

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Bells Ferry Elementary
Principal Name:	Mrs. Kendra Brooks
Date Submitted:	6/1/2026
Revision Date(s):	6/8/2026, 7/20/2026

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Bells Ferry Elementary School
<i>Team Lead</i>	Kendra Brooks
<i>Position</i>	Principal
<i>Email</i>	Kendra.brooks@cobbk12.org
<i>Phone</i>	(678)594-8950
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 Improvement Plan was developed through a collaborative process that included input from all stakeholder groups at Bells Ferry Elementary School. The Building Leadership Team (BLT) and the Principal Advisory Council (PAC)—made up of teachers, administrators, families, and community partners—met in person to review the school’s Comprehensive Needs Assessment. During these meetings, stakeholders examined data from the 2025-2026 school year and discussed the school’s strengths and areas of need.

Participants analyzed the data to identify prioritized needs, root causes, and goals, and they recommended actions to support improvement for the 2026-2027 school year. Their feedback was compiled and incorporated into the School Improvement Plan. Additional input was gathered from families, community partners, the PTA, school staff, and other advisory groups. Records of attendance for FY 2026-2027 SIP meetings are maintained at the school and through email documentation. Families and community members received invitations to participate through CTLS Parent, phone calls, and email communication.

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

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	During the 2025-2026 school year, we will increase the percentage of kindergarten through second grade students reading at or above grade level from 70% to 73% as measured by AMIRA. During the 2025-2026 school year, we will increase the percentage of third through fifth-grade students demonstrating ELA proficiency at a Level 3 or greater from 63% to 68%, as measured by the Georgia Milestone Assessment (Beacon Data was used to measure success, as ELA Milestone scores were not yet available).
Was the goal met? ☐ YES ☒ NO ☐ Partially	
What data supports the outcome of the goal?	During the 2025-26 school year, the percentage of students in grades K-2 reading at or above grade level as measured by AMIRA was 70%. K - 69% (60 of 87 students) 1st - 75% (63 of 84 students) 2nd - 66% (70 of 106 students) BEACON (Grades 3-5 percentage of students performing NEAR TARGET = 75%) 3rd grade - 6 % Prepared, 86% Near Target 4th grade- 13% Prepared, 79% Near Target 5th grade- 25% Prepared, 61% Near Target
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Strengthen Small Group Reading Instruction -Use assessment data to create flexible small groups based on specific skill deficits. -Provide daily targeted instruction in phonemic awareness, phonics, fluency, vocabulary & comprehension -Regroup students every 4-6 weeks based on progress monitoring data.

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
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Previous Year's Goal #2	During the 2025-2026 school year, we will increase the percentage of kindergarten through second grade students demonstrating math proficiency (PREPARED by the end of year) from 65% to 70% as measured by quantile scores using Beacon.
	During the 2025-2026 school year, we will increase the percentage of third through fifth grade students demonstrating math proficiency at a Level 3 or greater from 40% to 45% as measured by the Milestone Math Assessment.
Was the goal met? ☐ YES ☒ NO ☐ Partially	
What data supports the outcome of the goal?	The percentage of kindergarten through second grade students demonstrating math proficiency (PREPARED by the end of year) as measured by quantile scores using Beacon was 29%. K: 17.5% 1st: 37.7% 2nd: 32.7% The percentage of third through fifth grade students demonstrating math proficiency at a Level 3 or greater as measured by the Milestone Math Assessment was 43%.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Strengthen Small Group Reading Instruction -Use assessment data to create flexible small groups based on specific skill deficits. -Provide daily, small group, targeted instruction in mathematical domains. -Regroup students every 4-6 weeks based on progress monitoring data.

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
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Previous Year's Goal #3	During the 2025-2026 school year, we will implement a consistent system of behavior expectations that emphasizes proactive teaching and positive behavioral support to reduce office referrals and strengthen staff-student relationships as measured by monthly discipline data reports and climate surveys.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	During the 2024-25 school year, there were 388 behavior incidents with a total of 559 discipline policy violations. During the 2025-2026, there were a total of 384 behavior incidents, with 675 discipline policy violations.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Staff training and implementation of the Zones of Regulation will be implemented to provide consistency in language throughout the school to help students understand and regulate their emotions and their behavior. Supportive tools for students including visuals of strategies and calm down corners will be implemented in all classrooms. The TRUE Bandit Expectations will be further developed to • provide parent resources connecting home and school • increase school-wide recognition of positive behaviors • provide a more consistent way of addressing misbehavior from classrooms to administrative referrals

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

ELA DATA				
ELA Milestones Longitudinal Data	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished	SY26 % of students scoring proficient & distinguished
3 rd Grade	24%	43%	32%	Pending
4 th Grade	46%	39%	40%	Pending
5 th Grade	49%	56%	41%	Pending

Beacon ELA Data - Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support t Neede d	Near Targe t	Prepare d	Support t Neede d	Near Targe t	Prepare d	Support t Neede d	Near Targe t	Prepare d	Support t Neede d	Near Targe t	Prepare d	Support t Neede d	Near Targe t	Prepare d
1 st Grade	14.4%	33.2%	52.8%	21.2%	39%	40.2%	9.8%	56.2%	34%	9.4%	50.8%	40%	28.6%	36.8%	34.6%
2 nd Grade	18.5%	33.8%	48%	20.6%	29.6%	53.5%	13.3%	46.1%	40.6%	13%	35%	52%	21%	42%	37%

Beacon ELA Data - Spring Administration	Interpreting Texts: Reading									Interpreting Texts: Listening			Writing								
	Context/Structure & Style			Techniques			Vocabulary						Context/Structure & Style/Techniques			Grammar Conventions			Research & Analysis		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3rd Grade	17%	70%	13%	13%	74%	13%	9%	79%	12%	27%	62%	12%	17%	68%	15%	17%	76%	11%	11%	78%	12%
4th Grade	15%	68%	17%	13%	65%	22%	10%	71%	19%	21%	62%	17%	17%	59%	24%	19%	61%	21%	15%	60%	25%
5th Grade	18%	51%	31%	21%	49%	30%	12%	62%	26%	30%	45%	25%	20%	54%	26%	17%	57%	26%	15%	57%	28%

Source	Strengths	Weaknesses
SY25 ELA Milestones (Grade Levels & Subgroups)	For Grade Levels, ELs and SWD Grade Levels (all students): Literary Reading Is a Consistent Strength Across All Grade Levels Students consistently perform better in literary text domains than informational text domains. Evidence: Grade 3 Reading Literary Text 61% in the strongest achievement band 27% at highest mastery Grade 4 Reading Literary Text 53% strongest band 31% highest mastery Grade 5 Reading Literary Text 52% strongest band 28% highest mastery What This Indicates: - Students demonstrate strong comprehension of: - Story elements	For Grade Levels, ELs and SWD Grade Levels (all students): EL: Lack of Distinguished Learners in EL subgroup across all grade levels. This suggests the need to: - Increase rigor for EL students - Include more opportunities for academic discourse and higher-order thinking - Balance language support with enrichment SWD: Very high Beginning Learner percentages overall Beginning Learners: 41% - 5th grade 67% - 4th grade 41% - 3rd grade This indicates many SWD students continue to struggle with grade-level mastery. Proficient percentages remain low

	○ Theme ○ Character analysis ○ Narrative structure • Classroom literacy instruction appears effective in literary comprehension. 2. Writing and Language Skills Improve Significantly by Upper Grades Writing-related domains become a major strength by Grade 5. Evidence: Grade 5 • Writing & Language ○ 38% highest mastery • Writing ○ 35% highest mastery • Language ○ 36% highest mastery Compared to: Grade 3 • Writing highest mastery: 26% • Language highest mastery: 21% What This Indicates: • Students are developing stronger: ○ Written expression ○ Grammar and conventions ○ Application of language skills • Vertical alignment in writing instruction appears effective. 3. Vocabulary Performance Improves Across Grade Levels Vocabulary is weaker in lower grades but becomes a relative strength by Grade 5. Evidence: Grade 3 Vocabulary Acquisition & Use • 24% highest mastery Grade 4 Vocabulary Acquisition & Use • 27% highest mastery	Proficient: • 18% -5th • 11% -4th • 12% -3rd This suggests: • Students may improve somewhat but struggle to fully meet proficiency • More targeted small-group instruction and scaffolded practice may be needed Greatest Areas of Need Overall: 1. Informational text comprehension 2. Craft/Structure and Integration standards 3. Higher-order analytical thinking 4. Vocabulary development in Grades 3–4 5. Increasing advanced mastery levels in reading domains
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	Grade 5 Vocabulary Acquisition & Use • 37% highest mastery What This Indicates: • Upper-grade vocabulary instruction is likely effective. • Students increasingly demonstrate: ◦ Academic language development ◦ Word analysis skills ◦ Context clue usage	
	4. Many Students Are Performing in Proficient or Advanced Levels Across domains and grade levels, large percentages of students are in upper performance bands. Examples: • Grade 3 Reading & Vocabulary: ◦ 73% in upper two bands • Grade 4 Reading & Vocabulary: ◦ 71% in upper two bands • Grade 5 Writing: ◦ 60% in upper two bands What This Indicates: • Core instruction is helping many students achieve grade-level expectations. • There is evidence of overall academic growth across grades.	
	EL: Reduction in Beginning Learners from 5th grade to 4th grade Beginning learners decreased: 57% → 47% • This suggests that some EL students are making measurable growth • Language supports and interventions may be helping students move upward Strong Developing percentage in 4th grade • 47% were Developing	

	This is encouraging because it indicates many EL students are approaching proficiency. Presence of Proficient students in all charts Proficient percentages: • 14% -5th grade • 6% - 4th grade • 15% - 3rd grade Although inconsistent, it shows that some EL students are reaching grade-level expectations. SWD: Some growth from Beginning into Developing/Proficient - 5th grade • 41% Beginning • 41% Developing • 18% Proficient This indicates: • Many SWD students are close to proficiency • There is evidence of movement beyond foundational levels Distinguished Learners appear in lower grades. • 0% - 5th grade • 7% - 4th grade • 12% -3rd grade This is a major strength because it demonstrates: • Some SWD students are capable of advanced performance • Growth opportunities exist when supports are effective Reduced Beginning Learners 5th grade compared to 4th grade Beginning: • 67% -5th grade • 41% - 4th grade This suggests interventions may have improved effectiveness later.	
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	Strongest Areas Overall: 1. Literary reading comprehension 2. Writing and language skills 3. Growth in vocabulary by Grade 5 4. Foundational reading comprehension	
Beacon Assessment - ELA (Grade Levels & Subgroups) Our data shows that students are developing strong foundational skills and are often very close to proficiency. The next step is helping students deepen their thinking, explain their reasoning, and apply skills independently so we can move more students from Near Target to Prepared.	Grade Levels (all students): There is strong Foundational Literacy in Primary Grades (K-2) 1st Grade Strengths Prepared levels are very strong: • Foundations: 52.8% • Language: 40.2% • Interpreting Texts: 40% • Constructing Texts: 34.6% 2nd Grade Strengths Even stronger in several areas: • Language: 53.5% • Interpreting Texts: 52% • Foundations: 48% Implications: Early literacy systems are working, and students are developing foundational reading skills. This implies that primary instruction is aligned and effective. Vocabulary is a relative strength across Intermediate Grades. Prepared: • 3rd: 12% • 4th: 19% • 5th: 26% Near Target: • 62-79%	Grade Levels (all students): Reading comprehension depth is the biggest overall gap especially in the areas of reading techniques, interpreting texts, and listening comprehension. 3rd Grade Data: • Reading Techniques Prepared = 13% • Listening Prepared = 12% 4th Grade Data • Techniques Prepared = 22% • Listening Prepared = 17% Implications: Our students can often decode, identify, and recall but struggle to analyze, infer, and explain deeply. Listening comprehension is weak across grades. Prepared: • 3rd: 12% • 4th: 17% • 5th: 25% Support Needed: • Up to 30% in 5th Implications: Data suggests that students struggle with processing complex language and holding information mentally. These weaknesses are directly

	Implications: Vocabulary consistently outperforms several other domains, which suggests students can access grade-level language. It can also be inferred that Tier 1 vocabulary instruction is helping comprehension. There is also consistent writing growth from 3rd to 5th grades. Writing Prepared Rates Increase Across Grades: Context/Structure/Style: • 3rd: 15% • 4th: 24% • 5th: 26% Grammar/Conventions: • 3rd: 11% • 4th: 21% • 5th: 26% Research & Analysis: • 3rd: 12% • 4th: 25% • 5th: 28% Implications: Students are improving in written expression over time, and writing instruction is building progressively.	linked to reading comprehension, writing, and discussion quality.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: Inconsistent implementation of rigorous instruction and targeted small-group support limits students' ability to demonstrate mastery of grade-level standards.	
ACCESS Scores (Reading, Writing, Speaking, Listening)	EL: • In 1st grade, 53% (8 of 15 students assessed) performed at level 4.0 or more on the reading portion of the Access assessment.	EL: • In kindergarten, 10% (1 of 9 students assessed) performed at level 4.0 or more on the reading portion of the Access assessment.

