

School Year: 2025 - 2026
School Name: Middle School
Principal Name: Dr. Alvin Thomas
Date Submitted: June 2, 2025

Title I, Part A



District Name	Cobb County School District
School Name	Tapp Middle School
Team Lead	Alvin Thomas
Position	Principal
Email	Alvin.thomas@cobbk12.org
Phone	770-222-3758
Federal Funding Options to Be Employed in This Plan (SWP Schools. Select all that apply.)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
<input type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply.)	
<input checked="" type="checkbox"/>	Free/Reduced meal applications
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	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 consulted with teachers, the Instructional Leadership Team (ILT), Title 1 Committee, District Coaches, and community members & partners.

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 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:

May 27, 2025

July 28, 2025

Position/Role	Printed Name	Signature
Principal	Dr. Alvin Thomas	
Assistant Principal	Valerie Wilson	
Assistant Principal	Eva Henry	
Academic Coach	Martha Monreal	
Parent Facilitator	Laura Shyman	
Media Specialist	Jaclyn Krider	
8 th Grade Counselor	Larrinecia Parker	
6 th Grade Counselor	Taiwo Faro	
Community Partner	Martha Joyce	
Teacher	Alexander Shannon	
AVID Teacher	Venessia Heard	
Parent	Egyptian Howell-Proano	
Communities In School	Julie Morgan	

Comprehensive Needs Assessment Evaluation of Goal(s)

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 end of the 2024-25 SY, increase the percentage of students (326) scoring proficiency or higher on the ELA EOG by 3%.

Was the goal met?

YES

NO

Partially

GA Milestones EOG Data

What data supports the outcome of the goal?

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Reflecting on Outcomes

The goal was met/exceeded due to several intentional strategies and interventions that supported student growth in English Language Arts. ELA classes were strategically divided into two dedicated sections—reading and writing—which allowed students to deepen their skills in each area through targeted instruction. Additionally, we implemented web-based instructional tools, including IXL ELA, CommonLit, Progress Learning, and Magic School, to differentiate instruction and meet the individual needs of our students. ELA (writing) teachers also implement explicit writing instruction daily offering students the opportunity to write as much as possible and aid in the writing process (Craft and structure). ELA (reading) teachers implement explicit reading and vocabulary instruction daily to ensure students understand the language of the standards.

TigerTime was another key factor contributing to success. We were purposeful and intentional in scheduling students into intervention or enrichment groups, ensuring that students received additional support or challenges based on their performance data. These processes continue to be implemented to sustain and build on our progress.

**Previous
Year's
Goal #2**

By the end of the 2024-25 SY, increase the percentage of students (495) scoring proficiency or higher on the MATH EOG by 3%.

Was the goal met?

YES

NO Partially

What data supports the outcome of the goal?

GA Milestones EOG Data

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Reflecting on Outcomes

The goal was met/exceeded due to several intentional strategies and interventions that supported student growth in Math. Math teachers implemented daily numeracy strategies focused on improving reasoning with expressions and equations. They also provided explicit instruction in math vocabulary and numeracy concepts to support comprehension and application. Web-based tools, including IXL Math and Progress Learning, were used to differentiate instruction and reinforce mastery. These processes continue to be implemented to sustain academic growth and ensure all students receive high-quality, targeted support.

TigerTime was another key factor contributing to success. We were purposeful and intentional in scheduling students into intervention or enrichment groups, ensuring that students received additional support or challenges based on their performance data. These processes continue to be implemented to sustain and build on our progress.

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

ELA DATA

ELA Milestones Longitudinal Data	SY23						SY24						SY25					
	% of students scoring proficient & distinguished						% of students scoring proficient & distinguished						% of students scoring proficient & distinguished					
6 th Grade	43.6%						44.5%						49%					
7 th Grade	47.2%						38%						48%					
8 th Grade	47.9%						48.6%						45%					

Beacon ELA Data – Spring Administration	Key Ideas & Details		Reading				Reading Text Types						Writing								
			Craft & Structure/ Integration of Knowledge & Skills		Vocabulary Acquisition & Use		Literary			Informational			Text Types and Purposes			Conventions			Research		
			SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	
			22%	47%	30%	20%	53%	27%	21%	50%	30%	18%	54%	28%	21%	49%	30%	19%	52%	29%	26%
6 th Grade			21%	44%	34%	20%	46%	34%	23%	47%	30%	19%	48%	32%	21%	43%	36%	20%	48%	33%	20%
7 th Grade			18%	46%	37%	22%	41%	38%	18%	47%	35%	19%	43%	38%	21%	38%	40%	19%	46%	35%	32%
8 th Grade																					

Source	Strengths	Weaknesses
SY25 ELA Milestones (Grade Levels & Subgroups)	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <p>From SY24 to SY25 the 7th Grade proficient and distinguished percentage increased from (105) 45% to (110) 48% on the ELA EOG.</p> <p>From SY24 to SY25 the 6th Grade proficient and distinguished percentage increased from (94) 44% to (104) 49% on the ELA EOG.</p>	<p>For Grade Levels, ELs and SWD</p> <p>Grade Levels (all students):</p> <p>From SY23 to SY25 the 8th Grade proficient and distinguished percentage decreased from (102) 48% to (95) 45% on the ELA EOG.</p> <p>55% of our 8th-grade students fall into the below-target category in the Reading and Vocabulary domain on the ELA EOG.</p>

	<p>63% of our 8th-grade students fall into the “approaching target” and “met target” categories in the Writing and Language Domain on the ELA EOG.</p> <p>63% of our 7th-grade students fall into the “approaching target” and “met target” categories in the Writing and Language Domain on the ELA EOG.</p> <p>66% of our 6th-grade students fall into the “approaching target” and “met target” categories in the Language Domain on the ELA EOG.</p> <p>EL:</p> <p>From SY24 to SY25 the 7th Grade proficient and distinguished percentage increased from (17) 26% to (22) 34% on the ELA EOG.</p> <p>From SY24 to SY25 the 6th Grade proficient and distinguished percentage increased from (16) 33% to (20) 42% on the ELA EOG.</p> <p>57% of our 8th-grade students fall into the “approaching target” and “met target” categories in the Writing and Language Domain on the ELA EOG.</p> <p>27% of our 7th-grade students fall into the “approaching target” and “met target” categories in the Writing and Language Domain on the ELA EOG.</p> <p>57% of our 6th-grade students fall into the “approaching target” and “met target” categories in the Craft and Structure/Integration of Knowledge and Ideas Domain on the ELA EOG.</p> <p>SWD:</p> <p>From SY23 to SY25 the 8th Grade proficient and distinguished percentage increased from (1) 4% to (2) 8% on the ELA EOG.</p>	<p>51% of our 7th-grade students fall into the below-target category in the Reading Literary Text domain on the ELA EOG.</p> <p>46% of our 6th-grade students fall into the below-target category in the Reading and Vocabulary domain on the ELA EOG.</p> <p>EL:</p> <p>From SY23 to SY25 the 8th Grade proficient and distinguished percentage decreased from (24) 46% to (21) 40% on the ELA EOG.</p> <p>63% of our 8th-grade students fall into the below-target category in the Reading and Vocabulary domain on the ELA EOG.</p> <p>62% of our 7th-grade students fall into the below-target category in the Reading and Vocabulary domain on the ELA EOG.</p> <p>53% of our 6th-grade students fall into the below-target category in the Reading Informational text domain on the ELA EOG</p> <p>SWD:</p> <p>From SY23 to SY25 the 6th Grade proficient and distinguished percentage decreased from (6) 25% to (5) 21% on the ELA EOG.</p> <p>88% of our 8th-grade students fall into the below-target category in the Reading and Vocabulary domain on the ELA EOG.</p> <p>79% of our 7th-grade students fall into the below-target category in the Reading and Vocabulary domain on the ELA EOG.</p> <p>78% of our 6th-grade students fall into the below-target category in the Reading Informational text domain and Reading and Vocabulary domain on the ELA EOG.</p> <p>SCHOOLWIDE DATA:</p> <p>ALL ELA count:</p>
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	<p>From SY24 to SY25 the 7th Grade proficient and distinguished percentage remains constant from (3) 17% to (3) 17% on the ELA EOG.</p> <p>28% of our 8th-grade students fall into the “approaching target” and “met target” categories in the Vocabulary Acquisition and Use Domain on the ELA EOG.</p> <p>48% of our 7th-grade students fall into the “approaching target” and “met target” categories in the Writing domain and Vocabulary Acquisition and Use Domain on the ELA EOG.</p> <p>35% of our 6th-grade students fall into the “approaching target” and “met target” categories in the Craft and Structure/Integration of Knowledge and Ideas Domain and Vocabulary Acquisition and Use on the ELA EOG.</p> <p>SCHOOLWIDE DATA:</p> <p>ALL ELA count:</p> <p>From SY24 to SY25 6th-8th Grade proficient and distinguished percentage increased from (292) 43% to (316) 47% on the ELA EOG.</p> <p>From SY24 to SY25 6th-8th Grade ELL proficient and distinguished percentage remained constant from (50) 43% to (63) 47% on the ELA EOG.</p>	<p>From SY24 to SY25 6th-8th Grade SWD proficient and distinguished percentage decreased from (11) 43% to (9) 47% on the ELA EOG.</p>
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Gaps in vocabulary instruction and practice with academic language Insufficient scaffolding for diverse reading levels Possible lack of alignment between instruction and assessment rigor (e.g., DOK levels, Milestones, Beacon blueprint)</p>	

School Instructional Walks (Grade Level)	Data showed that 90% of teachers implement required instructional strategies identified by the School Improvement team and subject grade levels.	Instructional walk data indicated that 10% of teachers did not implement the identified strategy or implemented it partially. 82% of observed classrooms demonstrated a lack of vocabulary implementation and opportunities for students to apply newly learned words.
Check the system that contributes to the root cause: <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment	Root Cause Explanation: <p>Misalignment between instructional strategies and domain-specific gaps (e.g., teaching vocabulary generally vs. academic vocabulary strategically).</p> <p>Lack of differentiation for students performing significantly below grade level.</p> <p>Possible inconsistencies in how strategies are implemented, despite high adoption rates.</p>	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	By the end of the 2025-26 SY, increase the percentage of students from (316) to (326) scoring proficiency or higher on the ELA EOG by 3%.		
Root Cause(s) to be Addressed:	Gaps in vocabulary instruction and practice with academic language Insufficient scaffolding for diverse reading levels Possible lack of alignment between instruction and assessment rigor (e.g., DOK levels, Milestones blueprint)		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	Implementation Performance Target: By December 2025, 100% of our ELA teachers will implement analyzing text structure and vocabulary strategies during reading instruction.	Evaluation Performance Target: 89% of our students (6 th -8 th Grade) will achieve a performance level of “near target or prepared” on the reading skills performance on the January Beacon assessment.	Evaluation Tool(s): <ul style="list-style-type: none"> <input type="checkbox"/> Beacon <input type="checkbox"/> CommonLit and Progress Learning Evaluation Plan: Students will be assessed: <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year
Target Student Group <input checked="" type="checkbox"/> Gen Ed <input type="checkbox"/> EL <input type="checkbox"/> SWD	Implementation Plan: <u>Preplanning:</u> Provide professional development to support our School Improvement Plan. STEM-Teachers will understand what STEM is and identify instructional strategies to be implemented and the data collection process. AVID- Teachers will explore AVID’s Coaching and Certification Instrument (CCI) and discuss identified instructional strategies to be implemented and data collection (student samples). TCs (CCC) process/Responding to Data: Teachers will recap questions 3 and 4 of the CCC process and interact with student data to make sound instructional decisions (remediate or enrich-differentiated instruction).	Data Analysis Plan: Leadership team: Domain Achievement Percentage Breakdown by Grade (2024-25) Identify students in Levels 1-2 for targeted support	
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i> 1. 6 th -8 th Grade reading teachers will implement literacy strategies to improve reading and vocabulary acquisition daily during instruction indicated by walkthrough data.	<u>August:</u> Provide PD on Progress Learning. Teachers will attend a webinar titled Getting Started for Secondary		

	<p>Teachers (6-12). The webinar will provide an overview of the program components and allow teachers to ask questions.</p> <p>Components:</p> <ul style="list-style-type: none"> Class set-up Student accommodations Student dashboard Instructional Resources Assignments and Assessments Progress report Action Plan for the 1st month How to find help if you need it <p><u>September:</u></p> <ul style="list-style-type: none"> • Implement elements from August professional learning. • Reading teachers will implement explicit reading and vocabulary instruction daily. • Calibrate scoring using EOG reading rubric during TCs (CCC) or grade level. <p><u>October-December:</u></p> <ul style="list-style-type: none"> • TCs (CCC) will review and discuss student work that includes strategies to support reading and vocabulary instruction of the reading process. • Monthly walkthroughs with a focus on reading and vocabulary instruction. <p><u>January - February</u></p> <ul style="list-style-type: none"> • TCs (CCC) will review and discuss student work that includes strategies to support reading and vocabulary instruction of the reading process. • Monthly walkthroughs with a focus on reading and vocabulary instruction. • District Coach walks with a focus on teacher and student behaviors related to action steps (Reading). <p><u>March-May</u></p>	<p>Inform Tiger Time scheduling and resource allocation</p> <p>Guide PLC discussions, re-teaching plans, and intervention cycles</p> <p>Person(s) Collecting Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <input type="checkbox"/> CCC Leads 	
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<ul style="list-style-type: none"> TCs (CCC) will review and discuss student work that includes strategies to support reading and vocabulary instruction of the reading process. Monthly walkthroughs with a focus on reading and vocabulary instruction. District Coach walks with a focus on teacher and student behaviors related to action steps (Reading). Extended Learning Opportunity (ELO) level 2 & 3 students are identified for extra support (Reading) Creation of Test-Taking Tips <p>Academy</p> <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> Walkthrough forms TC (CCC) Meeting Minutes <p>Person(s) Monitoring Implementation:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists <p>Frequency of Monitoring:</p> <p>Monthly</p>			
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MATH DATA

MATH Milestones Longitudinal Data	SY23		SY24		SY25	
	% of students scoring proficient & distinguished		% of students scoring proficient & distinguished		% of students scoring proficient & distinguished	
6 th Grade	32.5%		40.1%		49%	
7 th Grade	41.8%		44.4%		47%	
8 th Grade	32.5%		35.6%		41%	

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
6 th Grade	49%	45%	7%	32%	46%	22%	39%	49%	12%	41%	49%	11%
7 th Grade	42%	45%	13%	36%	43%	21%	26%	48%	26%	25%	44%	32%
8 th Grade	42%	38%	20%	36%	38%	27%	29%	40%	31%	48%	35%	17%

Source	Strengths	Weaknesses
SY25 MATH Milestones (Data by grade & subgroup)	<p>Grade Levels (all students):</p> <p>From SY23 to SY25 the 8th Grade proficient and distinguished percentage increased from (81) 38% to (88) 41% on the Math EOG.</p> <p>From SY24 to SY25 the 7th Grade proficient and distinguished percentage increased from (94) 41% to (109) 47% on the Math EOG.</p> <p>From SY24 to SY25 the 6th Grade proficient and distinguished percentage increased from (74) 36% to (101) 49% on the Math EOG.</p> <p>63% of our 8th-grade students fall into the “approaching target” and “met target” categories in the Functional & Graphical Reasoning: Systems of Equations Domain on the Math EOG.</p> <p>70% of our 7th-grade students fall into the “approaching target” and “met target” categories in the Patterning & Algebraic Reasoning: Expressions, Equations, and Inequalities Domain on the Math EOG.</p> <p>64% of our 6th-grade students fall into the “approaching target” and “met target” categories in the Geometric & Spatial Reasoning: Area, Surface Area, and Volume Domain on the Math EOG.</p> <p>EL:</p>	<p>Grade Levels (all students):</p> <p>54.15% of our 8th-grade students fall into the below-target category in Geometric & Spatial Reasoning: Pythagorean Theorem and Volume Domain on the Math EOG.</p> <p>43% of our 7th-grade students fall into the below-target category in Patterning & Algebraic Reasoning Domain on the Math EOG.</p> <p>51% of our 6th-grade students fall into the below-target category in Patterning & Algebraic Reasoning: One-Step Equations and Inequalities Domain on the Math EOG.</p> <p>EL:</p> <p>From SY24 to SY25 the 8th Grade proficient and distinguished percentage decreased from (20) 38% to (17) 33% on the Math EOG.</p> <p>63% of our 8th-grade students fall into the below-target category in Geometric & