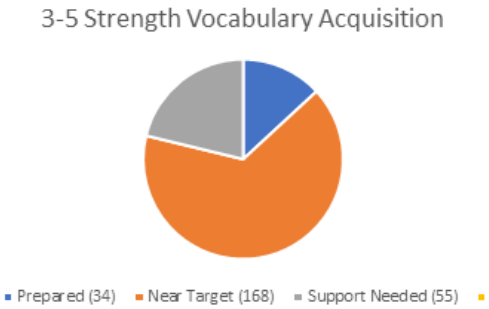
***Noteworthy- Across the different domains, there are only minor differences in scores**

ALL STUDENTS



1st Grade - Constructing Texts
Prepared: 30% (26 students)
Near Target: 40% (36 students)
Support Needed: 30% (26 students)

2nd Grade - constructing Texts
Prepared: 39% (39 students)
Near Target: 33% (34 students)
Support Needed: 28% (28 students)

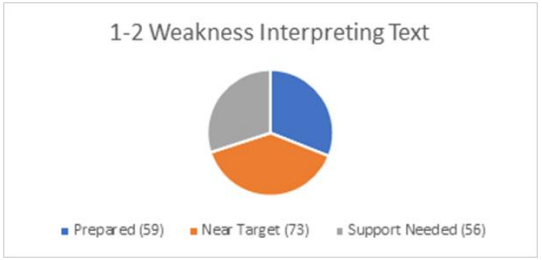


3rd Grade - Vocabulary Acquisition
Prepared: 14% (11 students)
Near Target: 70% (53 students)
Support Needed: 16% (12 students)

4th Grade - Vocabulary Acquisition
Prepared: 10% (9 students)
Near Target: 61% (55 students)
Support Needed: 29% (26 students)

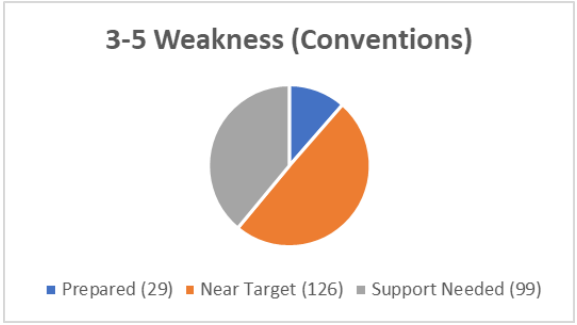
5th Grade - Vocabulary Acquisition

ALL STUDENTS



1st Grade - Interpreting Texts
Prepared: 30% (26 students)
Near Target: 40% (35 students)
Support Needed: 30% (26 students)

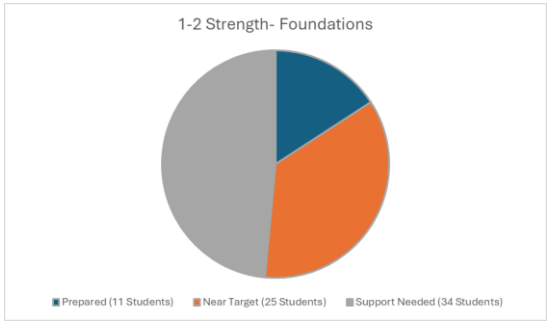
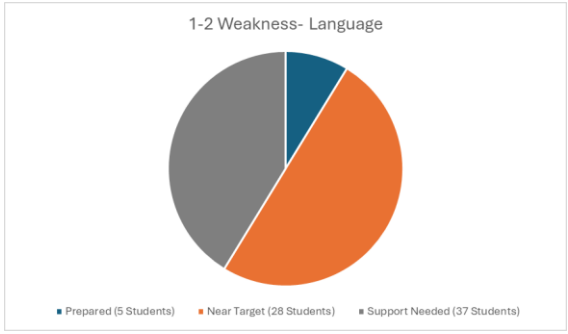
2nd Grade - Interpreting Texts
Prepared: 33% (33 students)
Near Target: 37% (38 students)
Support Needed: 30% (30students)

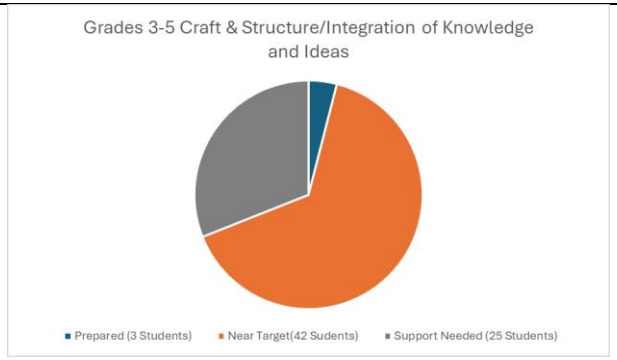


3rd Grade - Language Convention
Prepared: 7% (5 students)
Near Target: 57% (42 students)
Support Needed: 36% (26 students)

4th Grade - Language Convention
Prepared: 16% (14 students)
Near Target: 44% (40 students)
Support Needed: 40% (36 students)

5th Grade - Language Conventions

	Prepared: 15% (14 students) Near Target: 66% (60 students) Support Needed: 19% (17 students) **EL Students**  **Grades 1-2: Foundations** **(Phonological Awareness, Concepts of Print, Phonics)** 1st Grade Prepared: 13% (4 students) Near Target: 41% (13 students) Support Needed: 47% (15 students) 2nd Grade Prepared: 18% (7 students) Near Target: 32% (12 students) Support Needed: 50% (19 students)	Prepared: 11% (10 students) Near Target: 49% (44 students) Support Needed: 40% (37 students) **EL Students**  **Grades 1-2: Language** **(Grammar, Conventions, Vocabulary)** 1st Grade Prepared: 6% (2 students) Near Target: 34% (11 students) Support Needed: 59% (19 students) 2nd Grade Prepared: 8% (3 students) Near Target: 45% (17 students) Support Needed: 47% (18 students)

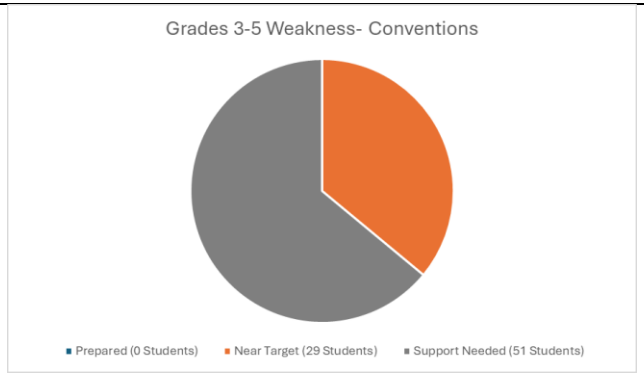


Grades 3-5: Craft & Structure/ Integration of Knowledge and Ideas

3rd Grade
Prepared: 3% (1 student)
Near Target: 73% (22 students)
Support Needed: 23% (7 students)

4th Grade
Prepared: 0% (0 students)
Near Target: 65% (17 students)
Support Needed: 35% (9 students)

5th Grade
Prepared: 8% (2 students)
Near Target: 54% (13 students)
Support Needed: 38% (9 students)



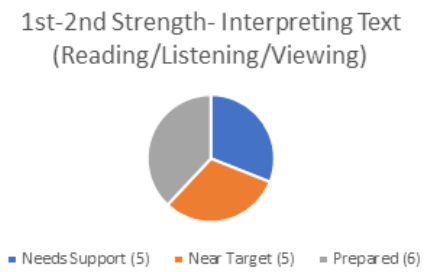
Grades 3-5: Conventions

3rd Grade
Prepared: 0% (0 students)
Near Target: 43% (13 students)
Support Needed: 57% (17 students)

4th Grade
Prepared: 0% (0 students)
Near Target: 38% (10 students)
Support Needed: 62% (16 students)

5th Grade
Prepared: 0% (0 students)
Near Target: 25% (6 students)
Support Needed: 75% (18 students)

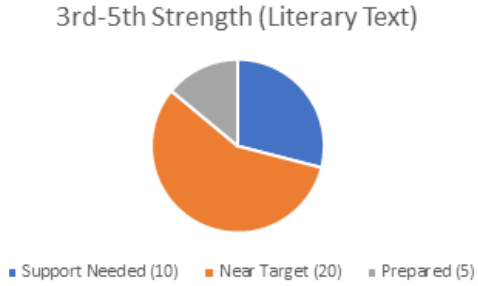
SWD Students



Grades 1-2: Interpreting Texts

1st Grade
Prepared: 12% (1 student)
Near Target: 25% (2 students)
Support Needed: 63% (5 students)

2nd Grade
Prepared: 62% (5 students)
Near Target: 38% (3 students)
Support Needed: 0% (0 students)

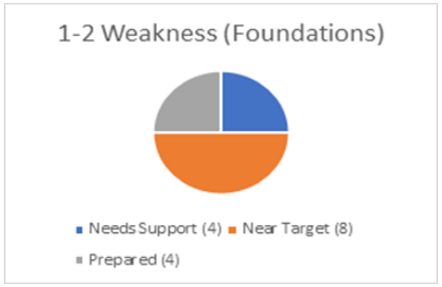


Grades 3-5: Literary Text

3rd Grade
Prepared: (0 students)
Near Target: 78% (7 students)
Support Needed: 22% (2 students)

4th Grade

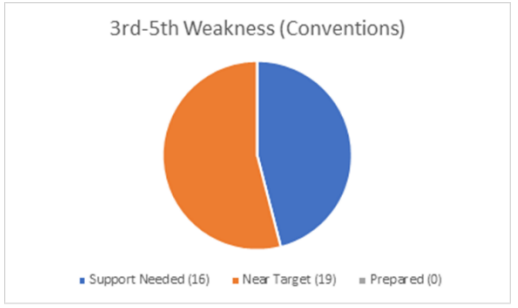
SWD Students



Grades 1-2: Foundations
(Phonological Awareness, Concepts of Print, Phonics)

1st Grade
Prepared: 12% (1 student)
Near Target: 38% (3 students)
Support Needed: 50% (4 students)

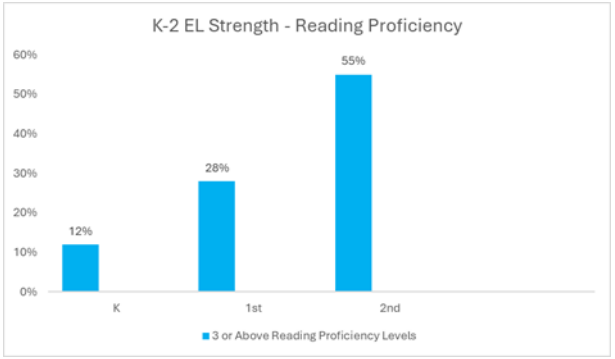
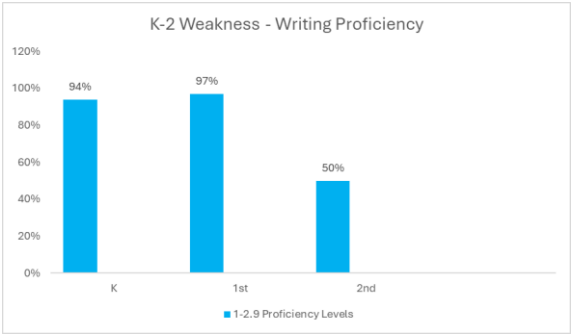
2nd Grade
Prepared: 62% (5 students)
Near Target: 25% (2 students)
Support Needed: 13% (1 student)

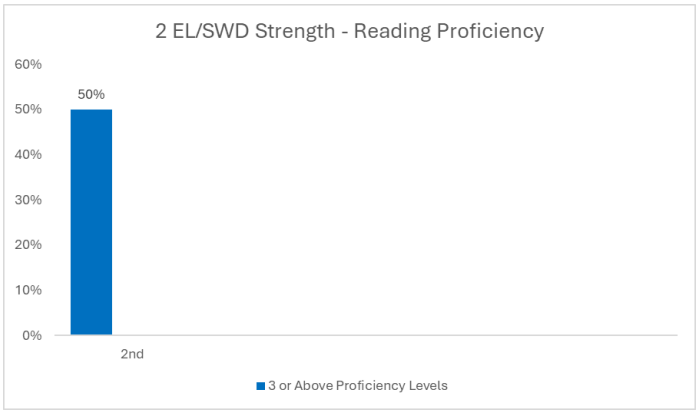
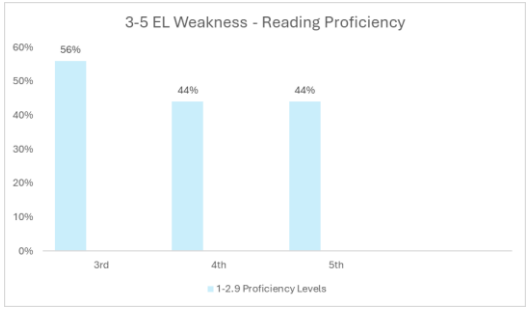
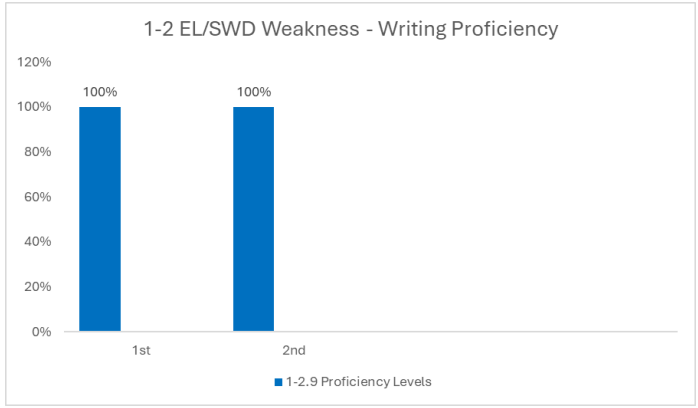


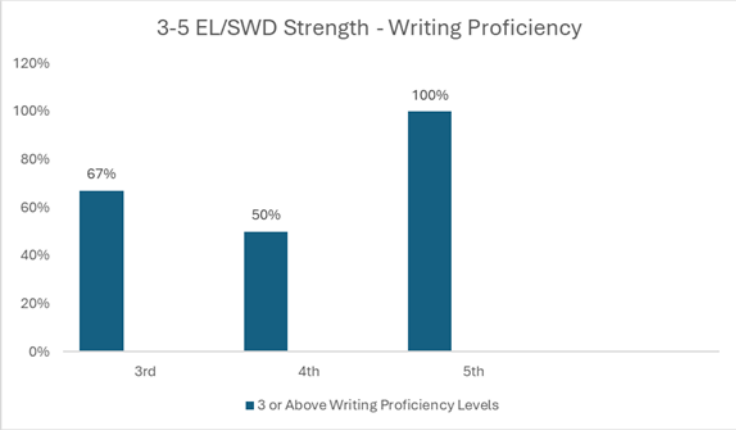
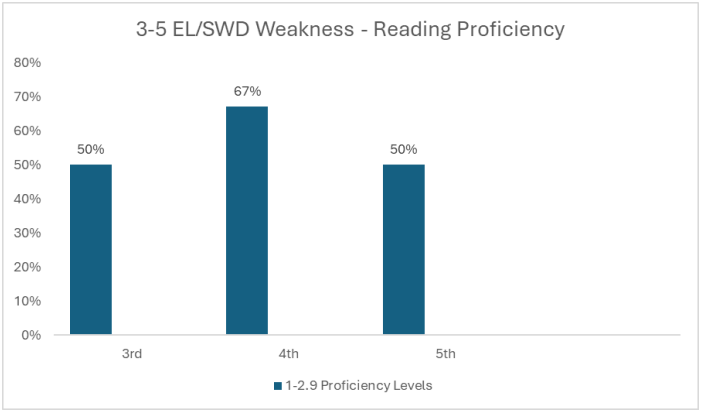
Grades 3-5: Conventions

3rd Grade
Prepared-: 0% (0 students)
Near Target: 56% (5 students)
Support Needed: 44% (4 students)

