

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Elementary
Principal Name:	William Dryden
Date Submitted:	June 30, 2026
Revision Date(s):	May 6, 2026

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Sedalia Park Elementary
<i>Team Lead</i>	William Dryden
<i>Position</i>	Principal
<i>Email</i>	William.Dryden@cobbk12.org
<i>Phone</i>	770-509-5162
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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

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

School Response: The school leaders began to develop the plan through grade level Cobb Collaborative Community meetings. Each team analyzed grade level data, school data and discussed any trends and contributing factors. Ideas were shared for professional support in FY27. The MOY and EOY SY26 SIP data was analyzed for trends and patterns to lead to specific root causes. This information was used to create goals and develop action steps. The committee also reviewed school-wide instructional strategies planned for professional development and discussed ways to increase parent involvement.

IDENTIFICATION of STAKEHOLDERS

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

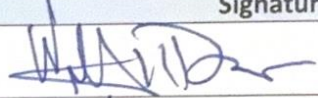
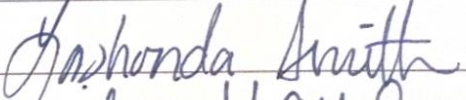
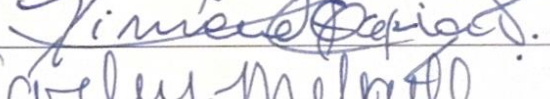
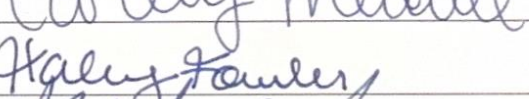
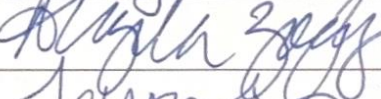
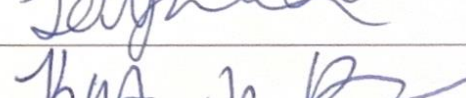
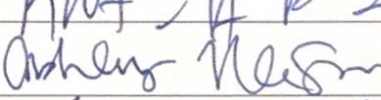
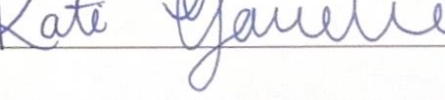
Positions and Roles to consider when developing the SIP Committee.

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

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

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

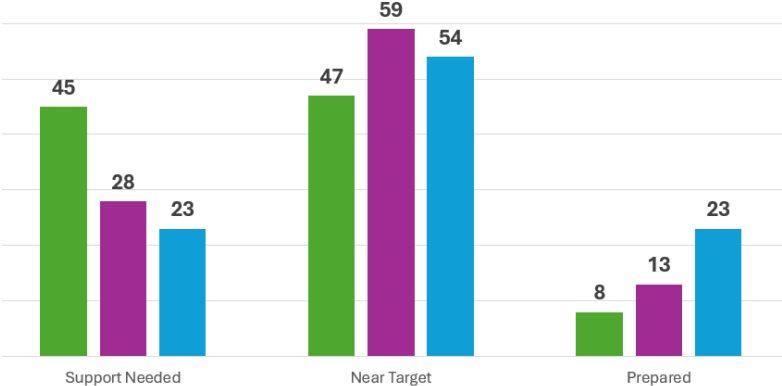
Meeting Dates:	April 23, 2026	May 6, 2026	
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Position/Role	Printed Name	Signature
Principal	William Dryden	
Assistant Principal	Lashonda Smith	
Academic Coach	Jennifer Mayo	
Bookkeeper	Sheila Degrossi	
Parent Facilitator	Ximena Tapia-Gonzalez	
Teacher	Carley Mehall	
Teacher	Haley Fowler	
Teacher	Angela Zogby	
Teacher	Taya Nelson	
Parent	Kathryn Brown	
Parent	Ashley Nelson	
Parent	Tahithia Tucker	
Parent	Kati Gardner	

Comprehensive Needs Assessment Evaluation of Goal(s)

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

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

Previous Year's Goal #1	By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON ELA assessment by the end of the year.																		
Was the goal met? ☐ YES ☒ NO ☐ Partially																			
What data supports the outcome of the goal?	 <table border="1" data-bbox="394 516 1171 899"> <thead> <tr> <th>Category</th> <th>Green Bar</th> <th>Purple Bar</th> <th>Blue Bar</th> </tr> </thead> <tbody> <tr> <td>Support Needed</td> <td>45</td> <td>28</td> <td>23</td> </tr> <tr> <td>Near Target</td> <td>47</td> <td>59</td> <td>54</td> </tr> <tr> <td>Prepared</td> <td>8</td> <td>13</td> <td>23</td> </tr> </tbody> </table>			Category	Green Bar	Purple Bar	Blue Bar	Support Needed	45	28	23	Near Target	47	59	54	Prepared	8	13	23
Category	Green Bar	Purple Bar	Blue Bar																
Support Needed	45	28	23																
Near Target	47	59	54																
Prepared	8	13	23																
Reflecting on Outcomes																			
If the goal was not met , what actionable strategies could be implemented to address the area of need?	• Teacher training and consistent implementation of the Wonders core package, digital resources, companions, and resource library. • Strengthen Tier 1 instruction through explicit modeling and guided practice. • Provide targeted small-group instruction based on specific skill gaps. • Increase opportunities for student practice and feedback. • Build teaching capacity through collaborative planning and professional learning. • Increase Instructional time and intervention support. • Strengthen progress monitoring and data use. • Teacher training and consistent implementation of the ELA intervention block.																		