	• In 2nd grade, 56% (9 of 16 students assessed) performed at level 4.0 or more on the reading portion of the Access assessment. • In 3rd grade, 50% (12 of 24 students assessed) performed at level 4.0 or more on the reading portion of the Access assessment. • In 4th grade, 65% (11 of 17 students assessed) performed at level 4.0 or more on the reading portion of the Access assessment. • In 4th grade, 76% (13 of 17 students assessed) performed at level 4.0 or more on the writing portion of the Access assessment. • In 5th grade, 63% (5 of 8 students assessed) performed at level 4.0 or more on the writing portion of the Access assessment. SWD: • In 5th grade, 50% of dual-identified students (1 of 2 students) performed at level 4.0 or more on the Writing portion of the Access assessment.	• In kindergarten, 0% (0 of 9 students assessed) performed at level 4.0 or more on the writing portion of the Access assessment. • In 1st grade, 0% (0 of 15 students assessed) performed at level 4.0 or more on the writing portion of the Access assessment. • In 2nd grade, 0% (0 of 16 students assessed) performed at level 4.0 or more on the writing portion of the Access assessment. • In 3rd grade, .04 % (1 of 24 students assessed) performed at level 4.0 or more on their writing portion of the Access assessment. • In 5th grade, 38% (3 of 8 students assessed) performed at level 4.0 or more on the reading portion of the Access assessment. SWD: • In 2nd grade, 0% of dual-identified students (0 of 2 students) performed at level 4.0 or more on the Reading and Writing portion of the Access assessment. • In 3rd grade, 0% of dual-identified students (0 of 2 students) performed at level 4.0 or more on the Reading and Writing portion of the Access assessment. • In 4th grade, 0% of dual-identified students (0 of 1 students) scored below 4.0 or more on the Reading and Writing portion of the Access assessment.
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		In 5th grade, 0% of dual-identified students (0 of 2 students) performed at level 4.0 or more on the Reading portion of the Access assessment.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: English Learners demonstrate delayed writing proficiency due to a need for increased development of academic language skills and more targeted, consistent writing instruction, particularly in the early grades.	
School Instructional Walks (Grade Level)	N/A	
Check the system that contributes to the root cause: ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: N/A	
Other Summary Data ☐ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	N/A	

Check the system that contributes to the root cause:

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

Root Cause Explanation:

N/A

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	First & Second Grades Increase the number of students in grades 1 -2 performing at the Proficient levels on the AMIRA assessment by 3% during the 2026-2027. Third Grade During the 2026-2027 school year, Bells Ferry Elementary will increase the percentage of third-grade students performing at the Proficient and Distinguished levels on the Georgia Milestones End-of-Grade Assessment from 32% (SY25 baseline) to 38%. Fourth Grade During the 2026-2027 school year, Bells Ferry Elementary will increase the percentage of fourth-grade students performing at the Proficient and Distinguished levels on the Georgia Milestones End-of-Grade Assessment from 40% (SY25 baseline) to 45%. Fifth Grade During the 2026-2027 school year, Bells Ferry Elementary will increase the percentage of fifth-grade students performing at the Proficient and Distinguished levels on the Georgia Milestones End-of-Grade Assessment from 41% (SY25 baseline) to 46%.		
Root Cause(s) to be Addressed:	Professional capacity for increased rigor in small group and differentiated instruction.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: During the 2026-2027 school year, 100% of K-5 teachers will use common formative assessments to implement data-informed small-group instruction, as evidenced by lesson plans, CCC minutes, and instructional walks.	Evaluation Performance Target: Teams will use Beacon assessment data to monitor progress toward school improvement goals and adjust instruction accordingly. Success will be evidenced by an increase in the percentage of students performing at the Prepared level on Beacon assessments, indicating students are on track to meet or exceed Georgia Milestones proficiency targets.	-CFAs -Instructional Walk Form -CFA data tracking tools - "Taking Action"
Target Student Group ☒ All Students ☐ EL ☐ SWD	During the 2026-2027 school year, 100% of K-5 teachers will implement and utilize clear success criteria aligned to grade-level		

Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v) K-5 teachers will use common formative assessments to implement data-informed small-group instruction, as evidenced by lesson plans, CCC minutes, and instructional walks. K-5 teachers will utilize clear success criteria aligned to grade-level standards to communicate expectations for mastery and support student learning, evidenced by lesson plans, CCC minutes, and instructional walks.	standards to communicate expectations for mastery and support student learning, as evidenced by lesson plans, CCC minutes, student work, and instructional walks Preplanning Introduce schoolwide vision for: • Data-driven instruction • Purpose of CFAs • Small-group differentiation Establish grade-level PLC expectations and meeting structures Create CFA data tracking tools Develop schoolwide non-negotiables: • Frequency of CFAs • Data discussions • Small group implementation expectations. August <u>Focus: Awareness, not perfection</u> • Introduce: ◦ Near vs. Prepared concept • Model examples in PD • Admin uses look-for tool informally only September: <u>Focus: Consistency</u> • PLCs begin using protocol (light version) October: <u>Focus: Task quality</u> • PLCs: ◦ Define mastery more clearly ◦ Build better questions/tasks • Start discussing: ◦ "What makes this rigorous?" <u>Goal:</u>	• Beacon data analysis will prioritize the Numerical Reasoning domain across grade levels due to its strong predictive relationship with student proficiency on the Georgia Milestones mathematics assessment. Evaluation Tool(s): • The Beacon assessment will serve as the primary progress-monitoring tool to ensure common assessments maintain appropriate rigor and provide accurate data for tracking student growth, informing small-group instruction, and monitoring progress toward school improvement goals. Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☐ Quarterly ☒ 3 times per year ☐ _____ Data Analysis Plan: CCCs: • Following each Beacon administration, grade-level teams will collaboratively analyze student performance by domain and performance level (Support Needed, Near Target, and Prepared) to monitor progress toward school improvement goals. Particular attention will be given to students performing at the Near Target level to identify instructional strategies that will	handbook by Mattos.
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	• Less worksheet-only instruction • More thinking/explaining November: <u>Focus: Targeted instruction</u> • PLCs identify: ◦ Near Target students • Teachers begin: ◦ 1-2 small groups per week <u>Goal:</u> • Small groups START (not perfect yet) December: <u>Focus: Consistency</u> • Walks focus on: ◦ Small group presence • Celebrate wins <u>Goal:</u> • Systems in place before January January: <u>Focus: Depth</u> • Re-teach expectations • PLCs: ◦ Analyze student work more deeply • Push: ◦ Explanation & justification <u>Goal:</u> • Move beyond surface-level instruction February: <u>Focus: Precision</u> • Groups based on actual data • Tasks differentiated <u>Goal:</u> • Near Target students getting targeted push	accelerate learning and move students toward Prepared performance. • Teachers will use both CFA and Beacon data to evaluate the effectiveness of instructional practices, adjust pacing, refine small-group instruction, and determine the need for interventions or enrichment. Progress will be monitored throughout the school year through ongoing analysis of student work, common formative assessment results, Beacon data, CCC meeting minutes, lesson plans, instructional walks, and student growth trends. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	March: <u>Focus: Independence</u> - Students: - Self-reported grading <u>Goal:</u> - Students driving their learning April: <u>Focus: Final growth</u> - Heavy focus: - Near → Prepared movement - Tight alignment to standards May: <u>Focus: Sustainability</u> - What worked? - What becomes non-negotiable next year? Artifacts to be Collected: - Small group lesson plans targeting ELA standards - Student grouping documents based on assessment data - CCC agendas/minutes showing collaborative planning and progress discussions - Walk-through forms showing implementation fidelity - Progress monitoring records - Teacher reflection logs or surveys Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring:		
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	Monthly/Quarterly		
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MATH DATA

MATH Milestones Longitudinal Data	SY23 % of students scoring proficient & distinguished	SY24 % of students scoring proficient & distinguished	SY25 % of students scoring proficient & distinguished	SY26 % of students scoring proficient & distinguished
3rd Grade	35%	50%	33%	37%
4th Grade	51%	50%	39%	51%
5th Grade	37%	45%	37%	42%

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)	28%	52%	21%	46%	43%	11%	45%	39%	16%	38%	40%	22%
1st Grade	17%	45%	37%	15%	47%	38%	7%	51%	42%	28%	38%	34%
2nd Grade	28%	47%	25%	36%	36%	28%	31%	37%	32%	12%	42%	46%
3rd Grade	11%	88%	2%	12%	82%	6%	15%	82%	3%	16%	82%	2%
4th Grade	37%	55%	8%	38%	59%	3%	41%	56%	4%	39%	53%	8%
5th Grade	49%	45%	6%	46%	47%	7%	48%	42%	10%	53%	43%	4%

Source	Strengths	Weaknesses
SY25 MATH Milestones (Data by grade & subgroup)	4th grade has historically been one of our strongest grade level performance. Scores remain consistently high despite a drop to 39% in SY25, which indicates stronger instruction or alignment in that grade band. 5th grade maintains stability that is flat but consistent. This suggests that systems are in place but may not be improving yet.	There has been an overall decline from SY23 to SY25. 3rd: 35% → 33% 4th: 51% → 39% (largest drop) 5th: flat (no growth) The 4th grade scores declined by 12 points, and 3rd grade underperformed with significant gaps in foundational skills.

SY26 MATH Milestones (Data by grade & subgroup)	3rd grade increased from 33% to 37%, showing steady improvement in the percentage of students reaching proficient and distinguished levels. 4th grade increased from 39% to 51%, demonstrating strong, significant growth and the largest gain among grade levels. 5th grade increased from 37% to 42%, reflecting consistent progress and upward movement in student achievement. Overall Strength Trend: All grade levels showed positive growth, with particularly notable gains in 4th grade, indicating effective instructional practices and improved student performance across the school.	EL: • In 3rd grade, 78% (18 of 23 students assessed) performed at beginning/developing levels • In 4th grade, 56% (10 of 18 students assessed) performed at beginning/developing levels • In 5th grade, 75% (6 of 8 students assessed) performed at beginning/developing levels SWD: • In 3rd grade, 80% (16 of 20 students assessed) performed at beginning/developing levels • In 4th grade, 68% (13 of 19 students assessed) performed at beginning/developing levels • In 5th grade, 91% (20 of 22 students assessed) performed at beginning/developing levels
Beacon Assessment - Math (Grade Level & Subgroups)	1st grade is performing very strong compared to the other grade levels since they are prepared in these categories: • Numerical Reasoning: 37% • Patterning and Algebraic Thinking: 38% • Measurement and Data: 42% • Geometry: 34% 2nd grade is performing well in the Geometry category (46% prepared). They have the best domain performance of all the grade levels.	Kindergarten scores indicate a very low number of students performing in the “Prepared” category. Significant weaknesses were in the areas of Algebraic thinking (11%) and Measurement (16%). Overall, early numeracy and algebraic thinking are not being mastered.
	3rd Grade is strong in overall math performance with more than 80% of students scoring in the Near Target category across all domains.	3rd Grade has a very low number of students scoring in the Prepared category with only 2%-6% in each domain. Instructional support in teaching student to apply concepts at mastery level rather than surface level understanding is needed.

	A major strength in 4th grade is that over half of our students are consistently performing just below proficiency across all math domains, showing strong foundational understanding and readiness to reach mastery. There is strong movement toward proficiency based on the percentages below: • Numerical Reasoning: 55% Near Target • Algebraic Reasoning: 59% Near Target • Measurement & Data: 56% Near Target • Geometry: 53% Near Target This is one of the strongest “on-the-cusp” profiles in the building.	4th grade has a low number of students scoring in the Prepared category with 3%-8% across ALL domains. A high percentage of students scoring in the Support Needed category with 37%-41% in each domain. These scores align directly with the Milestones drop due to students not moving from understanding to mastery level.
	One of our biggest strengths in 5th grade is that a large percentage of students are very close to meeting expectations across all math domains. This tells us our students have foundational understanding—we now need to focus on pushing them from ‘almost there’ to full mastery.” Students are very close to proficiency across all the domains. • Near Target: ○ Numerical Reasoning: 45% ○ Algebraic Reasoning: 47% ○ Measurement & Data: 42% ○ Geometric Reasoning: 43% Nearly half of our 5th graders are on the verge of mastery in every domain. Instruction is evenly aligned in content areas.	Currently, 5th grade is demonstrating the highest groups of students scoring in the Support Needed range. The percentage of students demonstrating preparedness remains very low (4-10%). This is a compounding gap issue because students are arriving behind and not catching up.
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Trends • EIP / struggling learners are heavily represented in Support Needed category especially in 4th and 5th grade. • SWD are clustered with a high number in Support Needed. • Gifted /High achievers are not being pushed to get them to the Prepared category. There is a low percentage of these students across all grade levels. Root Cause:	

	Students cannot apply concepts beyond surface level understanding because consistent level of rigor and clarity for success criteria for teachers is needed. As a result, many of our students are scoring in the Near Target category rather than Prepared.	
School Instructional Walks (Grade Level)	School Instructional Walk data indicates strong structure and alignment, but inconsistent rigor and clarity around success criteria. This may be a root cause as to why students are landing in Near Target instead of Prepared. Strong Standards Alignment 15 out of 20 observations were fully aligned Implications: Teachers know what to teach, which means that pacing and standards awareness are not the issue. (UNPACKING STANDARDS) Learning Targets Are Visible 14/20 classrooms: Learning targets were both posted AND referenced. Implications: Students are hearing and seeing the objective. Instruction has a clear focus. Balanced Instructional Framework Is Present Instructional Walk data was collected in all phases: - Engage - Explore - Apply - Reflect Implications: There is a strong understanding and consistent implementation of an instructional framework. Evidence of Strong Math Practices Instructional Walk data included observations of the following: - Student discourse - Problem solving - Representations	The standards are being taught, but we are not consistently targeting specific instruction to teach the students what it means to <i>master</i> the standard or giving them the targeted support to get there. We must target instruction to move kids from 'almost' to 'got it,' so our data will move and reflect this. 1. Small Group Instruction is Inconsistent - Only 5 observed using targeted small group instruction 14 = not observed at all This is a major disconnect from what our school needs Our data shows: - Students need precision support (especially Near Target kids) But instruction shows: - Whole group is still doing most of the work 3. Over-Reliance on "Apply" Without Depth - Most observations in work session - Many noted: "Practice of basic skills" - Not necessarily higher-level thinking Translation: - Students are doing math - But not consistently reasoning through math 4. Weak Differentiation in Practice Even when small groups happen: - Some were not hands-on - Some lacked clear targeting This connects directly to: - Your EIP / SWD clusters in Support Needed - Your Near Target students not moving up

	Implications: Quality lessons and instructional strategies are implemented. Students are thinking but need the opportunity to apply learning to new and rigorous activities.	5. Reflection Phase is Underdeveloped • Very limited evidence of strong reflection practices Missing opportunity for: • Student ownership • Solidifying understanding • Connecting to success criteria
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation: Students cannot apply concepts beyond surface level understanding because consistent level of rigor and differentiation strategies for teachers is needed. Growth in professional capacity of teachers is needed to increase differentiation and rigor through small group instruction to help students learn to apply concepts.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	• Increase the number of students in grades 1-2 performing at Prepared levels on the Beacon by 3% during the 2026-2027 school year. • During the 26-27 School year, Bells Ferry Elementary will increase the number of third grade students performing at PROFICIENT and DISTINGUISHED levels on the EOG from 37% in May 2026 to 40% of students assessed in May 2027. • During the 26-27 School year, Bells Ferry Elementary will increase the number of fourth grade students performing at PROFICIENT and DISTINGUISHED levels on the EOG from 37% in May 2026 to 50% of students assessed in May 2027. • During the 26-27 School year, Bells Ferry Elementary will increase the number of fifth grade students performing at PROFICIENT and DISTINGUISHED levels on the EOG from 51% in May 2026 to 53% of students assessed in May 2027.		
Root Cause(s) to be Addressed:	Professional capacity for increased rigor in small group and differentiated instruction.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: During the 2026-2027 school year, 100% of K-5 teachers will use common formative assessments to implement data-informed small group instruction as evidenced by lesson plans, CCC minutes, and instructional walks. During the 2026-2027 school year, 100% of K-5 teachers will implement and utilize clear success criteria aligned to grade-level standards to communicate expectations for	Evaluation Performance Target: • Teams will use Beacon assessment data to monitor progress toward school improvement goals and adjust instruction accordingly. Success will be evidenced by an increase in the percentage of students performing at the Prepared level on Beacon assessments, indicating students are on track to meet or exceed Georgia Milestones proficiency targets.	-Beacon Assessment -Grade level data collection sheets -Walk-through forms and evaluations
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)			

K-5 teachers will use common formative assessments to implement data-informed small group instruction as evidenced by lesson plans, CCC minutes, and instructional walks. K-5 teachers will utilize clear success criteria aligned to grade-level standards to communicate expectations for mastery and support student learning, evidenced by lesson plans, CCC minutes, and instructional walks.	mastery and support student learning, as evidenced by lesson plans, CCC minutes, student work, and instructional walks. Preplanning Introduce schoolwide vision for: • Data-driven instruction • Purpose of CFAs • Small-group differentiation Establish grade-level PLC expectations and meeting structures Create CFA data tracking tools Develop schoolwide non-negotiables: • Success Criteria for Priority Standards • Frequency of CFAs • Data discussions • Small group implementation August <u>Focus: Awareness, not perfection</u> • Introduce: ○ Near vs. Prepared concept ○ Success Criteria • Model examples in PD • Add Success Criteria for all Q2 Priority Standards • Admin uses look-for tool informally only September: <u>Focus: Consistency</u> • PLCs begin using protocol (light version) October: <u>Focus: Task quality</u> • PLCs: ○ Define mastery more clearly ○ Build better questions/tasks • Start discussing: ○ "What makes this rigorous?"	• Beacon data analysis will prioritize the Numerical Reasoning domain across grade levels due to its strong predictive relationship with student proficiency on the Georgia Milestones mathematics assessment. Evaluation Tool(s): • The Beacon assessment will serve as the primary progress-monitoring tool to ensure common assessments maintain appropriate rigor and provide accurate data for tracking student growth, informing small-group instruction, and monitoring progress toward school improvement goals. Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year ☐ End of Each Unit Data Analysis Plan: CCCs: • Following each Beacon administration, grade-level teams will collaboratively analyze student performance by domain and performance level (Support Needed, Near Target, and Prepared) to monitor progress toward school improvement goals. Particular attention will be given to students performing at the Near Target level to identify instructional strategies that will accelerate learning and move	- Progress monitoring records - Teacher reflection logs/surveys
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	<u>Goal:</u> • Less worksheet-only instruction • More thinking/explaining • Utilize Learning Ladders & Success Criteria for increased student achievement and greater awareness of proficiency. November: <u>Focus: Targeted instruction</u> • PLCs identify: ◦ Near Target students • Teachers begin: ◦ 1-2 small groups per week <u>Goal:</u> • Small groups START (not perfect yet) December: <u>Focus: Consistency</u> • Walks focus on: ◦ Small group presence • Celebrate wins <u>Goal:</u> • Systems in place before January • Add Success Criteria for all Q3 Priority Standards January: <u>Focus: Depth</u> • Re-teach expectations • PLCs: ◦ Analyze student work more deeply • Push: ◦ Explanation & justification <u>Goal:</u> • Move beyond surface-level instruction	students toward Prepared performance. • Teachers will use both CFA and Beacon data to evaluate the effectiveness of instructional practices, adjust pacing, refine small-group instruction, and determine the need for interventions or enrichment. Progress will be monitored throughout the school year through ongoing analysis of student work, common formative assessment results, Beacon data, CCC meeting minutes, lesson plans, instructional walks, and student growth trends. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists ☒ CCC Leads	
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	February: <u>Focus: Precision</u> • Groups based on actual data • Tasks differentiated <u>Goal:</u> • Near Target students getting targeted push March: <u>Focus: Independence</u> • Students: ○ Self-reported grading <u>Goal:</u> • Students driving their learning • Add Success Criteria for all Q4 Priority Standards April: <u>Focus: Final growth</u> • Heavy focus: ○ Near → Prepared movement ○ Tight alignment to standards May: <u>Focus: Sustainability</u> • What worked? • What becomes non-negotiable next year? Artifacts to be Collected: • Small group lesson plans targeting math standards • Student grouping documents based on assessment data • CCC agendas/minutes showing collaborative planning and progress discussions • Walk-through forms showing implementation fidelity		
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	• Progress monitoring records • Teacher reflection logs or surveys Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: • Monthly/Quarterly		
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OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: Discipline & Student Behavior

During the 2026-2027 school year, Bells Ferry Elementary will reduce by 5% the number of office referrals related to Board Policy Violation Code G4, Insubordination.

Root Cause(s) to be Addressed:

We have seen a steady increase in discipline referrals at Bells Ferry Elementary School, specifically in the G4 (Insubordination) code violation. Our students are struggling to self-regulate their emotions and often display outbursts which significantly disrupt the learning environment. These outbursts include arguing, raised voices, and often include profanity.

Longitudinal Data Number of Students Disciplined

SY 2023	236
SY 2024	296 <i>*G4 Insubordination Highest Policy Distribution</i>
SY 2025	390 <i>*G4 Insubordination Highest Policy Distribution</i>

School discipline data reflects a continued increase in behavior referrals, particularly in kindergarten and fifth grade. Insubordination remains the most common policy violation, indicating a need for consistent instruction and reinforcement of behavioral expectations and self-regulation skills.

Bells Ferry Elementary serves a student population with a significantly higher percentage of students experiencing homelessness than the district average (5%). Additionally, the school's 32% student mobility rate contributes to interruptions in instructional continuity, making it challenging to provide consistent academic and behavioral support for all students.

2025 Discipline Data

	Policy Violation Totals By Grade Level	# of Days Missed Due To OSS
Grade: KK	147	37
Grade: 01	75	20
Grade: 02	71	18
Grade: 03	124	49
Grade: 04	84	52
Grade: 05	156	121
Grade: PK	21	3

	The number of discipline violations resulting in Out-of-School Suspension (OSS) has increased instructional time lost for some students, limiting consistent access to grade-level instruction, interventions, and opportunities to master priority standards. Root Cause Explanation: Students are not consistently demonstrating appropriate school behaviors because a schoolwide system for teaching, reinforcing, and responding to behavioral expectations with consistency is needed. Growth in staff capacity is needed to implement proactive behavior supports that reduce office discipline referrals, decrease instructional time lost due to Out-of-School Suspension, and improve student access to learning.		
Funding Source(s) SWP Checklist 5.e	☒ Title I Funds ☒ Local School Funds ☒ Other: District (Positive School Culture Dept.)		
Components	Implementation Plan SWP Checklist 3.a 34 CFR § 200.26	Evaluation Plan SWP Checklist 3.b 34 CFR § 200.26	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: 100% of teachers will utilize Zones of Regulation including the following: • Visuals posted in classroom • Calming corner with tools and strategies to regulate emotions • Class meetings teaching appropriate verbiage to help students understand how to talk through their feelings and be able to understand strategies to help them.	Evaluation Performance Target: 100% of our staff will have visuals within their classrooms geared around the Zones of Regulation. Common language and discourse around Zones of Regulation will be rooted in the schools and classrooms. Calming corners within each classroom will be evidenced with tools and strategies to regulate emotions.	-District provided Zones of Regulation resources and visuals. -Calming corner kits for both staff and families. -Quaver Curriculum will be utilized to promote social
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)	Implementation Plan:	Evaluation Tool(s): • Monthly Discipline Summation Report (Report DIS4100)	

