

School Improvement Plan

Title I, Part A



School Year:	2025 - 2026
School Name:	Fair Oaks Elementary
Principal Name:	Cathie Seibert
Date Submitted:	May 15 th
Revision Date(s):	May 27 th

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Fair Oaks Elementary School
<i>Team Lead</i>	Kelli Wood
<i>Position</i>	MTSS coordinator
<i>Email</i>	Kelli.Wood@cobbk12.org
<i>Phone</i>	678-594-8080
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response:

In developing this plan, the school actively engaged a diverse range of stakeholders to ensure a comprehensive and effective approach to meeting the needs of students and the broader school community. This collaborative process involved multiple strategies to gather input and incorporate valuable insights: School Input meetings were held in person and virtually to support multiple opportunities for caregivers to provide feedback. The instructional support specialist team meets weekly to discuss school improvement and acts as the core group representing each grade level. Administration and Instructional Support team met with grade-level CCC teams to get feedback on key items related to educational outcomes, such as the professional learning process.

IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

Meeting Dates: 5/12/25	5/14/25	5/21/25	5/23/25
-------------------------------	---------	---------	---------

Position/Role	Printed Name	Signature

Comprehensive Needs Assessment Evaluation of Goal(s)
(References: Schoolwide Checklist Section 1114(b)(1)(A))

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

Previous Year's Goal #1	<p>The number of students K-2 scoring above grade level will increase 10% from Fall 2024 to Spring 2025 39 (12%) as measured by the 2024-2025 Amira assessment. (green)</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 22.6% in Spring 2024 to 30% in Spring 2025 as measured by the 2024-2025 Georgia ELA Milestones Assessment.</p>
<p align="center">Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Partially</p>	
<p>What data supports the outcome of the goal?</p>	<p>K-2: The number of students K-2 scoring above grade level increased from 12% to 15% as measured by the 2024-2025 Amira assessment. (green)</p> <p>3-5: The percentage of 3rd-5th grade students scoring level 3 or 4 increased from 22.6% to 27.26% in Spring 2025 as measured by the 2024-2025 Georgia ELA Milestones Assessment.</p>
<p align="center">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Action Step Glows:</p> <p>K-2: A contributing factor to the increase on the Amira assessment is full implementation of the district phonics curriculum as a key component of the 120-minute literacy block. Additionally, our teachers use evidenced-based practices and strategies aligned to the science of reading. K-2 teachers also utilize <i>Just Right Reader</i> decodable texts in small group instruction. Title 1 tutors provided intervention in phonics.</p> <p>3-5: Our 3-5 students engage in the 120-minute literacy block intentionally focusing on increasing speaking and listening skills. Additionally, all teachers implemented the explicit vocabulary instructional routine. Title 1 tutors provided intervention in phonics.</p> <p>Action Step Grows:</p> <p>K-2: Use the diagnostic data (e.g., error patterns, mispronunciations, fluency rates) to group students by instructional needs (phonemic awareness, decoding, vocabulary) in small-group instruction</p> <p>3-5: Ensure that all assessments are aligned to standards.</p>

	<ul style="list-style-type: none"> – Use domain-specific data to group students by instructional needs during small group instruction as evidenced by Beacon data and common formative assessment data. Additionally, grade levels can prioritize instructional focus based on the EOG Milestones Blueprint. <p>Possible Adjustments for Next Year: (Additions/New Action Step Considerations) There will be a specific action step for implementing strategic small group instruction in the FY26 Fair Oaks SIP.</p>
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?	N/A

Previous Year's Goal #2	<p>The percentage of students in 1st and 2nd grade scoring on or above grade level on the Beacon Math Assessment will increase from 74 (20%) in Spring 2024 to 108 (30%) in Spring 2025 as measured by the 2024-2025 Beacon Assessment.</p> <p>Grade Level Goals:</p> <ul style="list-style-type: none"> • 1st grade: The percent of students scoring in the prepared category will grow 15% from the Fall 2024 Beacon Math score to the Spring 2025 Math Beacon score (Ex: if we have 0% at BOY, we should have 15% by EOY) • 2nd grade: The percent of students scoring in the prepared category will grow 15% from the Fall 2024 Beacon Math score to the Spring 2025 Beacon score • 3rd-5th grade goal: The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 37.8% in Spring 2024 to 48% in Spring 2025 as measured by the 2024-2025 Georgia Math Milestones.
--------------------------------	---

Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Partially	
What data supports the outcome of the goal?	<p>1st grade: The percentage of students scoring in the prepared category increased from 0% from the Fall 2024 Beacon Math score to 7% in the Spring 2025 Beacon score.</p> <p>2nd grade: The percentage of students scoring in the prepared category increased from 1% from the Fall 2024 Beacon Math score to 10% in the Spring 2025 Beacon score.</p> <p>3rd- 5th grade: The percentage of 3rd-5th grade students scoring level 3 or 4 increased from 37.8 % to 45% (7.2% increase) in Spring 2025 as measured by the 2024-2025 Georgia Math Milestones.</p>
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	<p>Action Step Glows: The increased number of students scoring in the prepared category on the Beacon Math assessment is due to the use of common formative assessments to monitor student progress and adjust instruction over time. Title 1 tutors provided math interventions for K-2.</p> <p>Action Step Grows:</p> <ul style="list-style-type: none"> -Ensure that all assessments are aligned to standards. -Use domain-specific data to group students by instructional needs during small group instruction, as evidenced by Beacon data and common formative assessment data. Additionally, grade levels can prioritize instructional focus based on the EOG Milestones Blueprint. <p>Possible Adjustments for Next Year:</p> <p>There will be a specific action step for implementing strategic small-group instruction in the FY26 Fair Oaks SIP.</p>
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?	N/A

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

ELA DATA				
ELA Milestones Longitudinal Data	SY22 % of students scoring proficient & distinguished	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished
3 rd Grade	9.6%	11.6%	20.8%	24.5%
4 th Grade	20.4%	17%	15%	26.5%
5 th Grade	25.6%	21.9%	32%	30.8%

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	43	42	16	50	40	10	49	41	10	58	32	9	40	39	11
2 nd Grade	44	31	25	51	26	23	42	39	20	45	31	24	43	39	17

Beacon ELA Data – Spring Administration	Reading									Reading Text Types						Writing								
	Key Ideas & Details			Craft & Structure/ Integration of Knowledge & Skills			Vocabulary Acquisition & Use			Literary			Informational			Text Types and Purposes			Conventions			Research		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	15	76	8	17	72	6	21	75	4	13	81	6	2	69	8	11	81	8	43	53	4	16	79	9
4 th Grade	24	63	13	24	58	18	33	56	12	29	58	13	27	58	14	23	63	14	42	46	12	24	61	15
5 th Grade	24	55	21	29	51	21	30	61	9	31	55	13	23	57	20	21	64	14	38	47	14	21	66	13

Source	Strengths	Weaknesses
SY24 and 25 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <p>From SY2022 to SY2025, the 3rd grade proficiency and distinguished rate has increased from 9.6% to 24%</p> <p>From SY2022 to SY2025, the 5th grade proficiency and distinguished rate have increased from 25.6% to 30%</p> <p>EL: 9% growth for EL students and 6.01% over target.</p> <p>SWD: 10% growth over SWD students and 7% over the target.</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <p>From SY 2022 to SY 24 the 4th grade proficient and distinguished rate has decreased from 20.4% to 15% on the 4th grade EOG.</p> <p>EL: Based on 2024 Milestone scores, only 25% of the EL students scored proficient or advanced on the ELA Milestones.</p> <p>SWD: 22.64% of students with disabilities scored proficient or advance on the ELA Milestones and 51.83% of students with disabilities scored level 1.</p>
Beacon Assessment – ELA (Grade Levels & Subgroups)	<p>Grade Levels (all students):</p> <p>K-2 (all students)</p> <p>Based on the 1st and 2nd grade Spring Beacon results in English Language Arts (ELA), our students demonstrate strengths in Foundations with an average of 58% students scoring Near Target or Prepared.</p> <p>3rd – 5th (all students)</p> <p>Based on the 3rd -5th Spring Beacon results in English Language Arts (ELA) our students have demonstrated strengths in Key Ideas and Details with an average of 78.7% scoring Near Target and Prepared.</p> <p>EL: Based on the 3rd-5th grade Spring Beacon results in ELA, an average of 74.7% ELL students have scored Near Target or Prepared.</p>	<p>Grade Levels (all students):</p> <p>Based on the 1st and 2nd grade Spring Beacon results in ELA our students demonstrated weaknesses in Constructing Texts with an average of 46% in Support Needed.</p> <p>Based on the 3rd – 5th grade Spring ELA Beacon results, our students demonstrated weaknesses in Conventions of Standard English:</p> <ul style="list-style-type: none"> • 3rd grade - 43% (36 of 118) in Support Needed • 4th grade - 53% (59 of 113) in Support Needed • 5th grade - 38% (42 of 112) in Support Needed <p>EL: Based on the 1st and 2nd grade Spring Beacon results in ELA, an average 38% of ELL students have scored Near Target or Prepared.</p>

	SWD: Based on the 3 rd -5 th grade Spring Beacon results in ELA, an average of 81% SWD students have scored Near Target or Prepared.	SWD: Based on the 1 st and 2 nd grade Spring Beacon results in ELA, an average 29.5% of SWD students have scored Near Target or Prepared.
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: Students need success criteria for individual work activities. Teachers need to develop small group activities aligned to individual learning needs for conventions of standard English.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): 77 of 501 students completed the exit criteria for ESOL services 15% of students. 30 long-term EL students will exit services before moving to middle school. Writing scores were higher than speaking by 1.0 EL: 83% of 5 th grade EL students exited services. SWD: Writing was a relative strength for the students who are serving in the general education setting for ESOL/SWD by 2.3%	Grade Levels (all students): EL: Speaking remains a weakness with an average score of 3.1 SWD: Speaking and listening are weaknesses for students who are dually served with an average score of 1.4. Students' service in low-incidence classrooms remains stagnant, with similar scores on the ACCESS test for the last three years.
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> <u>Supportive Learning Environment</u>	Root Cause Explanation: <ul style="list-style-type: none"> • Students need more opportunities to practice grade-level speaking activities with peers. • Teachers need structured activities to teach the Standards of English Conventions. • Teachers need training in structured listening and speaking activities aligned to WIDA standards. • Exceptional Education teachers need explicit instruction in writing connected to text. 	

ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): 3rd – 88% of 3 rd grade students consistently perform at proficiency or above on standard ELAGSE3RL3 (describe characters in a story and explain how their actions contribute to the sequence of events) on common assessments. 4th - 4 th grade students consistently performed 60% proficiency or above on standard ELAGSERI1 on common assessments. 5th - 5 th grade students performed 73% proficiency or above on standard ELAGSE5RI2 on common assessments.	Grade Levels (all students): 3rd – 61% of 3 rd grade students perform at proficiency or above on standard ELAGSERI9 (compare and contrast the most important points and key details presented in two texts on the same topic) on 3 rd grade common assessments. 4th - 4 th grade students performed 49% on standard ELAGSERI2. 5th – 5 th grade students performed 33% on standard ELAGSE5RI5.
School Instructional Walks (Grade Level)	Phonics instruction is consistently found during the instructional walks 86% - 68 of 79 walks.	47 of 78 walks indicate students are speaking with peers 50% or less.

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	<p>1st grade: The percentage of 1st grade students scoring near target and prepared will increase by a minimum of 30% from Fall 2025 baseline to Spring 2026, as measured by the 2025-2026 Beacon Assessment</p> <p>2nd grade: The percentage of 2nd grade students scoring near target and prepared will increase from 44% in Spring 2025 (1st grade) to 55% in Spring 2026 as measured by the 2025-2026 Beacon Assessment.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 27.26% in Spring 2025 to 32.26% in Spring 2026 as measured by the 2025-2026 Georgia ELA Milestones Assessment.</p> <ul style="list-style-type: none"> 3rd grade: 25% of third-grade students will score level 3 or 4 on the Spring 2026 ELA Milestones Assessment. 4th grade: The percentage of 4th grade students scoring level 3 or 4 will increase from 24.5% in Spring 2025 (3rd grade) to 30% in Spring 2026 as measured by the 2025-2026 Georgia ELA Milestones Assessment. 5th grade: The percentage of 4th grade students scoring level 3 or 4 will increase from 26.5% in Spring 2025 (4th grade) to 31 % in Spring 2026 as measured by the 2025-2026 Georgia ELA Milestones Assessment. 		
Root Cause(s) to be Addressed:	Dedicated time for the Standard of English to be taught and implemented with the lesson and small group plans		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input checked="" type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target: 100% of teachers will implement weekly lesson plans for the Standards of Conventional English as outlined in the new ELA standards (GUMS)</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> Preplanning: District Wonders adoption training (adoption includes GUMS lessons) 	<p>Evaluation Performance Target: The percentage of 1-2 students scoring in the prepared category on the <u>language</u> domain of the Beacon assessment will increase from 33% in Spring 2025 to 38% in Spring 2026.</p> <p>The percentage of 3-5 students scoring in the prepared category on the <u>conventions</u> domain of the Beacon assessment will increase from 30% in Spring 2025 to 35% in Spring 2026.</p>	
Target Student Group			
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EL <input type="checkbox"/> SWD			

<p>Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p> <p>1. Teachers will collaborate to develop weekly lesson plans that incorporate the Standards of Conventional English as outlined in the new ELA Standards.</p>	<ul style="list-style-type: none"> • August-September: <ul style="list-style-type: none"> • Admin will develop a quarterly walk schedule to ensure that all classrooms are observed during conventions instruction at least once per quarter. Walks may be conducted by administrators, EIP Lead teachers, or District Academic Coaches. • Teachers will begin to implement the GUMS lessons in Wonders during quarter 1. • October-December: <ul style="list-style-type: none"> • Quarterly Collaborative Planning Days – CCCs will plan explicit lessons aligned to the GUMS chart in the new ELA standards for quarter 2. • Monitoring classroom walks • January-February: <ul style="list-style-type: none"> • Quarterly Collaborative Planning Days – CCCs will plan explicit lessons aligned to the GUMS chart in the new ELA standards for quarter 3. • Monitoring classroom walks • March-April: <ul style="list-style-type: none"> • Quarterly Collaborative Planning Days – CCCs will plan explicit lessons aligned to the GUMS chart in the new ELA standards for quarter 4. • Monitoring classroom walks <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Grade-level lesson plans • Classroom observation data <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal</p>	<p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> • Beacon assessment (language/conventions domain) <p>Evaluation Plan: Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks</p> <p><input type="checkbox"/> Monthly (Every six weeks)</p> <p><input type="checkbox"/> Every other month</p> <p><input checked="" type="checkbox"/> 3 times per year</p> <p><input type="checkbox"/> _____</p> <p>Data Analysis Plan: Beacon data analysis led by EIP lead teachers after each Beacon administration.</p> <p>Beacon reports will be pulled and housed in Fair Oaks Title I Team.</p> <p>Person(s) Collecting Evidence:</p> <p><input type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input type="checkbox"/> EIP Lead Team</p> <p><input type="checkbox"/> CCC Leads</p>	
--	--	---	--

	<input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> EIP Lead Team Frequency of Monitoring: -Classroom walks will be conducted quarterly -Weekly lesson plan checks		
Root Cause(s) to be Addressed:	Students need more opportunities to practice grade-level speaking activities with peers. Teachers need training in structured listening and speaking activities aligned to WIDA standards.		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input checked="" type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of teachers will implement evidence-based instructional strategies that connect listening, speaking, and writing at least once per week.	Evaluation Performance Target: The Average performance level for the listening domain on the ACCESS assessment will increase from 4.03 in 2025 to 4.2 in 2026.	
Target Student Group <input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD	Implementation Plan: <ul style="list-style-type: none"> Summer: ESOL lead teachers will attend EL strategy training at UGA. August: <ul style="list-style-type: none"> ESOL lead teachers will redeliver strategies received at UGA training. ESOL teachers will explicitly teach the “Think, Write, Pair, Share” strategy from ELlevation platform to grade-level teams. September: <ul style="list-style-type: none"> Teachers will begin implementing “Think, Write, Pair, Share” and UGA strategies. Monitoring classroom walks October-December: 	The Average performance level for the speaking domain on the ACCESS assessment will increase from 2.6 in 2025 to 2.8 in 2026. The Average performance level for the writing domain on the ACCESS assessment will increase from 2.28 in 2025 to 2.32 in 2026.	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>		Evaluation Tool(s): ACCESS Assessment	
2. Teachers will implement evidence-based instructional strategies that connect listening, speaking, and writing at least once per week.		Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> Spring 2026 	

	<ul style="list-style-type: none"> Quarterly Collaborative Planning Days – Teachers will plan explicit implementation of “Think, Write, Pair, Share” activities for quarter 2. APs/EIP Team will share Q1 walk data with teacher teams and reflect on practices. Monitoring classroom walks <ul style="list-style-type: none"> January-February: <ul style="list-style-type: none"> Quarterly Collaboration Days APs/EIP Team will share Q2 walk data with teacher teams and reflect on practices. Monitoring classroom walks March-April: <ul style="list-style-type: none"> Quarterly Collaboration Days APs/EIP Team will share Q3 walk data with teacher teams and reflect on practices. Monitoring classroom walks <p>Artifacts to be Collected: Classroom observation forms CCC minutes/lesson plans</p> <p>Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> EIP Lead Team</p> <p>Frequency of Monitoring: Quarterly classroom walks Weekly lesson plan checks</p>	<p>Data Analysis Plan: ESOL teachers will work with ELs to complete ACCESS goal-setting in Fall 2025 and Spring 2026 before ACCESS testing.</p> <p>Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input type="checkbox"/> EIP Lead Team <input type="checkbox"/> CCC Leads <input checked="" type="checkbox"/> ESOL Lead teachers</p>	
--	---	---	--

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
3 rd Grade	36%	27%	38.5%	34%
4 th Grade	24%	35%	50%	43.2%
5 th Grade	34%	26%	37%	50%

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kinder (Winter Administration)	51%	45%	4%	60%	26%	14%	55%	38%	8%	53%	38%	9%
1 st Grade	69%	26%	5%	31%	39%	30%	51%	42%	7%	53%	46%	1%
2 nd Grade	46%	46%	8%	44%	44%	12%	50%	38%	11%	55%	34%	11%
3 rd Grade	13%	87%	0%	12%	86%	3%	18%	82%	0%	25%	72%	3%
4 th Grade	41%	59%	0%	47%	52%	1%	59%	38%	4%	59%	41%	0%
5 th Grade	46%	51%	3%	47%	51%	2%	42%	51%	8%	65%	34%	1%

Source	Strengths	Weaknesses
SY24 and 25 MATH Milestones (Data by grade & subgroup)	<ul style="list-style-type: none"> 13.7% gain in overall math from 2023 to 2024 (55% to 69%) 15% gain in 4th grade math from SY23 to SY24 (35% to 50%) 13% gain in 5th grade math from SY24 to SY25 (37% to 50%) 	<ul style="list-style-type: none"> Decrease of 4.5% in 3rd grade math from SY24 to SY 25 (38.5% to 34%) Decrease of 7.2% in 4th grade math from SY24 to SY25 (50% to 43.2%)
Beacon Assessment – Math (Grade Level & Subgroups)	<ul style="list-style-type: none"> K-2 has the most prepared students in the category of Patterning and Algebraic Reasoning. 30% of 1st graders are prepared in the category of Patterning and Algebraic Reasoning. The majority of all 3rd grade students scored near target in all domains. 	<ul style="list-style-type: none"> Kindergarten scores were 50% or higher in the support needed category in every math domain. Overall, the prepared category had the lowest percentages across the grade levels.

<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p> <p><input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>We are working on building professional capacity and a clear understanding of math content and student expectations for each standard, especially for teachers who are new to the grade level or math instruction. Next year, we will address this through professional development opportunities and guided standard/math unit introductions and exploration before teaching the standards.</p> <p>Our largest percent of support needed was in domains not yet taught in completion based on the pacing guide and the date of the BEACON spring assessment. Next year, we will focus on the BEACON blueprint and the weight each previously taught domain holds.</p>	
<p>MATH Common Assessments (Grade Level Reading & Writing)</p>	<p>Grade Levels (all students):</p> <p>3rd - 95% of 3rd grade students consistently perform at proficiency or above on standard 3.NR.1 (read and write multi-digit whole numbers up to 10,000 to the thousands using base-ten numerals and expanded form) on common assessments.</p> <p>4th- 4th grade students performed at 93% on standard 4.GSR.7. (Investigate the concepts of angles and angle measurement to estimate and measure angles.)</p> <p>5th- 5th grade students performed at 91% on standard 5.NR.4.1 (Read and write decimal numbers to the thousandths place using base-ten numerals written in standard form and expanded form.)</p>	<p>Grade Levels (all students):</p> <p>3rd – 78% of 3rd grade students consistently perform at proficiency or above on standard 3.PAR.3.2 (represent single digit multiplication and division facts using a variety of strategies) on common assessments.</p> <p>4th - 4th grade students performed at 51% on standard 4.NR.2.3. (Solve real-life problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.)</p> <p>5th – 5th grade students performed at 63% on standard 5.NR.3.6 (Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction)</p>
<p>School Instructional Walks (Grade Level)</p>	<p>Strengths:</p> <p>-62% of teachers are utilizing the Math Core Package during the Work Session component of the lesson</p> <p>-58% of teachers are utilizing digital content and Zearn</p>	<p>Weakness:</p> <p>-50% of classrooms are using the Math Core Package during the Explore component of the lesson</p> <p>-Majority of teachers are not utilizing the 360 whiteboards</p>
<p>Check the system that contributes to the root cause:</p> <p><input type="checkbox"/> Coherent Instruction</p> <p><input checked="" type="checkbox"/> Professional Capacity</p> <p><input type="checkbox"/> Effective Leadership</p>	<p>Root Cause Explanation:</p> <p>Not all teachers who have 360 boards in their classrooms were trained on how to properly use them during instruction.</p>	

<input type="checkbox"/> Supportive Learning Environment	
--	--

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	<p>Kindergarten– 25% of kindergarten students will score near target or prepared on the Math Beacon Assessment in Spring 2026.</p> <p>1st Grade – The percentage of 1st grade students scoring near target or prepared on the Math Beacon Assessment will increase from 22% in Winter 2025 (Kindergarten) to 25% in Spring 2026.</p> <p>2nd Grade – The percentage of 2nd grade students scoring near target or prepared on the Math Beacon Assessment will increase from 68% in Spring 2025 (1st Grade) to 70% in Spring 2026.</p> <p>3-5 EOG – The percentage of 3-5 students scoring proficient and distinguished on the Math Milestones Assessment will increase from 44% in May 2025 to 50% in May 2026.</p>		
Root Cause(s) to be Addressed:	<p>Teachers need professional capacity in conceptual numerical reasoning instruction. Teachers need to prioritize exploration to build students’ numerical reasoning capacity.</p>		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input checked="" type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target: 100% of K-5 teachers will implement weekly numerical reasoning activities.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • August-September: <ul style="list-style-type: none"> • District Math coach will provide grade level band (K-2; 3-5) PL on numerical reasoning strategies to connect content with instructional practices at an after school meeting. 	<p>Evaluation Performance Target: 15% of students will be prepared in the numerical reasoning domain of the Spring Beacon assessment.</p> <p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> • Beacon assessment (numerical reasoning) <p>Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks</p>	
Target Student Group			
<input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

<p>1. K-5 teachers will implement weekly numerical reasoning activities.</p>	<ul style="list-style-type: none"> • October-December: <ul style="list-style-type: none"> • Quarterly Collaboration Days • Monitoring classroom walks • January-February: <ul style="list-style-type: none"> • Quarterly Collaboration Days • Monitoring classroom walks • March-April: <ul style="list-style-type: none"> • Quarterly Collaboration Days • Monitoring classroom walks <p>Artifacts to be Collected: Classroom observation data Lesson plans CCC detailed agenda</p> <p>Person(s) Monitoring Implementation: <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> EIP Lead Teachers</p> <p>Frequency of Monitoring: Quarterly classroom walks Weekly lesson plan checks</p>	<p> <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> Every unit (common assessments) </p> <p>Data Analysis Plan: Beacon data analysis led by EIP lead teachers after each Beacon administration.</p> <p>Beacon reports will be pulled and housed in Fair Oaks Title I Team.</p> <p>Person(s) Collecting Evidence: <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> EIP Lead Teachers <input checked="" type="checkbox"/> CCC Leads</p>	
--	--	---	--

Root Cause(s) to be Addressed:			
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input checked="" type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of K-5 teachers will implement common formative and summative assessments for each instructional unit.	Evaluation Performance Target: 60% of students will score at or above 70% on common summative assessments.	
Target Student Group	Implementation Plan: <ul style="list-style-type: none"> Preplanning: <ul style="list-style-type: none"> Administration will introduce District assessment non-negotiables. August-September: <ul style="list-style-type: none"> Grade-level teams will meet during morning CCC time to develop an assessment plan for Q1. Grade-level teams will meet during morning CCC time to develop common formative and summative assessments for upcoming math units aligned to the assessment plan. District Math Coach will provide quarter 1 content overview for each grade level during CCC meetings to ensure teacher clarity when creating assessments. October-December: <ul style="list-style-type: none"> Grade-level teams will meet during morning CCC time to develop an assessment plan for Q2. Grade-level teams will meet during morning CCC time to develop common formative and summative assessments 	Evaluation Tool(s): <ul style="list-style-type: none"> Common summative assessments 	
<input checked="" type="checkbox"/> Gen Ed <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> SWD		Evaluation Plan: Students will be assessed: <ul style="list-style-type: none"> <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input type="checkbox"/> 3 times per year <input checked="" type="checkbox"/> Each Unit 	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>		Data Analysis Plan: Data will be kept on common assessment data form in Title I team.	
2. K-5 teachers will implement common formative and summative assessments for each instructional unit.		Teachers will analyze common assessment data during weekly morning CCC meetings after each assessment.	
		Person(s) Collecting Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> EIP Lead Teachers <input checked="" type="checkbox"/> CCC Leads 	

	<p>for upcoming math units aligned to the assessment plan.</p> <ul style="list-style-type: none"> • District Math Coach will provide quarter 2 content overview for each grade level during CCC meetings to ensure teacher clarity when creating assessments. • January-February: <ul style="list-style-type: none"> • Grade-level teams will meet during morning CCC time to develop an assessment plan for Q3. • Grade-level teams will meet during morning CCC time to develop common formative and summative assessments for upcoming math units aligned to the assessment plan. • District Math Coach will provide quarter 3 content overview for each grade level during CCC meetings to ensure teacher clarity when creating assessments. • March-April: <ul style="list-style-type: none"> • Grade-level teams will meet during morning CCC time to develop an assessment plan for Q4. • Grade-level teams will meet during morning CCC time to develop common formative and summative assessments for upcoming math units aligned to the assessment plan. • District Math Coach will provide quarter 4 content overview for each grade level during CCC meetings to ensure teacher clarity when creating assessments. <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> • Common summative assessments in CTLS Assess • Grade-Level assessment plans 		
--	--	--	--

	<p>Person(s) Monitoring Implementation:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> EIP Lead Teachers <p>Frequency of Monitoring:</p> <p>Quarterly check of assessment plans and implementation of common formative and summative assessments.</p>		
--	---	--	--

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required Annual Title I Meeting – Deadline 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.	9/11/2025		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline 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.	10/1/2025-11/3/2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline 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.	4/16/2026		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
4. Required TWO Building Capacity Opportunities (Do not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	9/16/2025		
	1/27/2026		
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. <u>Briefly describe the transition activities here:</u>	5/7/2026		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> <u>Policy</u> Compact Survey		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities <i>(Required for “Shall’s” 2 and 6)</i>							
School Developed Family Engagement Activities <u>(Must be listed in the school policy)</u>	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Title 1 New Parent Orientation- new families to the school will have an orientation as to expectations and polices for attending.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			TBD	Parents will sign up as they attend. Pictures will be taken. Parents will receive packets for their families to help their child.	Parent Facilitator Admin
Title 1 ESOL Night – parents of multilingual learners will attend a meeting to learn about ESOL services, ACCESS, and to receive materials to assist their child in reading, writing, listening, and speaking.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			TBD	Parents will sign up as they attend. Pictures will be taken. Parents will receive packets for their families to help their child. Parents will receive previous years ACCESS scores.	Parent Facilitator ESOL Teachers Admin
Title 1 Literacy Nights – parents will attend literacy nights to learn more about their child’s progress and how to help at home.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4			TBD	Parents will sign up as they attend. Pictures will be taken. Parents will receive packets for their families to help their child. Parents will receive their child’s scores and create ELA and Math goals with their child.	Teachers Admin

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

SCHOOL RESPONSE: Fair Oaks Elementary will integrate state and local funds and community support in several ways. Title 1 will support district initiatives such as Early Literacy Framework (ELF), LETRS professional development for K-2 leads and Administration. Title II will provide professional development support for all staff. Title III will provide language proficiency support and monthly professional development for ESOL and classroom teachers. Fair Oaks will utilize Title I and Twenty-day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Smyrna Business Network International, Square Church, Mosaic Church, and Gracepoint Church) will provide volunteers and support for our academic nights and our parent university. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent 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: Fair Oaks Elementary will regularly monitor implementation of schoolwide programs through walkthroughs, observations, attendance data, Beacon and EOG GA Milestones data, photos, and sign in sheets.

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: Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, i-ready, Beacon, AMIRA, and EOG GA Milestones. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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: Fair Oaks Elementary will determine the effectiveness of programs through the quarterly review of interims, imagine learning, i-ready, Beacon, AMIRA, and EOG GA Milestones. We will discuss and adjust programs during CCC meetings and quarterly grade team data digs.

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

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

<p>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. <i>SWP Checklist 2(b)</i></p>
<p>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. <i>SWP Checklist 2(c)(i)</i></p>
<p>13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <i>SWP Checklist 2.c(iii)</i></p> <p>SCHOOL RESPONSE: Fair Oaks Elementary will continue the implementation of PBIS (Positive Behavioral Interventions and Supports) this school year. PBIS is an evidence based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. School counselors will be on the PBIS team and will help create the PBIS school plan. Counselors will also instruct students in class and small group sessions on behavior strategies and be a good citizen.</p>
<p>14. <u>Describe professional development</u> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, <u>and to recruit and retain effective teachers</u>, particularly in high need subjects. <i>SWP Checklist 2.c(iv)</i></p> <p>SCHOOL RESPONSE: K-2 teacher representatives will be trained in LETRS by CCSD; instructional paraprofessional monthly meetings with professional learning; During pre-planning, teachers will set specific targeted professional goals for teachers to create goals based on students they are serving.</p>
<p>15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. <i>SWP Checklist 2.c(v)</i></p> <p>SCHOOL RESPONSE: Fair Oaks Elementary will have an incoming kindergarten transition meeting and visit with parents in May. Fair Oaks will coordinate with Pearson Middle School for a transition walk from Fair Oaks with students and an incoming parent night in April.</p>
<p>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. <i>SWP Checklist 2.c(ii)</i></p> <p>SCHOOL RESPONSE:</p>
<p align="center">Comprehensive Needs Assessment – Section 1114(b)(1)(A)</p>
<p>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. <i>SWP Checklist 1</i></p>

Title I Personnel/Positions Hired to Support the School Improvement Goals <i>SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)</i>			
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
1 st Grade Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Reduces class sizes so evidenced based strategies can be implemented more frequently and with longer duration (Examples: conferencing, smaller groups, increased individualized instruction)
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> • Increase parent/school communication by assisting parents in understanding academic standards, providing training, and ensuring information is accessible in a language parents understand • Early learning supports and coordination
EIP Instructional Paraprofessional	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Support emergent bilingual students in mathematics 3 rd – 4 th grade. EIP screening for academic readiness

School Improvement Goals
Include goals on the parent compacts and policy

Goal #1	<p>1st Grade: The percentage of 1st grade students scoring near target and prepared will increase by a minimum of 30% from Fall 2025 baseline to Spring 2026, as measured by the 2025-2026 Beacon Assessment</p> <p>2nd Grade: The percentage of 2nd grade students scoring near target and prepared will increase from 44% in Spring 2025 (1st grade) to 55% in Spring 2026 as measured by the 2025-2026 Beacon Assessment.</p> <p>The percentage of 3rd-5th grade students scoring level 3 or 4 will increase from 27.26% in Spring 2025 to 32.26% in Spring 2026 as measured by the 2025-2026 Georgia ELA Milestones Assessment.</p> <ul style="list-style-type: none"> • 3rd grade: 25% of third-grade students will score level 3 or 4 on the Spring 2026 ELA Milestones Assessment. • 4th grade: The percentage of 4th grade students scoring level 3 or 4 will increase from 24.5% in Spring 2025 (3rd grade) to 30% in Spring 2026 as measured by the 2025-2026 Georgia ELA Milestones Assessment. • 5th grade: The percentage of 4th grade students scoring level 3 or 4 will increase from 26.5% in Spring 2025 (4th grade) to 31 % in Spring 2026 as measured by the 2025-2026 Georgia ELA Milestones Assessment.
Goal #2	<p>Kindergarten– 25% of kindergarten students will score near target or prepared on the Math Beacon Assessment in Spring 2026.</p> <p>1st Grade – The percentage of 1st grade students scoring near target or prepared on the Math Beacon Assessment will increase from 22% in Winter 2025 (Kindergarten) to 25% in Spring 2026.</p> <p>2nd Grade – The percentage of 2nd grade students scoring near target or prepared on the Math Beacon Assessment will increase from 68% in Spring 2025 (1st Grade) to 70% in Spring 2026.</p> <p>3-5 EOG – The percentage of 3-5 students scoring proficient and distinguished on the Math Milestones Assessment will increase from 44% in May 2025 to 50% in May 2026.</p>