If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	
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Previous Year's Goal #2	By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON MATH assessment by the end of the year.
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Was the goal met? ☐ YES ☒ NO ☐ Partially	
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What data supports the outcome of the goal?

Category	Green Bar	Purple Bar	Blue Bar
Support Needed	52	36	29
Near Target	46	57	58
Prepared	2	7	13

Reflecting on Outcomes

If the goal was not met , what actionable strategies could be implemented to address the area of need?	• Teacher training and consistent implementation of the core package digital resources, workbooks, manipulatives, and resource library. • Strengthen Tier 1 instruction through explicit modeling and guided practice. • Provide targeted small-group instruction based on specific skill gaps. • Increase opportunities for student practice and feedback. • Build teaching capacity through collaborative planning and professional learning. • Increase instructional time and intervention support.
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	- Strengthen progress monitoring and data use. - Teacher training and consistent implementation of the math intervention block.
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	

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

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	34%	33%	
4 th Grade	28%	28%	
5 th Grade	46%	38%	

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	37	36	27	36	33	31	22	54	24	32	41	27	46	32	21
2 nd Grade	24	42	34	29	29	42	30	47	23	29	37	34	35	41	24

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3rd Grade	19	66	15	14	76	10	7	81	12	20	66	14	11	66	23	14	71	14	19	66	15
4th Grade	19	63	17	22	50	28	20	58	21	37	45	18	22	58	19	22	59	18	32	53	15
5th Grade	26	45	28	24	52	24	23	54	23	35	40	24	26	51	23	30	45	24	23	51	26

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): EL: SWD:
Beacon Assessment – ELA (Grade Levels & Student groups)	Grade Levels (all students): - Based on the 1st Grade EOY Beacon results in ELA, our students have demonstrated strength in Texts with 78% of students scoring Near Target or Prepared. - Based on the 2nd Grade EOY Beacon results in ELA, our students have demonstrated strength in Foundations with 76% of students scoring Near Target or Prepared. - Based on the 3rd Grade EOY Beacon results in ELA, our students have demonstrated strength in	Grade Levels (all students): - Based on the 1st Grade EOY Beacon results in ELA, our students have demonstrated a weakness in Constructing Texts with 46% of students scoring Support Needed. - Based on the 2nd Grade EOY Beacon results in ELA, our students have demonstrated a weakness in Constructing Texts with 35% of students scoring Support Needed. - Based on the 3rd Grade EOY Beacon results in ELA, our students have demonstrated a weakness in Interpreting Texts: Listening with 20% of students scoring Support Needed.

	Interpreting Texts: Reading and Vocabulary with 93% of students scoring Near Target or Prepared. - Based on the 4th Grade EOY Beacon results in ELA, our students have demonstrated strength in Constructing Texts: with 82% of students scoring Near Target or Prepared. - Based on the 5th Grade EOY Beacon results in ELA, our students have demonstrated strengths in Constructing Texts and Language: Grammar Conventions with 77% of students scoring Near Target or Prepared EL: - EL students are scoring at the achievement level of Near Target or Prepared at a percentage rate of 57% (73 of 128) on the Beacon. SWD: - SWD students are scoring at the achievement level of Near Target or Prepared at a percentage rate of 51% (40 of 79) on the Beacon.	- Based on the 4th Grade EOY Beacon results in ELA, our students have demonstrated a weakness in Interpreting Texts: Listening with 37% of students scoring Support Needed. - Based on the 5th Grade EOY Beacon results in ELA, our students have demonstrated a weakness in Interpreting Texts: Listening with 35% of students scoring Support Needed. EL: - EL students are scoring at the achievement level of Needs Support at a percentage rate of 43% (55 of 128) on the Beacon. SWD: - SWD students are scoring at the achievement level of Needs Support at a percentage rate of 49% (39 of 79) on the Beacon.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Insufficient explicit instruction in writing and composition - Limited opportunities for structured listening and academic language processing - Inconsistent use of scaffolds to support independent text production. - Gaps in vocabulary and language development	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL: 2024 Listening Average- 4.10/6 2025 Listening Average- 4.11/6 2026 Listening Average- 4.50/6 Average Listening scores on ACCESS increased by .39 and are the highest of the four domains in the 2025 – 2026 school year. SWD:	Grade Levels (all students): EL: 2024 Reading Average- 3.04/6 2025 Reading Average- 2.93/6 2026 Reading Average- 3.49/6 Average ACCESS Reading scores increased by .56 in the 2025 – 2026 school year. 2024 Speaking Average- 2.97/6 2025 Speaking Average- 2.88/6