4th Grade

	Prepared: 0% (0 students) Near Target: 38% (5 students) Support Needed: 62% (8 students) 5th Grade Prepared: 38% (5 students) Near Target: 62% (8 students) Support Needed: 0% (0 students)	Prepared: 0% (0 students) Near Target: 38% (5 students) Support Needed: 62% (8 students) 5th Grade Prepared: 0% (0 students) Near Target: 69% (9 students) Support Needed: 31% (4 students)
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Newcomer students with less than three years in the U.S. school system. • Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels. • Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	
ACCESS Scores **(Grade Level Reading & Writing)** Proficiency Levels 1-Emerging **(knows & uses minimal social & academic language with visual & graphic support)** 2-Entering **(knows & uses some social English & general academic language with visual & graphic support)** 3-Developing **(knows & uses social English & some specific academic language with visual & graphic support)** 4-Expanding **(knows & uses social English & some technical academic language)** 5-Bridging **(knows & uses social English & academic language working with grade-level material)** 6-Reaching **(knows & uses social & academic language at the highest**	**EL STUDENTS**  **K-2: Reading Proficiency** Kindergarten: 12% (2 students) proficiency level of 3 or above 1st Grade: 28% (10 students) proficiency level of 3 or above 2nd Grade: 55% (23 students) proficiency level of 3 or above	**EL STUDENTS**  **Grades K-2: Writing Proficiency** Kindergarten: 94% (16 students) proficiency level of 1-2.9 1st Grade: 97% (35 students) proficiency level of 1-2.9 2nd Grade: 50% (21 students) proficiency level of 1-2.9

level measured by this test)	 **3-5: Writing Proficiency** 3rd Grade: 72% (23 students) proficiency level of 3 or above 4th Grade: 82% (22 students) proficiency level of 3 or above 5th Grade: 82% (22 students) proficiency level of 3 or above **EL/SWD Students**  **2nd Grade: Reading Proficiency** 2nd Grade: 50% (1 student) proficiency level of 3 or above	 **Grades 3-5: Reading Proficiency** 3rd Grade: 56% (18 students) proficiency level of 1-2.9 4th Grade: 44% (12 students) proficiency level of 1-2.9 5th Grade: 44% (12 students) proficiency level of 1-2.9 **EL/SWD Students**  **Grades 1-2: Writing Proficiency** 1st Grade: 100% (2 students) proficiency level of 1-2.9 2nd Grade: 100% (2 students) proficiency level of 1-2.9

	 **3-5: Writing Proficiency** 3rd Grade: 67% (2 students) proficiency level of 3 or above 4th Grade: 50% (3 students) proficiency level of 3 or above 5th Grade: 100% (6 students) proficiency level of 3 or above	 **3-5: Reading Proficiency** 3rd Grade: 50% (2 students) proficiency level of 1-2.9 4th Grade: 67% (4 students) proficiency level of 1-2.9 5th Grade: 50% (3 students) proficiency level of 1-2.9
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Newcomer students with less than three years in the U.S. school system. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	
ELA Common Assessments **(Grade Level Reading & Writing)**	**ALL STUDENTS** **Grades 1, 3, 5: Key Ideas and Details** Grades 1 & 3: Asking and answering questions. Grade 5: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**ALL STUDENTS** **Grade 1: Integration of Knowledge and Ideas** Compare and contrast literary and informational text between two similar topics. **Grade 2: Reading Foundations** Fluently reading on grade level material

	Grades 2 & 4: Craft and Structure Grade 2: Point of view Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. **EL Students** ****Key Ideas and Details (Depth of Knowledge – Level 1)** **Grades 1, 3, 5: Key Ideas and Details** Grades 1 & 3: Ask and answer questions. Grade 5: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **Grades 2 & 4: Craft and Structure** Grade 2: Point of view Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. **SWD Students** **Grades 1, 3, & 5: Key Ideas and Details** Grade 1: Describes characters, setting, and major events using key details. Grade 3: Ask and answer questions Grade 5: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**Grade 3: Key Ideas and Details** Describe characters in a story **Grades 4 & 5: Conventions** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. . **EL Students** **Grades 1-4 Key ideas and Details (Depth of Knowledge – Rigor)** Grade 1: Describes characters, setting, and major events using key details. Grade 2: How characters respond. Connecting historical or technical procedures in text. Grade 3: Describing characters and actions Grade 4: Determine Theme, summarize a text **Grade 5: Craft and Structure** Analyze multiple accounts of the same story-Point of View **SWD Students** **Grade 1: Integration of Knowledge and Ideas** Compare and contrast literary and informational texts between two similar topics **Grades 2 & 4: Key Ideas and Details** Grade 2: Connecting historical or technical procedures in text Grade 4: Describe in depth a character, setting, or an event in a story or drama, drawing on specific

	Grades 2 & 4: Craft and Structure Grade 2: Character point of view Grade 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	details in the text (e.g., a character's thoughts, words, or actions). **Grades 3 & 5: Craft and Structure** Grade 3: Use text features and search tools to locate information relevant to a given topic quickly and efficiently. Grade 5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Newcomer students with less than three years in the U.S. school system. • Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels. • Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	The percentage of kindergarten students scoring at or above grade level will increase from 22% (17 students) to 25% (19 students) as measured by the 2025-26 AMIRA. The percentage of 1st -2nd grade students scoring at the prepared level will increase from 30% (56 students) to 32% (60 students) as measured by the 2025-26 ELA Beacon. The percentage of 3-5 students scoring levels 3 and 4 will increase from 27% (72 students) to 29% (76 students) as measured by the 2025-26 ELA Georgia Milestones.
Root Cause(s) to be Addressed:	• Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels.
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ All Students ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 1. K-5 teachers will create formative and summative assessments based on the DOK level of priority standards.	**Implementation Performance Target:** **By November 2025, all K-5 teachers will be trained on how to effectively develop formative and summative assessments aligned with the DOK level of their grade level standards.** **Implementation Plan:** • Preplanning: Teachers will be given a schedule of ELA assessment professional learning supporting the rigor of lessons. • August- The CCSD Assessment Department will provide phase 1 development of formative assessments based on the DOK level of ELA standards by focusing on the rigor of the standard. • September - The CCSD Assessment Department will provide phase 2 development of formative assessments based on the DOK level of ELA standards by focusing on the rigor of the standard. • October - The CCSD Assessment Department will provide phase 3 development of summative assessments based on the DOK level of ELA standards by focusing on the rigor of the standard. • November -December – All K-5 teachers will create formative and summative assessments based on the	**Evaluation Performance Target:** **By December 2025, 10% (103 students) of the students in K-5 grades will score 80% or higher on grade level summative assessments.** **By March 2026, 20 % (155 students) of the students in K-5 grades will score 80% or higher on grade level summative assessments.** **By December 2025, 10% (27 students) of students in 1- 5 grades will be prepared on the ELA Beacon.** **By March 2026, 20% (55 students) of students in 1-5 grades will be prepared on the ELA Beacon.** **Evaluation Tool(s):** ELA Summative Assessments ELA Beacon Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month	

	DOK level of priority standards for the remainder of the year by focusing on the rigor of the standard. **Artifacts to be Collected:** Training Information Training sign-in sheets Formative Assessments Summative Assessments **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X CCC Grade Level **Frequency of Monitoring:** Monthly	☐ 3 times per year ☒ After each summative assessment and Beacon assessment **Data Analysis Plan:** Teachers will analyze student growth in mastering grade-level ELA standards using summative assessment data. Teachers will evaluate whether their summative assessments align with the Depth of Knowledge (DOK) levels of the standards, using results from the ELA Beacon assessments as a reference. Teachers will use assessment data to form flexible small groups and plan targeted literacy instruction. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

Root Cause(s) to be Addressed:	• Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services.		
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ EL ☒ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 2. K-5 special education teachers will receive training on specialized instruction and the value of utilizing the appropriate special education teaching models	**Implementation Performance Target:** **By September 2025, all IRR teachers will understand shared teaching models and best practices.** **By November 2025, all IRR teachers will use shared teaching to ensure IEP goals are embedded in daily instruction.** **By January 2026, all IRR teachers will utilize specialized instruction in real-time during co-teaching and use Universal Design for Learning principles to design accessible lessons.** **By March 2026, all IRR teachers will increase student engagement through collaborative structures.** **Implementation Plan:** • Preplanning: Provide teachers with a schedule on special education teaching models and specialized instruction. • August – September: Russell's Special Education Program Specialist will provide training on the Foundations of Effective Shared Teaching	**Evaluation Performance Target:** **By December 2025, 20 % (12 students) of special education students in K-5 will improve by 25% or higher on grade-level summative assessments.** **By April 2026, 30 % (18 students) of students receiving special education services will improve 25% or higher on grade-level summative assessments.** **Evaluation Tool(s):** ELA Summative Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ After each summative assessment **Data Analysis Plan:** IRR teachers will analyze student growth in mastering grade-level ELA standards using summative assessment data.	

	• October – November: Russell's Special Education Program Specialist will provide training on Progress Monitoring & IEP Implementation in Shared Teaching • December–January: Russell's Special Education Program Specialist will provide training on Specialized Instruction and UDL in the Co-Taught Classroom • February – March: Russell's Special Education Program Specialist will provide training on Behavior supports & Student Engagement **Artifacts to be Collected:** Lesson plans Training Information Training sign-in sheets Walkthrough **Person(s) Monitoring Implementation:** ☐ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X Special Education Program Specialist/Student Support Specialist **Frequency of Monitoring:** Monthly	**Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads X IRR Lead Teacher	

Root Cause(s) to be Addressed:	• English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☒ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 3. ESOL teachers will preteach vocabulary and provide direct vocabulary instruction.	**Implementation Performance Target:** **By August 2025, all teachers serving EL students will have a print-rich environment, and all ESOL teachers will have shared the ACCESS or WIDA screener with teachers serving EL students.** **By October 2025, all ESOL teachers will have fully implemented the preview of upcoming vocabulary content, exposed students to vocabulary graphic organizers, and created vocabulary pretest/posttest.** **Implementation Plan:** • Preplanning: All teachers supporting EL students will create a print-rich environment. • August: All ESOL teachers will review all EL students' ACCESS scores with teachers and suggest ways to support ELL students based on their ACCESS or WIDA screener. • September: All ESOL teachers will expose students to upcoming vocabulary content and explain the meaning with student-friendly definitions, pictures, realia (items), or videos. • October: All ESOL teachers will utilize graphic organizers to explain concepts and related words, and create pretest/posttest **Artifacts to be Collected:** • Pictures of the classroom • Word Wall • Graphic Organizers • Agenda and Sign-in for the ACCESS review • Pre-assessment/Post assessment **Person(s) Monitoring Implementation:**	**Evaluation Performance Target:** **By December 2025, 30% (54 students) of K-5 ESOL students will score 80% or higher on ELA vocabulary post assessments.** **By April 2026, 40% (72 students) of K-5 ESOL students will score 80% or higher on ELA vocabulary post assessments.** **Evaluation Tool(s):** ELA Vocabulary Pretest Assessments ELA Vocabulary Posttest Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Every 6 weeks **Data Analysis Plan:** ESOL teachers will analyze students' ELA vocabulary pos-test results to ass their growth in vocabulary comprehension. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ ESOL Lead Teachers	

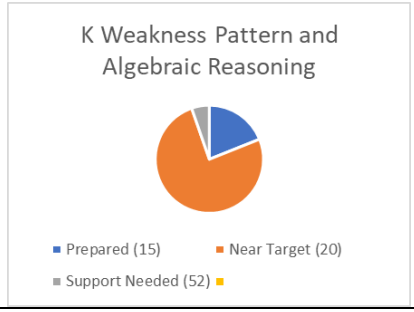
	☒ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X ESOL Lead Teachers **Frequency of Monitoring:** Monthly		

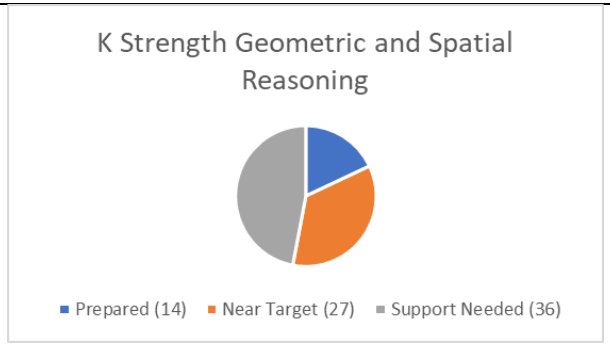
MATH DATA

MATH 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
3rd Grade	23.8%	23.5%	29.4%	22.8%
4th Grade	33.6%	34.2%	26.6%	31.1%
5th Grade	11.3%	20.9%	29.5%	25.3%

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
K (Winter Admin) (out of 77)	36	33	8	52	20	5	35	35	7	36	27	14
1st Grade (out of 88)	29	49	10	28	28	32	22	31	35	31	37	20
2nd Grade (Out of 100)	35	44	21	22	46	32	45	33	22	26	44	30
3rd Grade (Out of 74)	24	50	0	15	56	15	18	56	0	24	48	2
4th Grade (Out of 90)	49	35	6	51	35	4	50	37	3	50	38	2
5th Grade (Out of 92)	58	32	2	58	34	0	51	33	8	62	29	1

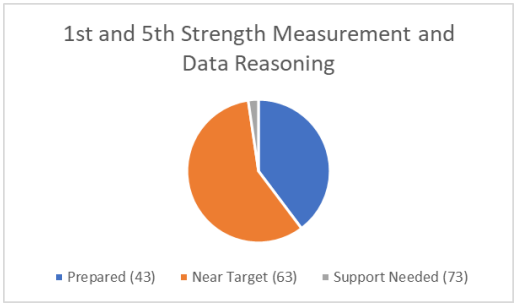
Source	Strengths	Weaknesses
SY25 MATH Milestones **PRELIMENARY** **(Data by grade & subgroup)**	**ALL STUDENTS** **Grade 3: Patterning & Algebraic Reasoning** Met: 18% (14 students) Approaching Target: 36% (28 students) Below Target: 46% (36 students) **Grade 4: Geometric & Spatial Reasoning** Met: 28% (23 students) Approaching Target: 22% (18 students) Below Target: 50 % (42 students) **Grade 5: Measurement & Data Reasoning** Met: 20% (18 students)	**ALL STUDENTS** **Grade 3: Numerical Reasoning** Met: 10% (8 students) Approaching Target: 18% (14 students) Below Target: 72% (56 students) **Grade 4: Patterning & Algebraic Reasoning** Met: 16% (13 students) Approaching: 33 % (27 students) Below Target: 51% (43 students) **Grade 5: Geometric & Spatial Reasoning** Met: 13% (12 students)

	Approaching Target: 22% (20 students) Below Target: 58% (53 students) **EL STUDENTS** **Grade 3: Measurement & Data Reasoning** Met: 13% (4 students) Approaching Target: 35% (11 students) Below Target: 52% (16 students) **SWD STUDENTS** **Grade 3: Measurement & Data Reasoning** Met: 10% (1 student) Approaching Target: 20% (2 students) Below Target: 80% (7 students) **Grade 4: Geometric & Spatial Reasoning** Met: 0% (0 students) Approaching Target: 17% (1 student) Below Target: 83% (5 students) **Grade 5: Patterning & Algebraic Reasoning** Met: 29% (2 students) Approaching Target: 0% (0 students) Below Target: 71% (5 students)	Approaching Target: 19% (16 students) Below Target: 68% (61 students) **EL STUDENTS** **Grade 3: Numerical Reasoning** Met: 3% (1 student) Approaching Target: 10% (3 students) Below Target: 87% (27 students) **SWD STUDENTS** **Grade 3: Numerical Reasoning** Met: 10% (1 student) Approaching Target: 0% (0 students) Below Target: 90% (9 students) **Grade 4: Numerical Reasoning** Met: 0% (0 students) Approaching Target: 0% (0 students) Below Target: 100% (6 students) **Grade 5: Geometric & Spatial Reasoning** Met: 14% (1 student) Approaching Target: 14% (1 student) Below Target: 71% (5 students)
Beacon Assessment – Math **(Grade Level & Subgroups)**	**ALL Students**	**All Students** 



Grade K: Geometric and Spatial Reasoning

Grade K
Prepared: 18% (14 students)
Near Target: 35% (27 students)
Support Needed: 47% (36 students)



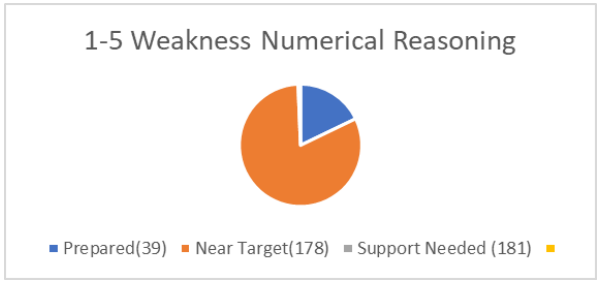
Grades 1 & 5: Measurement and Data Reasoning

Grade 1
Prepared: 40% (35 students)
Near Target: 35% (31 students)
Support Needed: 25% (22 students)

Grade 5
Prepared: 10% (8 students)
Near Target: 36% (32 students)
Support Needed: 54% (51 students)

Grade K: Patterning and Algebraic Reasoning

Grade K
Prepared: 15% (5 students)
Near Target: 17% (20 students)
Support Needed: 68% (52 students)



Grades 1, 2, 3, 4 & 5: Numerical Reasoning

Grade 1
Prepared: 11% (10 students)
Near Target: 56% (49 students)
Support Needed: 33% (29 students)

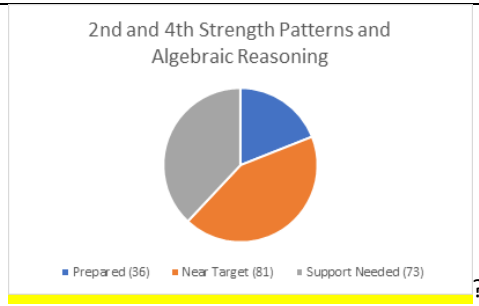
Grade 2
Prepared: 21% (21 students)
Near Target: 44% (44 students)
Support Needed: 35% (35 students)

Grade 3
Prepared: 0% (0 students)
Near Target: 68% (50 students)
Support Needed: 32% (24 students)

Grade 4
Prepared: 6% (6 students)
Near Target: 39% (35 students)
Support Needed: 55% (49 students)

Grade 5
Prepared: 3% (2 students)
Near Target: 44% (32 students)
Support Needed: 63% (58 students)

EL Students



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Grades 2, 3 & 4: Patterns and Algebraic Reasoning

Grade 2
Prepared: 32% (32 students)
Near Target: 46% (46 students)
Support Needed: 22% (22 students)

Grade 3
Prepared: 20% (15 students)
Near Target: 80% (56 students)
Support Needed: 20% (15 students)

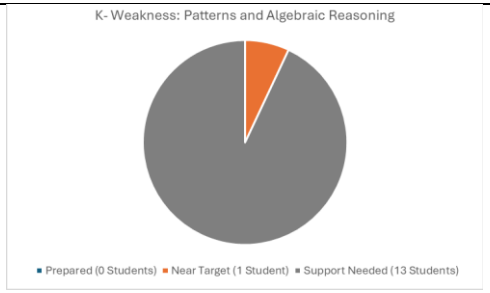
Grade 4
Prepared: 4% (4 students)
Near Target: 39% (35 students)
Support Needed: 57% (51 students)

EL Students

Grades K, 4, & 5: Measurement and Data Reasoning

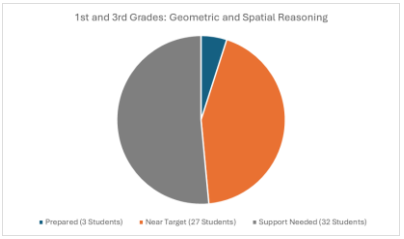
K- Measurement and Data Reasoning
Prepared: 0 % (students)
Near Target: 43% (6 students)
Support Needed: 57% (8 students)

4th: Measurement and Data Reasoning
Prepared: 0% (0 students)
Near Target: 27% (7 students)
Support Needed: 73% (19 students)



Grade K: Patterns and Algebraic Reasoning

K
Prepared: 0% (0 students)
Near Target: 7% (1 student)
Support Needed: 93% (13 students)



Grades 1 & 3: Geometric and Spatial Reasoning

Grade 1
Prepared: 9% (3 students)
Near Target: 38% (12 students)
Support Needed 53% (17 students)

Grade 3
Prepared: 0% (0 students)
Near Target: 50% (15 students)
Support Needed: 50% (15 students)

5th: Measurement and Data Reasoning
Prepared: 4% (1 student)
Near Target: 33% (8 students)
Support Needed: 63% (15 students)

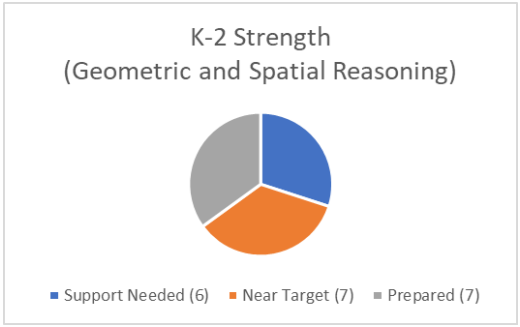
1st, 2nd, 3rd Patterns and Algebraic Reasoning

1st Patterns and Algebraic Reasoning
Prepared: 28% (9 students)
Near Target: 34% (11 students)
Support Needed: 38% (12 students)

2nd Patterns and Algebraic Reasoning
Prepared: 24% (9 students)
Near Target: 50% (19 students)
Support Needed: 26% (10 students)

3rd: Patterns and Algebraic Reasoning
Prepared 3% (1 student)
Near Target: 73% (22 students)
Support Needed: 23% (7 students)

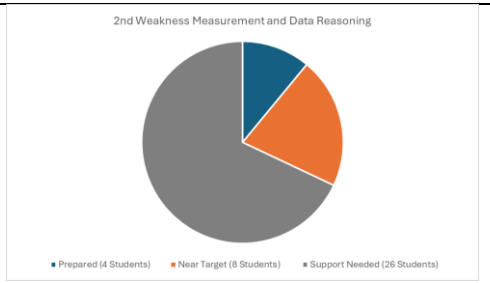
SWD Students



Grade K, 1, & 2: Geometric and Spatial Reasoning

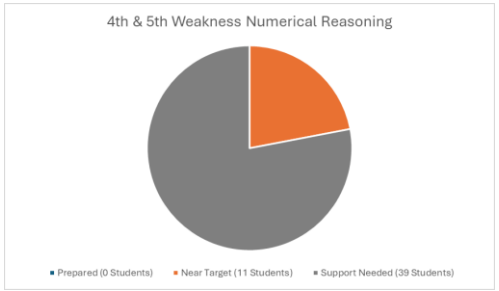
K
Prepared: 67% (2 students)
Near Target: 0% (0 students)
Support Needed: 33% (1 student)

Grade 1



Grade 2: Measurement and Data Reasoning

Grade 2
Prepared: 11% (4 students)
Near Target: 21% (8 students)
Support Needed: 68% (26 students)



Grades 4 & 5: Numeric Reasoning

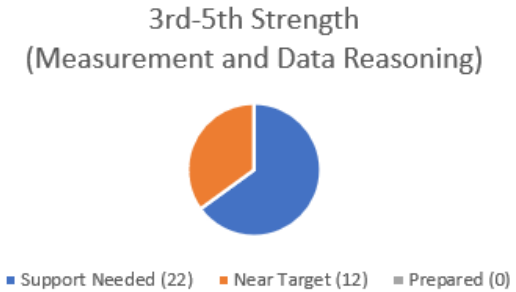
Grade 4
Prepared: 0% (0 students)
Near Target: 27% (7 students)
Support Needed: 73% (19 students)

Grade 5
Prepared: 0% (0 students)
Near Target: 17% (4 students)
Support Needed: 83% (20 students)

SWD Students

Prepared: 13% (1 student)
Near Target: 37% (3 students)
Support Needed: 50% (4 students)

Grade 2
Prepared: 44% (4 students)
Near Target: 44% (4 students)
Support Needed: 12% (1 student)

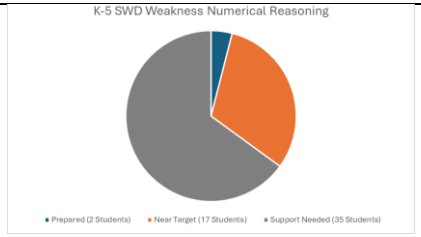


Grades 3, 4 & 5: Measurement and Data Reasoning

Grade 3
Prepared: 0% (0 students)
Near Target: 63% (5 students)
Support Needed: 37% (3 students)

Grade 4
Prepared: 0% (0 students)
Near Target: 23% (3 students)
Support Needed: 77% (10 students)

Grade 5
Prepared: 0% (0 students)
Near Target: 31% (4 students)
Support Needed: 69% (9 students)



Grades K-5: Numerical Reasoning

K
Prepared: 0% (0 students)
Near Target: 67% (2 students)
Support Needed: 33% (1 student)

Grade 1
Prepared: 12% (1 student)
Near Target: 25% (2 students)
Support Needed: 63% (5 students)

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

Grade 3
Prepared: 0% (0 students)
Near Target: 12% (1 student)
Support Needed: 88% (7 students)

Grade 4
Prepared: 0% (0 students)
Near Target: 23% (3 students)
Support Needed: 77% (10 students)

Grade 5
Prepared: 0% (0 students)
Near Target: 23% (3 students)
Support Needed: 77% (10 students)

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Newcomer students with less than three years in the U.S. school system. • Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels. • Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	
MATH Common Assessments **(Grade Level Reading & Writing)**	**All Students** **Grades K, 1, & 2: Numerical Reasoning** Grade K Fluently add and subtract within 5 using a variety of strategies Grade 1 Read, write, and represent numerical values up to 120 and compare numerical values to 100 Grade 2 Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures **Grade 3: Patterns and Algebraic Reasoning** Grade 3 Solving multiplication & division problems **Grade 4: Geometric and Spatial Reasoning** Grade 4 Explore, investigate, and draw points, lines, line segments, rays, angles, perpendicular lines, parallel lines, and lines of symmetry. Identify these in two-dimensional figures **Grade 5: Measurement and Data Reasoning** Grade 5	**All Students** **Grades K – 5: Numerical Reasoning** Grade K Numerical Reasoning: Identify written numerals 0-20 and represent a number of objects with a written number 0-20 Grade 1 Addition and subtraction math word problems within 20 Grade 2 Fluently adding and subtraction within 1,000 (specifically regrouping) Grade 3 Number to 10,000 using base-ten numerals and expanded form Grade 4 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers Grade 5 Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part-whole strategies and visual models **EL Students** **Grades K – 5: Numerical Reasoning**

	Solve problems involving customary measurements, metric measurements, and time, and analyze graphical displays of data to answer relevant questions **EL Students** **Grades K, 1, 2, & 4: Numerical Reasoning** Grade K Fluently add and subtract within 5 using a variety of strategies Grade 1 Fluently add and subtract within 10. Grade 2 Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000 Grade 4 Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100 **Grade 3: Geometric and Spatial Reasoning** Grade 3 Geometric and Spatial Reasoning: Finding the area of a rectangle **Grade 5: Measurement and Data Reasoning** Grade 5 Measurement and Data Reasoning: Convert among units within relative sizes of measurement units within the customary measurement system. **SWD Students** **Grades K, 1, & 2: Numerical Reasoning**	Grade K Count up to 20 objects in a variety of structured arrangements and up to objects in a scattered arrangement Grade 1 Addition and subtraction math word problems within 20 Grade 2 Counting forward and backward on a number line to 1000 Grade 3 Number to 10,000 using base-ten numerals and expanded form Grade 4 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers Grade 5 Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction. **SWD Students** **Grades K, 1, 4, & 5: Numerical Reasoning** Grade K Identify written numerals 0-20 and represent a number of objects with a written number 0-20 Grade 1 Addition and subtraction math word problems within 20 Grade 4 Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers Grade 5 Fluently multiply and divide whole numbers **Grades 2 & 3: Patterns and Algebraic Reasoning**

	Grade K Fluently add and subtract within 5 using a variety of strategies Grade 1 Fluently add and subtract within 10 Grade 2 Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000. **Grades 3 & 5 – Patterns and Algebraic Reasoning** Grade 3 Fluently adding and subtracting within 1,000 Grade 5 Represent problems by plotting ordered pairs and explaining the coordinate values of points in the first quadrant of the coordinate plane **Grade 4: Geometric and Spatial Reasoning** Grade 4 Explore, investigate, and draw points, lines, line segments, rays, angles, perpendicular lines, parallel lines, and lines of symmetry. Identify these in two-dimensional figures.	Grade 2 Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns Grade 3 Solving word problems
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Newcomer students with less than three years in the U.S. school system. • Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels. • Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	The percentage of 1st and 2nd grade students scoring prepared will increase from 27% (54 students) to 33% (67 students) as measured by the 2025-26 Math Beacon. The percentage of 3rd, 4th, and 5th grade students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2025-26 Math Georgia Milestone.
Root Cause(s) to be Addressed:	• Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels.
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ All students ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 1. K-5 teachers will create formative and summative assessments based on the DOK level of priority standards.	**Implementation Performance Target:** **By September 2025, all K-5 teachers will be retrained to effectively develop formative and summative assessments aligned with the DOK level of their grade-level standards.** **Implementation Plan:** • Preplanning – August: Teacher leaders will review the math assessment professional learning training provided in March 2025 with teachers. • September – All K-5 teachers will create formative and summative assessments based on the DOK level of priority standards for the remainder of the year by focusing on the rigor of the standard. • December - Teachers will be given a schedule of Math assessment professional learning supporting the rigor of standards and assessment based on the DOK level. • January – Russell's Title I Coach will work collaboratively with teachers to review and analyze previous formative assessments created based on the DOK level of Math standards to determine next steps. • February – Russell's Title I Coach will work collaboratively with teachers to review and analyze	**Evaluation Performance Target:** **By December 2025, 10% (52 students) of students in K-5 grades will score 80% or higher on grade-level summative assessments.** **By March 2026, 20% (104 students) of K-5 students will score 80% or higher on grade-level summative assessments.** **By December 2025, 10% (44 students) in 1-5 will be prepared on the Math Beacon.** **By March 2026, 20% (88 students) of students in 1-5 grades will be prepared on the Math Beacon.** **Evaluation Tool(s):** • Math Summative Assessments • Math BEACON Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month	

	previous formative assessments created based on the DOK level of Math standards to determine next steps. • March – Russell's Title I Math Coach will work collaboratively with teachers to review and analyze previous formative assessments created based on the DOK level of Math standards to determine next steps. **Artifacts to be Collected:** Training Information Training sign-in sheets Formative Assessments Summative Assessments **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X CCC Grade Level **Frequency of Monitoring:** Monthly	☐ 3 times per year ☒ After each summative assessment and Beacon assessment **Data Analysis Plan:** Teachers will analyze student growth in mastering grade-level Math standards using summative assessment data. Teachers will evaluate whether their summative assessments align with the Depth of Knowledge (DOK) levels of the standards, using results from the Math Beacon assessments as a reference. Teachers will use assessment data to form flexible small groups and plan targeted math instruction. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

Root Cause(s) to be Addressed:	• Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ EL ☒ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 3. K-5 special education teachers will receive training on specialized instruction and the value of utilizing the appropriate special education teaching models	**Implementation Performance Target:** **By September 2025, all IRR teachers will understand shared teaching models and best practices.** **By November 2025, all IRR teachers will use shared teaching to ensure IEP goals are embedded in daily instruction.** **By January 2026, all IRR teachers will utilize specialized instruction in real-time during co-teaching and use Universal Design for Learning principles to design accessible lessons.** **By March 2026, all IRR teachers will increase student engagement through collaborative structures.** **Implementation Plan:** • Preplanning: Provide teachers with a schedule on special education teaching models and specialized instruction. • August – September: Russell's Special Education Program Specialist will provide training on the Foundations of Effective Shared Teaching • October – November: Russell's Special Education Program Specialist will provide training on Progress Monitoring & IEP Implementation in Shared Teaching • December–January: Russell's Special Education Program Specialist will provide training on Specialized Instruction and UDL in the Co-Taught Classroom • February – March: Russell's Special Education Program Specialist will provide training on Behavior supports & Student Engagement	**Evaluation Performance Target:** **By December 2025, 20 % (12 students) of special education students in K-5 will improve by 25% or higher on grade level summative assessments.** **By April 2026, 30 % (18 students) of special education students in K-5 will improve by 25% or higher on grade level summative assessments.** **Evaluation Tool(s):** Math Summative Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ After every summative assessment **Data Analysis Plan:** IRR teachers will analyze student growth in mastering grade-level Math standards using summative assessment data. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads **X** IRR Lead	

	Artifacts to be Collected: Lesson plans Training Information Training sign-in sheets Walkthroughs **Person(s) Monitoring Implementation:** ☐ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X Special Education Program Specialist/Student Support Specialist **Frequency of Monitoring:** Monthly		

Root Cause(s) to be Addressed:	• English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.		
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☒ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 2. ESOL teachers will preteach vocabulary and provide direct vocabulary instruction	**Implementation Performance Target:** **By August 2025, all teachers serving ELL students will have a print-rich environment.** **By October 2025, all ESOL teachers will have fully implemented the preview of upcoming vocabulary content, exposed students to vocabulary graphic organizers, and created vocabulary pretest/posttest.** **Implementation Plan:** • Preplanning: All teachers supporting ELL students will create a print-rich environment. • August - September: All ESOL teachers will expose students to upcoming vocabulary content and explain the meaning with student-friendly definitions, pictures, realia (items), or videos. • October: All ESOL teachers will utilize graphic organizers to explain concepts and related words, and create pretest/posttest **Artifacts to be Collected:** Pictures of the classroom Word Wall Graphic Organizers Pre-assessment/Post assessment **Person(s) Monitoring Implementation:** ☒ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X ESOL Lead Teachers **Frequency of Monitoring:** Monthly	**Evaluation Performance Target:** **By December 2025, 30% (54 students) of K-5 ESOL students will score 70% or higher on Math vocabulary post assessments.** **By April 2026, 40% (72 students) of K-5 ESOL students will score 70% or higher on Math vocabulary post assessments.** **Evaluation Tool(s):** Math Vocabulary Pretest Assessments Math Vocabulary Posttest Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Every 6 weeks **Data Analysis Plan:** ESOL teachers will analyze students' math vocabulary pos-test results to assess their growth in vocabulary comprehension. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ ESOL Lead Teachers	

SCIENCE DATA

Source	Strengths	Weaknesses
SY25 **PRELIMINARY** **Science Milestone** **(Data by grade & subgroup)** ****6 ELL Students are also SPED.**	**All Students** **(5th Grade)** **Earth Science** Met: 22% (20 students) Approaching Target: 27% (24 students) Below Target: 51% (45 students) **SWD Students** **Physical Science** Met: 20% (2 students) Approaching Target: 10% (1 student) Below Target: 70% (7 students) **EL Students** **Earth Science** Met: 4% (1 student) Approaching Target: 12% (3 students) Below Target: 84% (21 students)	**All Students** **(5th Grade)** **Physical Science** Met: 21% (19 students) Approaching Target: 14% (12 students) Below Target: 65% (58 students) **SWD Students** **Life Science** Met: 0% (0 students) Approaching Target: 40% (4 students) Below Target: 60% (6 students) **EL Students** **Physical Science** Met: 8% (2 students) Approaching Target: 4% (1 student) Below Target: 88% (22 students)
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Newcomer students with less than three years in the U.S. school system. • Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels. • Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	

CCSD Science Interims **(Data by grade & subgroup)**	**All Students** Physical Science: Average score 76.5 **SWD Students** Life Science: Average score 69.66 **EL Students** Earth Science: Average score 83.33	**All Students** Earth Science: Average score 69.66 **SWD Students** Earth Science: Average score 58.33 **EL Students** Life Science: Average score 71.23
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	**Root Cause Explanation:** • Newcomer students with less than three years in the U.S. school system. • Assessments do not align with the Depth of Knowledge (DOK) levels of the priority standards. • Instruction does not reflect the rigor required by the priority standards and their DOK levels. • Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services. • English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: SCIENCE	The percentage of 5th-grade students scoring Levels 3 or 4 will increase from 30% (27 students) to 33% (29 students) as measured by the 2025-26 Science Georgia Milestone.
Root Cause(s) to be Addressed:	• Assessments are not aligned with the priority standards DOK level. • Standards are not taught to the rigor of the priority standards based on the DOK level.
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☒ All Students ☐ EL ☐ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Implementation Performance Target:** **By October 2026, all 5th-grade teachers will be trained to effectively develop formative and summative assessments aligned with the DOK level of their grade-level science standards.** **Implementation Plan:** • Preplanning: Teachers will be given a schedule of assessment professional learning supporting the rigor of lessons. • August- The CCSD Assessment Department will provide phase 1 development of formative assessments based on the DOK level of standards by focusing on the rigor of the standard.	**Evaluation Performance Target:** **By December 2025, 20% (20 students) of students in 5th grade will score 80% or higher on grade level science summative assessments.** **By March 2026, 30% (30 students) of students in 5th grade will score 80% or higher on grade level science summative assessments.** **Evaluation Tool(s):** Science Summative assessments **Evaluation Plan:** Students will be assessed:	

1. 5th-grade teachers will create formative and summative assessments based on the DOK level of priority standards.	• September - The CCSD Assessment Department will provide phase 2 development of formative assessments based on the DOK level of standards by focusing on the rigor of the standard. • October - The CCSD Assessment Department will provide phase 3 development of summative assessments based on the DOK level of standards by focusing on the rigor of the standard. • November -December – All K-5 teachers will create formative and summative assessments based on the DOK level of priority standards for the remainder of the year by focusing on the rigor of the standard. **Artifacts to be Collected:** Training Information Training sign-in sheets Formative Assessments Summative Assessments **Person(s) Monitoring Implementation:** ☒ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X Grade-level Team **Frequency of Monitoring:** Monthly	☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Every Unit **Data Analysis Plan:** Teachers will analyze student growth in mastering grade-level Science standards using summative assessment data. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	

Root Cause(s) to be Addressed:	• Specialized instruction is not being delivered using appropriate special education teaching models. • Instruction is not tailored to meet the specific academic needs of students receiving special education services.
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ EL ☒ SWD **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 2. K-5 special education teachers will receive training on specialized instruction and the value of utilizing the appropriate special education teaching models	**Implementation Performance Target:** **By September 2025, the 5th-grade IRR teacher will understand shared teaching models and best practices.** **By January 2026, the 5th-grade IRR teacher will utilize specialized instruction in real-time during co-teaching and use Universal Design for Learning principles to design accessible lessons.** **By March 2026, the 5th-grade IRR teacher will increase student engagement through collaborative structures.** **Implementation Plan:** • Preplanning: Provide teachers with a schedule on special education teaching models and specialized instruction. • August – September: Russell's Special Education Program Specialist will provide training on the Foundations of Effective Shared Teaching • December–January: Russell's Special Education Program Specialist will provide training on Specialized Instruction and UDL in the Co-Taught Classroom • February – March: Russell's Special Education Program Specialist will provide training on Behavior supports & Student Engagement	**Evaluation Performance Target:** **By December 2025, 20 % (6 students) of special education students in grade 5 will score 25% on science summative assessments.** **By April 2026, 30 % (8 students) of special education students in grade 5 will score 25% on science summative assessments.** **Evaluation Tool(s):** Science Summative Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Every Unit **Data Analysis Plan:** IRR teachers will analyze student growth in mastering Science grade level standards using science summative assessment data. **Person(s) Collecting Evidence:** ☐ Principal ☒ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☐ CCC Leads X IRR Lead Teacher	

	Artifacts to be Collected: Lesson Plans Training Information Training Sign-In sheet Walkthroughs **Person(s) Monitoring Implementation:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X Special Education Program Specialist/Student Support Specialist **Frequency of Monitoring:** Monthly		

Root Cause(s) to be Addressed:	• English Learner (EL) students do not receive explicit vocabulary instruction to support clarity and deeper understanding.		
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? **One Action (Verb)** **What?** **Frequency** **Target Student Group** ☐ Gen Ed ☐ SWD ☒ EL **Action Step** *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)* 3. ESOL teachers will preteach vocabulary and provide direct vocabulary instruction.	**Implementation Performance Target:** By August 2025, all teachers working with English Language Learners (ELLs) will establish a print-rich classroom environment. By October 2025, all ESOL teachers will have fully implemented key vocabulary strategies, including previewing upcoming content, using graphic organizers, and administering vocabulary pretests and posttests. **Implementation Plan:** • **Preplanning:** All teachers supporting ELL students will design and implement a print-rich environment in their classrooms. • **August–September:** ESOL teachers will introduce upcoming vocabulary using student-friendly definitions, visual aids (pictures, realia, or videos), and contextual explanations. • **October:** ESOL teachers will incorporate vocabulary graphic organizers to reinforce concepts and related terms, and administer vocabulary pretests and posttests to measure progress. **Artifacts to be Collected:** Pictures of the classroom Word Wall Graphic Organizers Pre-assessment/Post-assessment **Person(s) Monitoring Implementation:** ☐ Principal	**Evaluation Performance Target:** **By December 2025, 30% of 5th grade ESOL students (6 students) will score 80% or higher on science vocabulary post assessments.** **By April 2026, 40% of K–5 ESOL students (12 students) will score 80% or higher on science vocabulary post assessments.** **Evaluation Tool(s):** Science Vocabulary Post-Test Assessments **Evaluation Plan:** Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☒ Every Unit **Data Analysis Plan:** ESOL teachers will analyze students' science vocabulary pos- test results to assess their growth in vocabulary comprehension. **Person(s) Collecting Evidence:** ☐ Principal ☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists ☒ ESOL Lead Teachers	

	☐ Assistant Principals ☐ Academic Coaches/ Instructional Support Specialists X ESOL Teachers **Frequency of Monitoring:** **Monthly**		

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting **– Deadline September 30, 2025** 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 15, 2025		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – **Deadline November 3, 2025** 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 20, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – **Deadline April 30, 2026** 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.	March 23, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required TWO Building Staff Capacity Opportunities (Do not need to be listed in the Policy) – Deadlines: **September 26, 2025** and **February 16, 2026** 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.	September 1, 2025 January 5, 2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** **Kindergarten Summer Camp** Rising kindergarten students will have the opportunity to become familiar with kindergarten standards, schoolwide expectations, and meet their future teachers. **Middle School Transition (Grade 5)** Fifth-grade students will have the chance to meet middle school counselors, receive important information about the transition to middle school, and tour the middle school campus. Parents of fifth-grade students will also be invited to learn about middle school expectations and the learning opportunities available.	Kindergarten Summer Camp June 23-26, 2025 Fifth Grade Transition Meeting May 2026		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	***List documents translated for parents:*** Title I Compact, Title I Policy, Parent Feedback Surveys, CTLS Parent communication from the principal, CTLS Parent communication from certified staff, Title I Meeting Agendas, Academic Engagement Night PowerPoints, Teacher Monthly Newsletters, Student Handbook, RTI Documents, PBIS Newsletter	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Academic Engagement Nights—focused on reading, math, and science—are held quarterly. During these events, each grade level shares schoolwide, grade-level, and individual student data from the Reading Beacon, Math Beacon, and Science assessments. Parents also receive differentiated instructional strategies and take-home resources to support their child's learning in each subject area.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goa1 ☒ Goal 2 ☒Goal3 ☐Goal 4	Card Stock Copy Paper Manilla Folders Light Snacks Strategy Cards Ink Cartridge	Title I Local School Funds		Family Sign-In Sheets Parent Surveys Academic Engagement Night Pictures	
Every 4½ weeks, teachers hold grade-level meetings with families to review priority standards and share practical, real-world strategies families can use to support student learning at home.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4				Family Sign-in Sheets Parent Surveys	
	☐ 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 "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)** **SCHOOL RESPONSE**: Russell Elementary will coordinate state and local funds, along with community support, to enhance student achievement and well-being. Title II funds will be used for professional learning, supporting both staff development and training opportunities. Title III will provide resources to support students' language proficiency. Twenty-day funds will be allocated for tutoring students who are not meeting state standards. The PBIS department will continue to assist in implementing the Positive Behavioral Interventions and Supports (PBIS) program. Community partners—including Freeman Poole Senior Center, Chick-fil-A, La Amistad, and Bethany United Methodist Church—will offer volunteers and resources for Academic Engagement Nights. Together, these programs aim to address the needs of students and families identified in the Comprehensive Needs Assessment (CNA) and family surveys.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: Russell Elementary regularly monitors the implementation and effectiveness of its schoolwide program through a variety of structures led by administrators and teacher leaders. These include:

- Classroom walkthroughs
- Weekly Cobb Collaborative Communities (CCCs) meetings
- Quarterly grade-level data meetings
- Monthly Building Leadership Team (BLT) meetings
- Schoolwide data discussions following assessments such as:
    - Common Performance Assessments (Formative and Summative)
    - BEACON
    - Georgia Milestones
    - CCSD Interim Assessments (Social Studies and Science)
    - Early Literacy Framework meetings (Grades K–2)
    - AMIRA
    - IReady
    - IOWA/CoGat
    - GAA
    - ACCESS

These practices ensure continuous data-driven decision-making and support ongoing improvement across all grade levels.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

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

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

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

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

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

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

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

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

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

- Days of the week when incidents occur
- Student subgroups involved

- Types of behavior infractions

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

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

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

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

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

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

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

Support for New Teachers:
New teachers (with three or fewer years of experience) attend an orientation prior to the start of the school year and participate in an ongoing new teacher induction program, which includes mentoring by experienced teachers. Dedicated weekly planning time is built into the schedule for grade-level teams to collaborate. Teachers receive curriculum support from both local and district instructional coaches, as well as additional guidance from Teacher Leaders who provide targeted professional development in core content areas.

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

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

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

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

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

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

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

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

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

SCHOOL RESPONSE:

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

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

Title I Personnel/Positions Hired to Support the School Improvement Goals *SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)*			
Position	**Supports Goal(s)**	**Supports which system(s)**	**How will the primary actions of this position support the implementation of the School Improvement Plan?**
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	By keeping parents informed about school functions and opportunities for learning, the Parent Facilitator helps build the school-to-home relationship with parents and guardians to ensure that students are fully supported in their instructional needs. By providing Title I training and information, the Parent Facilitator educates the parents and guardians on how the school is using our Title I funds to strengthen curriculum and instruction for all students. In addition, the Parent Facilitator keeps the county informed about the training and informational sessions we are providing parents and stakeholders.
Certified Teacher – Grade 2	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The certified teacher will provide a close and personal environment that allows students to receive instruction based on their individual learning needs. The teacher will be able to progress through content quicker, enhance the confidence of students, observe and assess students faster, allow students and teachers to connect more closely, give students more voice, provide frequent and constructive feedback, work one-on-one with students, and develop a collaborative environment in which all participants can take ownership of their learning. The second-grade teacher will support students with the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
	☐ 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	The percentage of 1st -2nd grade students scoring at the prepared level will increase from 30% (56 students) to 32% (60 students) as measured by the 2025-26 ELA Beacon. The percentage of 3-5 students scoring levels 3 and 4 will increase from 27% (72 students) to 29% (76 students) as measured by the 2025-26 ELA Georgia Milestones.
Goal #2	The percentage of 1st and 2nd-grade students scoring prepared will increase from 27% (54 students) to 33% (67 students) as measured by the 2025-26 Math Beacon. The percentage of 3rd, 4th, and 5th grade students scoring levels 3 and 4 will increase from 32% (64 students) to 38% (72 students) as measured by the 2025-26 Math Georgia Milestone.
Goal #3	The percentage of 5th-grade students scoring Levels 3 or 4 will increase from 30% (27 students) to 33% (29 students) as measured by the 2025-26 Science Georgia Milestone.