Zones of Regulation implementation K-5 teachers will utilize zones of regulation daily as measured by walkthrough documenting the following: • Visuals posted in classroom • Calming corner with tools and strategies to regulate emotions • Class meetings teaching appropriate verbiage to help students understand how to talk through their feelings and be able to understand strategies to help them.	Ongoing: • Resources for class meetings will be provided to all teachers through Quaver. • Collaboration around this resource will continue throughout the year. • Professional school counselors will utilize behavior data and identified student needs to provide ongoing small group support groups including HEP students. • Discipline & School Culture Committee will collaborate to analyze monthly discipline data and identify schoolwide action steps. August-September: • Preplanning: Our focus on Zones of Regulation will be relayed to staff. • The district will provide staff-wide Zones of Regulation training will take place. (8/17) • Discipline & School Culture Committee will collaboratively develop a schoolwide, classroom intervention plan and flowchart for student discipline. October-December: • Staff members will do walks to assess the implementation of Zones of Regulation within the school to assess the following: ○ Visuals posted in classroom ○ Calming corner with tools and strategies to regulate emotions ○ Class meetings teaching appropriate verbiage to help students understand how to talk through their feelings and be able to understand strategies to help them.	Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year ☐ _____ Data Analysis Plan: The Discipline & School Culture Committee will utilize data from the monthly summation report to identify current trends and patterns within our school. We will specifically note the following: ○ Policy Distribution ○ Policy Violation Totals by Grade Administration will utilize data from the monthly summation report to identify current trends and patterns within our school. We will specifically note the following in addition to the trends above: ○ Student Policy Violation Totals ○ Employee Referral Totals A mid -year survey will be used to collect qualitative data from staff and students (grades 4 & 5) to identify the impact of Zones of Regulation. This data will be used to guide action steps for the remainder of the year including ways we can improve and build upon this work. Person(s) Collecting Evidence: ☒ Principal ☒ Assistant Principals	and emotional learning designed for students.
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	- The district will lead a Zones Your Home training for parents and provide resources for families. January-February: - The district will provide mid-year refresher for staff around the Zones of Regulation. - Consider starting a book study with the Discipline and School Culture committee using the book "Help for Billy". March-April: - Staff will do walks to assess the implementation of Zones of Regulation within the school. - The district will lead a Zones Your Home training for parents and provide resources for families. May: - The Discipline & School Culture Committee will review the data for the 26-27 school year to assess the effectiveness of our Zones of Regulation implementation. Artifacts to be Collected: Walkthrough data, parent surveys, teacher feedback, discipline data specifically to the G4 code. Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/ Instructional Support Specialists Frequency of Monitoring: Quarterly	☒ Academic Coaches/ Instructional Support Specialists ☒ Staff	
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Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required <u>Annual Title I Meeting - Deadline</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 3, 2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required <u>Fall Input Survey/ Evaluation (secondary method) - Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	October 12-16, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required <u>Spring Input Meeting and Survey (primary method) - Deadline</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	Principal Advisory Meeting (Spring)		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☒ 6
4. Required <u>FOUR Building Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher 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.	August 21-28, 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
	October 1-8, 2026		
	December 1, 2026		
	March 3-12, 2026		
5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child's education. <u>Briefly describe the transition activities here:</u> -Natalie Collins will provide tips and tricks to our fifth graders who will be transitioning to middle school. She will focus on executive functioning activities such as organization and preparation. She will also provide a training for parents to help them provide the support their child needs to successfully transition to middle school. -Our counselors will train 1-2 students per homeroom to be "first friends". These students will help students feel comfortable and understand the procedures and routines with Bells Ferry and their classroom.	April/May 2026 Ongoing all year		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> -All CTLS posts and messages will have the ability to be translated. -School Parent Compact -Compact and Policy Receiver Letter	<table> <tr> <td>☐ 1</td> <td>☐ 4</td> </tr> <tr> <td>☐ 2</td> <td>☒ 5</td> </tr> <tr> <td>☐ 3</td> <td>☐ 6</td> </tr> </table>	☐ 1	☐ 4	☐ 2	☒ 5	☐ 3	☐ 6
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School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Adult Education Classes	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☒ Goal 3 ☐ Goal 4	CCSD Adult Education Resources	Title 1	Every Tuesday and Thursday evening starting Sept. 1 st - April 29th	Surveys	Rosalyn Figueroa
Zones Your Home Parent Meetings	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☒ Goal 3 ☐ Goal 4	CCSD Zones Your Home Resources and Materials	CCSD Positive School Culture Department	October 2026 and February 2027	Increased participation in events. Surveys	Rosalyn Figueroa
Family Literacy Nights	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Mixed Grade Level Books Literacy Strategy Guide for Families	Title 1	December 2026 and March 2027	Increased participation in events. Growth in ELA Beacon data.	Tori Hicks
Family Math Nights	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Math Games Math Strategy Guide for Families	Title 1	January 2027 and February 2027	Increased participation in events. Growth in Math Beacon data.	Kristy White and Vanessa Choate

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)

3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
 4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
 5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
 6. Provide other reasonable support for parental involvement activities as parents may request. These are school-developed activities based upon parent input.
- (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions	
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)	
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)	
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)	
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)	
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages. SWP Checklist 5(d)	
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)	

SCHOOL RESPONSE:

Bells Ferry Elementary School effectively integrates community financial support and federal, state, and local funds in several ways.

- Title II provides professional learning support to our teachers. The resources provide educators with tools to learn and implement current, evidence-based practices.
- Title III funds support language proficiency through resources, including teacher and student materials, digital learning programs, and professional learning for Teachers of English Language Learners
- CCSD supports Bells Ferry's plan to utilize Extended Day funds to provide specific interventions (i.e., after-school tutoring) for students striving to meet and exceed state standards.
- The Office of Student Assistance supports the school's implementation of the Zones of Regulation and positive behavior supports.
- Partners in Education provide resources (human and financial) to support family engagement, student encouragement, as well as literacy and math initiatives.
- Title I supports Bells Ferry's participation in the following CCSD initiatives: Effective implementation of the 120-minute Literacy Block, Teacher participation in the 2-year literacy training: Language Essentials for Teachers of Reading and Spelling (LETRS), and i-Ready, a digital literacy resource.

These programs collaborate to address the needs of students and families identified in the Comprehensive Needs Assessment (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: Teachers actively participate in Collaborative Teams (CTs) on a weekly basis to regularly monitor student progress toward meeting state standards. In addition to this ongoing collaboration, the school conducts quarterly data analyses to examine key indicators, including Beacon results, common formative assessments, and i-Ready data, to monitor student progress. The Cobb Teaching and Learning System (CTLS), particularly CTLS Assess, is utilized for continuous monitoring of student performance and achievement. I Ready assessments are administered to ESOL students. Results from various district assessments, including i-Ready, formative, and summative

evaluations, are regularly reviewed. Our teacher leaders will meet with the Administrative Team and periodically collaborate with Title I Supervisors and District Title I Coaches to assess progress toward achieving school improvement goals outlined in the plan.

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 utilizes the GaDOE CCRPI indicators (Content Mastery, Progress, and Closing the Gap) measurable tools to monitor academic progress. These metrics enable us to establish performance targets for the upcoming year. Additionally, EOG scores and domain data, ACCESS scores, and performance on common formative and summative assessments provide valuable data for PLCs to identify and address the content-specific needs of students.

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 Title I Supervisor will conduct a mid-year monitoring meeting to review the progress of implementation and monitoring plans. At the school level, grade level teams meet regularly to assess student progress, discuss instructional strategies, and determine appropriate next steps. Weekly meetings between the Administrative Team and teacher leaders will support ongoing monitoring and alignment. As we implement each action step, we will evaluate its effectiveness and make adjustments as needed to ensure continued progress.

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

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

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

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

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

SCHOOL RESPONSE:

We serve our students through the Cobb System of Support (CSOS) Framework. Our goal is to provide students with the instruction and guidance they need, when they need it. Teachers analyze student data to determine the intensity and intentionality of support through three tiers.

Tier 1 instruction and support are provided to all students every day. The approach and resources align with our curricula, and evidence-based practices and strategies have proven effective for most students. Tier 1 examples include the K-5 Uninterrupted Literacy Block, Georgia K-5 Mathematics Learning Plans, and Bells Ferry's TRUE Bandit Behavior expectations in conjunction with Zones of Regulation.

Tier 2 instruction and support provide explicit, teacher-led, small-group intervention. Teachers administer the intervention with fidelity and regularly implement progress monitoring to track student progress over a specified time. Teachers and our CSOS Specialist contact families to share the data, intervention plan, and student progress of students served through the Tier 2 Framework. Tier 2 examples include Small-group instruction during teacher-led interventions, small groups, ESOL teacher-led interventions, and i-Ready.

Tier 3 instruction and support is an intensive version of the Tier 2 intervention. The intensity may come from more frequent sessions, smaller group sizes, or individual support. The teacher conducts more frequent progress monitoring to measure growth and, if needed, adjusts the intervention. Teachers and our CSOS Specialist meet regularly with families to share data, intervention plans, and student progress for students served through the Tier 3 Framework. Tier 3 examples include tutor-led small-group or individual intervention.

For students who continue to perform below grade-level expectations after moving through all tiers of service, our CSOS Specialist collaborates with the Parent/Guardian, Teachers, the Student Support Specialist, and the Psychologist to determine the next steps. This committee determines whether the data suggests that students should undergo professional assessments to determine eligibility for instructional support through an Individualized Education Program (IEP). If the consensus is no to a request for diagnostic testing, the committee discusses ways to support the student through CSOS. If the testing proceeds, the committee reconvenes with the results to decide the student's next steps. If the data shows the student is eligible for special education services, a new committee is formed under the leadership of the Student Support Specialist Administrator. That committee, which includes the child's Parent/Guardian, will decide the next steps. If they agree that an Individualized Education Plan (IEP) is necessary, they will collaborate to develop it, and a Special Education Teacher will provide instructional support for the student.

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: At Bells Ferry Elementary, professional learning is designed to meet the needs of all teachers across grade levels and content areas. With the support of our teacher leaders, along with administrators and teacher leaders, we work collaboratively to plan, deliver, assess, and reflect on high-quality instruction. Our teacher leaders use teacher feedback and instructional data to guide professional learning topics and provide targeted support. Teachers also have opportunities to attend conferences and workshops aligned to their

professional goals, supported through District, Title I, and local funding. Learning sessions are offered on Digital Learning Days, covering CTLS, Ellevation, Progress Learning, and Zones of Regulation. New teacher support is tailored to individual experience. First-year teachers and teachers new to their role will be invited to attend professional learning sessions. Schoolwide professional learning topics have been identified during through collaboration between administration and the BLT. Bells Ferry is looking forward to working closely with District Title I staff to support our school improvement goals, deliver professional learning, model strategies, analyze data, and ensure curriculum, instruction, and monitor assessments.

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: Bells Ferry Elementary School offers a Kindergarten Preview Day wherein students and their families are able to tour the school, meet administration and kindergarten teachers, preview daily schedules, and learn about ways to prepare for a successful kindergarten experience. 5th grade students attend a field trip to our feeder middle schools (JJ Daniell Middle School) and participate in the activities created by the middle school for them. We use our communication platform to share information about any middle school activities being offered during the summer to support the transition.

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

SCHOOL RESPONSE:

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

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

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

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

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	The Parent Facilitator will deliver professional learning opportunities for families focused on effective engagement to support and enhance student achievement at home. Additionally, the Parent Facilitator will maintain all documentation required for Title I Family Engagement compliance.
Teacher	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	The teacher will deliver grade-level instruction to students to ensure quality instruction.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	First & Second Grades During the 2026-2027 school year, Bells Ferry Elementary will increase the number of students in grades 1 -2 performing at the Proficient levels on the Beacon assessment by 3%. Third Grade During the 2026-2027 school year, Bells Ferry Elementary will increase the percentage of third-grade students performing at the Proficient and Distinguished levels on the Georgia Milestones End-of-Grade Assessment from 32% (SY25 baseline) to 38%. Fourth Grade During the 2026-2027 school year, Bells Ferry Elementary will increase the percentage of fourth-grade students performing at the Proficient and Distinguished levels on the Georgia Milestones End-of-Grade Assessment from 40% (SY25 baseline) to 45%. Fifth Grade During the 2026-2027 school year, Bells Ferry Elementary will increase the percentage of fifth-grade students performing at the Proficient and Distinguished levels on the Georgia Milestones End-of-Grade Assessment from 41% (SY25 baseline) to 46%.
Goal #2	• Increase the number of students in grades 1-2 performing at Prepared levels on the Beacon by 3% during the 2026-2027 school year. • During the 26-27 School year, Bells Ferry Elementary will increase the number of third grade students performing at PROFICIENT and DISTINGUISHED levels on the EOG from 37% in May 2026 to 40% of students assessed in May 2027. • During the 26-27 School year, Bells Ferry Elementary will increase the number of fourth grade students performing at PROFICIENT and DISTINGUISHED levels on the EOG from 37% in May 2026 to 50% of students assessed in May 2027. • During the 26-27 School year, Bells Ferry Elementary will increase the number of fifth grade students performing at PROFICIENT and DISTINGUISHED levels on the EOG from 51% in May 2026 to 53% of students assessed in May 2027.

Goal #3	During the 2026-2027 school year, Bells Ferry Elementary will reduce the number of office referrals related to Board Policy Violation Code G4, Insubordination, by 5%.
Goal #4	