	2026 EL SWD Speaking Average- 2.9/6 Average Speaking score on Access increased by 1.15 in the 2025-2026 school year for EL SWD.	2026 Speaking Average- 3.49/6 Average ACCESS Speaking score increased by .61 in the 2025 – 2026 school year. 2024 Writing Average- 2.68/6 2025 Writing Average- 2.79/6 2026 Writing Average- 2.91/6 Average ACCESS Writing scores increased by .12 but continue to be the lowest of the four domains in the 2025 – 2026 school year. SWD: 2026 EL SWD Listening Average- 2.65/6 Average Listening scores on Access increased by 0.85 in the 2025-2026 school year for EL SWD. 2026 EL SWD Reading Average- 2.50/6 Average Reading scores on Access increased by 1.0 in the 2025-2026 school year for EL SWD. 2026 EL SWD Writing Average- 2.55/6 Average Writing score on Access increased by .04 in the 2025-2026 school year for EL SWD.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Teacher training and consistent implementation of explicitly teaching academic language across content areas with fidelity. - Teacher training and consistent implementation of ELlevation strategies to assist ELs in accessing grade level content. - Student and language support is limited during the reading and writing block due to scheduling guidelines and constraints.	
ELA Common Assessments (Grade Level Reading & Writing)	Grade Levels (all students): Foundations from Wonders K-2 Assessments:	Grade Levels (all students): Foundations from Wonders K-2 Assessments:

	- Kindergarten demonstrated strong performance in foundational literacy skills averaging 75% on unit assessments over the course of the year. 2nd grade showed the strongest performance overall, with averages of scores of 74%, 94%, and 89% in 3/5 classrooms. Language Domain from Wonders K-2 Assessments: - Kindergarten showed strong performance overall, averaging approximately 81%. - First grade performed well, including scores of 98%, 88%, and 83% in 3/6 classrooms over the course of the year. Text Domain from Wonder K-2 Assessments: - Kindergarten and second grade demonstrated solid comprehension performance with 82% and 74%, respectively. Language Domain from Wonders 3-5 Assessments: - Four of five third grade groups are clustered in the mid-to-upper 60s, with an average of 68%, showing partial mastery of language standards. - Three of five 5th grade classes scored in the mid-80s. Overall, this was a strong domain with an average of 77% across all five groups with demonstrating strong language application skills.	- One of five kindergarten groups scored below proficiency at 69% suggesting inconsistent mastery of phonics, phonological awareness, or decoding skills. - An average score of 67% in first grade classrooms over the course of the year indicates foundational skill gaps. Language Domain from Wonders K-2 Assessments: - One second grade group scored significantly below expectations at 43%. - One first grade group scored significantly below expectations at 61%. Text Domain from Wonder K-2 Assessments: Scores of 61% and 65% in two kindergarten classrooms indicate students may struggle with comprehension, retelling, and responding to text. Language Domain from Wonders 3-5 Assessments: - One third grade classroom scored significantly lower with an average of 56%. - Scores are consistent across 4th grade groups with an average of 60% showing partial mastery of language standards. - One fifth grade classroom scored significantly lower with an average of 53%. Text Domain from Wonder 3-5 Assessments: - All third-grade groups scored below proficiency with an average of 43%. - Four of five fourth grade groups below proficiency with an average of 52%. - One fifth grade classroom scored significantly lower with an average of 44%.
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	Text Domain from Wonder 3-5 Assessments: - One 4th grade group demonstrated exceptional comprehension performance at 89%. - One 5th grade group achieved 100% mastery.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Inconsistent pacing or instructional implementation across classrooms. - Students may require more cumulative review and repeated practice. - Intervention structures may not yet be adequately closing foundational gaps. - Insufficient transfer from foundational skills to comprehension. - Inconsistent implementation of comprehension instruction across classrooms.	
School Instructional Walks (Grade Level) What instructional practices / processes are consistently observed during ELA walks? What instructional practices / processes are consistently missing or ineffective during ELA walks?	In 90% of classrooms where small-group instruction was observed, targeted and differentiated instruction was evident. Students received instruction in appropriately sized groups of three to six. Teachers were observed modeling the learning target and/or targeted skill in 100% of classrooms observed. Instructional pacing was focused and purposeful, and students were actively engaged in peer discourse, with student-to-student communication observed in 75–100% of the time. In first-grade classrooms observed during the Foundations component of the K–5 uninterrupted literacy block (phonics and handwriting), peer-to-peer communication most frequently occurred during 75–100% of instructional time, indicating a high level of student engagement in collaborative discourse during foundational skills instruction.	In 33% of classrooms observed during instructional formats other than small-group instruction, peer-to-peer communication occurred 50% of the time or less, indicating an opportunity to increase student discourse during whole-group instruction. In Kindergarten classrooms observed during the Foundations component of the K–5 uninterrupted literacy block (phonics and handwriting), the most frequently observed level of peer-to-peer communication was 0–25% of instructional time. This pattern suggests that opportunities for student discourse during foundational skills instruction may be limited and could be intentionally increased to support language development and engagement. Walkthrough data show that instructional observations in grades 3-5 were conducted 80% of the time during the Interpreting Texts component of the literacy block. This suggests that most of the instructional time observed focused on comprehension and meaning-making activities, with less frequent observation of fluency and foundational skill development in upper grades.

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - Structured routines for student talk (e.g., turn-and-talk, partner response, choral response, language frames) are implemented inconsistently across settings and grade levels. - Instructional structures that naturally promote interaction are being implemented effectively, while whole-group instruction may rely more heavily on teacher talk, resulting in fewer structured opportunities for student participation.	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☒ Intervention Data	Quick Phonics Screener (QPS) data: Kindergarten: - BOY showed 73 students at Task 1; EOY shows only 9 students remaining there. - Students distributed across a much wider range of task levels. - Fifteen students reached advanced task levels (Tasks 7–9+) First Grade: - BOY showed 54 students at Task 1; EOY dropped to only 4. - Students shifted strongly into middle and advanced task bands. 20 students reached Task 9+. Second Grade: Forty-two students achieved Task 9+. - Majority of students are now performing in advanced task bands. Significant reduction in lower-level task performance.	Kindergarten: Thirty-one remain within lower task bands and may require targeted support entering 1st grade. First Grade: Fifty-three students still cluster in lower task bands, suggesting foundational gaps may persist for some learners. Second Grade: Twenty-two students still cluster in lower task bands, suggesting foundational gaps may persist for some learners. Third Grade: Twenty-one students still cluster in lower task bands, suggesting foundational gaps may persist for some learners. Fourth Grade: Eleven students still cluster in lower task bands, suggesting foundational gaps may persist for some learners.

	Third Grade: • BOY showed only 25 students at Tasks 7–9+; EOY increased to 75 students. • Fifty-six students achieved Task 9+. • Only 6 students remain in lower task bands. Fourth Grade: • Seventy-four students achieved Task 9+. • Only four students remain below Task 5. Fifth Grade: • Eighty-eight students achieved Task 9+. • No students remain in Tasks 1–2.	Fifth Grade: • Eight students still cluster in lower task bands, suggesting foundational gaps may persist for some learners.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Provide targeted small-group instruction based on specific skill gaps. • Increase opportunities for student practice and feedback. • Strengthen progress monitoring and data use. • Teacher training and consistent implementation of the ELA intervention block.	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	By the conclusion of the 2026-2027 school year, 30% (148) of approximately 494 students in grades 1-5 will score in the prepared range according to the BEACON ELA assessment by the end of the year .		
Root Cause(s) to be Addressed:	- Teacher training and consistent implementation of explicitly teaching academic language across content areas with fidelity. - Teacher training and consistent implementation of ELlevation strategies to assist ELs in accessing grade level content.		
Funding Source(s) <i>SWP Checklist 5. e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100% of teachers will implement daily strategies to improve students' English-speaking skills as evidenced by lesson plans and walkthrough data. Implementation Plan: Preplanning: - ELlevation PL with the staff, updating them on recent changes to the Ellevation platform. August-September: - Quarter 1 retraining the "Inside, Outside Circle" ELlevation strategy. - Ellevation Modules will be completed under the direction of the ESOL team with IRRs and Innovative Classroom Teachers monthly. - Teams will engage in collaborative planning to design opportunities for students to implement the ELlevation strategy. - Conduct monthly instructional walks to monitor implementation of the ELlevation strategy. Data will be shared with teams during CCCs.	Evaluation Performance Target: Evaluation performance target: 64% of EL students increased their ACCESS score in the Speaking domain by 0.5 or greater in the 2026-2027 school year. Evaluation Tool(s): - WIDA Speaking Rubric - Ellevation Monitoring Spreadsheet Evaluation Plan: Students will be assessed: ☒ Every 2 weeks ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: - Create grade level CCC schedule and template for analyzing the data and planning. - Results will be analyzed during CCC's and used to plan small group and/or whole group instruction.	ELlevation
Target Student Group			
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. 100% K–5 teachers will integrate the designated quarterly Ellevation strategy into daily instruction to support multilingual learners. Data will be collected through classroom walkthroughs, lesson plan reviews, and the Ellevation monitoring spreadsheet.	October-December: • Quarter 2 training on the “Sticky Thinking” ELlevation strategy. • Ellevation Modules will be completed under the direction of the ESOL team with IRRs and Innovative Classroom Teachers monthly. • Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement the ELlevation strategy. • Conduct monthly instructional walks to monitor implementation of the ELlevation strategy. Data will be shared with teams during CCCs. January-February: • Quarter 3 training on the “Brainstorm Walk” ELlevation strategy. • Implement WIDA Speaking bookmarks for student self-monitoring of speaking proficiency. Provide teacher training on effective use of the bookmarks to support student reflection, goal setting, and progress monitoring. • Ellevation Modules will be completed under the direction of the ESOL team with IRRs and Innovative Classroom Teachers monthly. • Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement the ELlevation strategy. • Conduct monthly instructional walks to monitor implementation of the ELlevation strategy. Data will be shared with teams during CCCs. March-April: • Quarter 4 training on the “Find the Fib!” ELlevation strategy. • Ellevation Modules will be completed under the direction of the ESOL team with IRRs and Innovative Classroom Teachers monthly. • Teams will engage in collaborative planning to design learning tasks that provide opportunities for students to implement the ELlevation strategy.	• Data from instructional walks will be used to determine next steps for professional learning. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	- Conduct monthly instructional walks to monitor implementation of the ELlevation strategy. Data will be shared with teams during CCCs. May: - Reflect on the action step and ACCESS scores. Artifacts to be Collected: - Lesson Plans with Ellevation Strategies - Walkthrough Data - Rubric - Sign In Sheets - Agendas Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: - Biweekly Walkthroughs - Biweekly student performance data will be collected using the WIDA rubric.		
Root Cause(s) to be Addressed:	- Inconsistent pacing or instructional implementation across classrooms. - Students may require more cumulative review and repeated practice.		
Funding Source(s) <i>SWP Checklist 5. e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100% of grade-level teams will utilize common formative assessments for each Wonders unit. Implementation Plan: Preplanning: Introduce the CFA/CSA expectations.	Evaluation Performance Target: By December 2026, at least 50% of students in grades 1-5 will score 70% or higher on each common summative assessment. Additionally, by May 2027 at least 75% of students will score 70% or higher on each common summative assessment.	
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)			
2. 100% of teachers in grades 1-5 will use the Wonders Progress Monitoring Assessment data to plan and deliver differentiated small group instruction biweekly, as evidenced by assessment reports, lesson plans and observations.	August-September: - Review Wonders common formative and summative assessments with grade-level teams. - Develop a shared assessment administration schedule for grades 1–5. - Establish CCC expectations for analyzing assessment data and planning instructional responses. October-December: - Administer Wonders assessments. - Analyze grade-level trends to determine progress toward the 50% proficiency target. - Identify students requiring additional support prior to December benchmarks. - Share effective practices across grade levels to strengthen instructional consistency. January-February: - Analyze cumulative formative and summative assessment data from grades 1–5. - Determine progress toward implementation and evaluation targets. - Identify instructional strengths, barriers, and next steps for second semester. March-April: - Weekly CCC collaboration focused on assessment data analysis. - Consistent use of Wonders assessments in all classrooms. - Targeted reteaching and intervention based on student performance. - Administrative walkthroughs with feedback connected to instructional response practices. - Monitoring of student mastery and progress toward proficiency targets. May: - Analyze cumulative formative and summative assessment data from grades 1–5.	Evaluation Tool(s): - Progress Monitoring Assessments for each Wonders Unit in grades 1-5. Evaluation Plan: Students will be assessed: ☒ Biweekly ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: - Create an assessment schedule. - Create a grade level CCC schedule and template for analyzing the assessments. - Results from the CCC meetings will be used to adjust assessments prior to administration. - Analyze Beacon data. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principal ☒ Academic Coach ☒ CCC Leads	

	- Determine progress toward implementation and evaluation targets. - Reflect on the action step, process, and data. Artifacts to be Collected: - Copies of assessments - CTLS Assessment Summary Reports - Meeting Agendas - Sign in Sheets - Assessment Schedules - Lesson Plans - Walkthrough Data Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: - Progress monitoring will occur twice within each of the six Wonders units through the administration of Progress Monitoring Assessments following Text Set 1 and Text Set 2.		
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MATH DATA

MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	35%	41%	47%
4 th Grade	32%	34%	53%
5 th Grade	27%	41%	36%

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
Kindergarten (EOY only)	25	51	25	39	46	15	39	33	28	21	56	22

1st Grade	26	50	24	20	50	31	12	53	35	33	43	24
2nd Grade	31	43	26	36	38	26	29	40	31	14	33	53
3rd Grade	14	77	9	12	80	8	18	77	5	20	71	9
4th Grade	35	55	10	38	55	7	43	51	6	41	50	9
5th Grade	52	42	6	59	35	6	44	46	9	59	32	9

Source	Strengths	Weaknesses
FY26 MATH Milestones (Grade Level & Student Groups)	Grade Level: - The FY25 3rd grade cohort increased the % of students scoring Proficient & Distinguished from 41% to 53% in 4th grade on the Math EOG. - The 3rd grade longitudinal data indicates sustained improvement in 3rd grade performance, with Proficient and Distinguished achievement increasing by 12 percentage points over the past three years. - The 4th grade longitudinal data indicates sustained improvement in 4th grade performance, with Proficient and Distinguished achievement increasing by 21 percentage points over the past three years. EL: - FY26 EL students are scoring in the achievement level of Proficient & Distinguished at a percentage rate of 31% (22 of 70) on the EOG. SWD: - FY26 SWD students are scoring in the achievement level of Proficient & Distinguished at a percentage rate of 10% (4 of 38) on the EOG.	Grade Level: - Longitudinal cohort data indicates the FY24 3rd Grade cohort increased Proficient and Distinguished performance by 1% from FY24 to FY26. EL: - FY26 EL students are scoring in the achievement level of Beginning Learner at a percentage rate of 27% (19 of 70) on the EOG. SWD: - FY26 SWD students are scoring in the achievement level of Beginning Learner at a percentage rate of 74% (28 of 38) on the EOG.

Beacon Assessment – Math (Grade Level & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): - Based on the EOY Beacon results in MATH, our kindergarten, 1st grade, and 3rd grade students have demonstrated strength in Numerical Reasoning with 76% of kindergarteners, 74% of 1st graders and 86% of 3rd graders scoring Near Target or Prepared. - Based on the EOY Beacon results in MATH, our 1st grade, and 3rd grade students have demonstrated strength in Patterning and Algebraic Reasoning with 81% of 1st graders and 88% of 3rd graders scoring Near Target or Prepared. - Based on the EOY Beacon results in MATH, our 1st grade, 2nd grade, and 3rd grade students have demonstrated strength in Measurement and Data Reasoning with 88% of 1st graders, 71% of 2nd graders and 82% of 3rd graders scoring Near Target or Prepared. - Based on the EOY Beacon results in MATH, our kindergarten, 2nd grade, and 3rd grade students have demonstrated strength in Geometric and Spatial Reasoning with 78% of kindergarteners, 86% of 2nd graders and 80% of 3rd graders scoring Near Target or Prepared. EL: - EL students are scoring at the achievement level of Near Target or Prepared at a percentage rate of 50% (64 of 128) on the Beacon. SWD: - SWD students are scoring at the achievement level of Near Target or Prepared at a percentage rate of 57% (45 of 79) on the Beacon.	For Grade Levels, ELs and SWD Grade Levels (all students): - Based on the EOY Beacon results in MATH, 5th grade shows the lowest performance across all domains with 48%, 55%, 41%, and 41% of students scoring Near Target or Prepared. - Based on the EOY Beacon results in MATH, 4th grade demonstrates a noticeable dip in Numerical Reasoning (65%), Measurement and Data Reasoning (57%) and Geometric and Spatial Reasoning with (59%) of students scoring Near Target or Prepared. EL: - EL students are scoring at the achievement level of Needs Support at a percentage rate of 50% (64 of 128) on the Beacon. SWD: - SWD students are scoring at the achievement level of Needs Support at a percentage rate of 43% (34 of 79) on the Beacon.
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Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Performance declines as grade level expectations shift from skill acquisition to problem solving and reasoning. • Domains that require interpretations, reasoning, and multi-step thinking, which show the greatest performance decreases. • Upper grade tasks require students to apply concepts rather than recall procedures. • Foundational vocabulary and conceptual connections may not be consistently reinforced across grade levels. • Domains showing decline require strong visual and conceptual representation, students may be moving to abstract tasks before demonstrating mastery at the concrete and representational levels.	
MATH Common Assessments	Grade Levels (all students): The use of bi-weekly common formative assessments to guide small-group instruction positively impacted student achievement throughout the school year. By December 2025, at least 72% of students in grades 1–5 scored 70% or higher on each common summative assessment, meeting the established performance target. By May 2026, overall proficiency increased to 77% of students in grades 1–5, scoring 70% or higher on each common summative assessment. 1st Grade showed strong growth, increasing from 59% to 84% (+25 percentage points), suggesting effective instructional alignment and intervention supports. 4th Grade demonstrated the largest gain, increasing from 54% to 89% (+35 percentage points), reflecting highly effective instruction, intervention, and student mastery of grade-level standards. 5th Grade increased from 67% to 75% (+8 percentage points), showing moderate growth and indicating that students generally maintained and strengthened proficiency through the end of the year.	Grade Levels (all students): 2nd Grade experienced a slight decline from 81% to 77% (-4 percentage points), which may indicate increased rigor on EOY assessments, inconsistency in mastery of later standards, or a need for stronger spiral review and retention practices. 3rd Grade improved from 45% to 58% (+13 percentage points). While growth was evident, overall proficiency remained lower than desired, indicating continued need for targeted support with foundational conceptual understanding and problem-solving skills.
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	• Inconsistent conceptual understanding of grade-level standards across classrooms, particularly in grades that demonstrated lower overall proficiency or smaller gains. • Limited opportunities for daily spiral review and cumulative practice, which may have affected retention of previously taught skills and standards. • Inconsistent use of student error analysis to inform next instructional steps and address misconceptions immediately.	
School Instructional Walks (Grade Level) • What instructional practices / processes are consistently observed during walks? • What instructional practices / processes are consistently missing or ineffective during walks?	Instructional walk data indicates the following trends: Students were observed making sense of problems and persevering in solving them in 100% of classrooms observed. Additionally, students were engaged in tasks that promote reasoning and problem solving in 80% of classrooms observed, and instruction was fully aligned to the standard in 96% of classrooms observed. These data suggest strong evidence of standards-based instruction and student engagement in mathematical practices.	An area for continued growth is the use of digital or concrete manipulatives, which was observed in 50% of classrooms. Increasing intentional use of manipulatives may help strengthen students' conceptual understanding and support the CRA instructional approach. A significant area of need is student reflection, as reflection activities were not observed in any classrooms. Incorporating brief reflection opportunities, such as exit tickets, math journals, turn-and-talks, or written explanations, could help students articulate their thinking, make connections, and deepen understanding.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Reflection routines and purposeful use of manipulatives are not consistently embedded into daily instruction, limiting opportunities for students to consolidate learning and develop conceptual understanding despite strong alignment to standards and engagement in problem solving. • Inconsistent use of manipulatives may stem from uncertainty about how to integrate them effectively beyond primary grades.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	By the conclusion of the 2026-2027 school year, 30% (148) of approximately 494 students in grades 1-5 will score in the prepared range according to the BEACON MATH assessment by the end of the year.		
Root Cause(s) to be Addressed:	• Reflection routines and purposeful use of manipulatives are not consistently embedded into daily instruction, limiting opportunities for students to consolidate learning and develop conceptual understanding despite strong alignment to standards and engagement in problem solving. • Limited opportunities for daily spiral review and cumulative practice, which may have affected retention of previously taught skills and standards. • Inconsistent use of student error analysis to inform next instructional steps and address misconceptions immediately.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By August 2026, 100% of grades 1–5 teachers will implement daily math instruction with a Number Talk centered on the most frequently missed problem from the previous day’s spiral review.	Evaluation Performance Target: By December 2026, at least 50% of students in grades 1–5 will score 70% or higher on each common summative assessment. Additionally, by May 2027, at least 75% of students in grades 1–5 will score 70% or higher on each common summative assessment.	
Target Student Group	Implementation Plan:	Evaluation Tool(s):	
☒ All Students ☐ EL ☐ SWD	Preplanning: • Introduce Number Talks and spiral review expectations.	• Unit Assessments for each grade level	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>		Evaluation Plan: Students will be assessed:	

1. 100% of teachers in grades 1–5 will begin daily math instruction with a Number Talk centered on the most frequently missed problem from the previous day’s spiral, as evidenced by assessment reports, lesson plans and observations.	August-September: • Provide professional learning on the purpose, structure, and routines of Number Talks and the spiral review. • Introduce grade-level appropriate Number Talk strategies aligned to standards. • Develop consistent schoolwide expectations for daily implementation. • Establish CCC expectations for collaborative planning and reflection around Number Talks and the spiral review. • Develop a shared assessment administration schedule for grades 1–5. • Consistent use of Number Talks and spiral review in all classrooms. October-December: • Analyze grade-level trends to determine progress toward the 50% proficiency target. • Consistent use of Number Talks and spiral review in all classrooms. • Identify students requiring additional support prior to December benchmarks. • Share effective practices across grade levels to strengthen instructional consistency. • Administrative walkthroughs with feedback. January-February: • Analyze cumulative formative and summative assessment data from grades 1–5. • Determine progress toward implementation and evaluation of targets. • Consistent use of Number Talks and spiral review in all classrooms. • Identify instructional strengths, barriers, and next steps for second semester. • Administrative walkthroughs with feedback March-April: • Weekly CCC collaboration focused on assessment data analysis.	☒ Bi-weekly ☐ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: • Create an assessment schedule. • Create a grade level CCC schedule and template for analyzing the assessments. • Results from the CCC meetings will be used to adjust assessments prior to administration. • Analyze Beacon data. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principal ☒ Academic Coach ☒ CCC Leads	
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	• Consistent use of Number Talks and spiral review in all classrooms. • Targeted reteaching and intervention based on student performance. • Administrative walkthroughs with feedback connected to instructional response practices. • Monitoring of student mastery and progress toward proficiency targets. May: • Analyze cumulative formative and summative assessment data from grades 1–5. • Determine progress toward implementation and evaluation targets. • Reflect on the action step, process, and data. Artifacts to be Collected: • Copies of assessments • CTLS Assessment Summary Reports • Meeting Agendas • Sign in Sheets • Assessment Schedules • Lesson Plans • Walkthrough Data Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principal ☒ Academic Coach Frequency of Monitoring: • Monthly		
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)		
Family Engagement Activities (<i>*Must be listed in the school policy</i>)	Date(s) Scheduled	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	Friday 9/18/26 Session 1 virtual 8:30-9:30 Session 2 virtual 1:00-2:00	☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	Friday 10/16/26 Session 1 virtual 8:30-9:00 Session 2 virtual 1:00-1:30	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.	Thursday 3/18/27 Session 1 virtual 8:30-9:00 Session 2 virtual 1:00-1:30	☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	Wednesday 9/2/26 #1	☐ 1 ☐ 4 ☐ 2 ☐ 5
	Wednesday 2/10/27 #2	☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: • Rising Kindergarten activities with new parents • 5th grade transition to Middle School	Rising Kindergarten 4/22 6:30PM 5th grade transition date TBD	☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	List documents translated for parents:	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

Academic-Related School-Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

Academic-Related and School-Developed Family Engagement Activities (*Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Staff Responsible
Curriculum in Action Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Must be discussed with the team in pre-planning	N/A	Tuesday 9/1/26 6:30-7:30	Must be discussed with the team in pre-planning	Principal Academic Coach Parent Facilitator Lead Teacher
Curriculum in Action Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Must be discussed with the team in pre-planning	N/A	Thursday 9/3/26 6:30-7:30	Must be discussed with the team in pre-planning	Principal Academic Coach Parent Facilitator Lead Teacher
Family Data Night and Student Data Stories Event	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Must be discussed with the team in pre-planning	N/A	Thursday 4/1/27	Must be discussed with the team in pre-planning	Principal Academic Coach Parent Facilitator Lead Teacher

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

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

6. Provide other reasonable support for parental involvement activities as parents may request. These are school-developed activities based upon parent's 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 remain 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: Title I funding for CCSD academic initiatives provides additional student resources and professional learning support. This support builds educator agency to improve instruction so students can overcome learning loss and make adequate progress in the core academic areas. The CCSD learning structures include Amira, iReady and BEACON assessments, Wonders, UFLI, Language Essentials for Teachers of Reading and Spelling (LETRS), DreamBox, and Zearn.	

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

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

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

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

SCHOOL RESPONSE: The School Leadership Team (Administrative Team, Academic Coach, and Team Leaders) participate in learning walks to observe and provide feedback to educators as they implement the action plan. Teachers, team leaders, and the Instructional Leadership Team collect data through teacher notes each quarter.

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: The School Leadership Team examines student growth measures and determines if grade levels, classrooms, and student groups are progressing adequately toward the school-wide goals.

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

SCHOOL RESPONSE: The School Leadership Team assesses SIP data to provide input on the next steps and decides if implementation revisions are needed. If revision is required, then the Instructional Leadership Team (Administrative Team and Academic Coach) creates the revisions, shares them with Sedalia Park educators. They will also support implementation with professional learning, small group and individual coaching, and feedback.

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 student groups 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 conducted under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: The Sedalia Park staff works diligently to maintain a positive learning environment. The school counselors and PBIS committee play a vital role in helping to cultivate that positive environment by spearheading our school-wide positive behavior initiative: Positive Behavioral Interventions and Supports or PBIS. PBIS weaves evidence-based behavioral interventions into learning to maximize student academic and social behavior outcomes. It makes targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

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: Professional Development

Focused professional learning and collaboration based on engaging instruction and student learning are essential to improve teaching and increase student achievement. Developing and maintaining effective Cobb Collaborative Communities that focus on learning and are results oriented is essential for meeting the needs of our students.

The following are research-based practices in professional development that support the career-long development of teaching and student learning:

- Administration schedule time to teacher teams to build effective Cobb Collaborative Communities
- Develop and maintain Cobb Collaborate Community structure.
- Create a comprehensive assessment plan for priority standards including learning target and research-based instructional strategies.
- Create SMART goals related to the standard.
- Create common formative assessments and grading policies that are practiced across each team.
- Create rubrics and select exemplars as artifacts for monitoring.
- Set time aside to allow teachers to implement new techniques learned, reflect on the impact, and plan collaboratively.
- Conduct Pocket PL's and book studies on topics related to our academic and socioeconomic needs (i.e., Trauma-based practices, classroom management procedures, and cultural practices)

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: Students in 5th grade participate in grade 5 to 6 matriculation activities. This includes students visiting feeder middle schools (East Cobb and JJ Daniell Middle Schools) to experience a day in middle school. Students have an opportunity to participate in academic and connection classes

(band, chorus, orchestra, etc.), learn about extracurricular clubs, and view the cafeteria. Our Parent Facilitator and counselors collaborate with middle school personnel to greet and support rising sixth graders and their families during a spring evening orientation.

Rising Kindergarten students are invited in with their parents every spring to learn more about kindergarten and summer strategies to help prepare for the Pre-K to Kindergarten transition. Flyers and information are posted to CTLS Parent and shared with older siblings in the building. Parents and students tour the kindergarten wing to view classrooms, meet teachers, and see other areas of the school, including the Learning Commons, carpool lane, and cafeteria. Kindergarten Families also return for Open House to gain additional support for the transition to elementary school. Our goal is to make parents and students feel comfortable as they begin their academic careers.

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: n/a

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

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

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

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

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

Instructional Paraprofessional(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
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School Improvement Goals
Include goals on the parent compact and policy

Goal #1	By the conclusion of the 2026-2027 school year, 30% (148) of approximately 494 students in grades 1-5 will score in the prepared range according to the BEACON ELA assessment by the end of the year.
Goal #2	By the conclusion of the 2026-2027 school year, 30% (148) of approximately 494 students in grades 1-5 will score in the prepared range according to the BEACON MATH assessment by the end of the year.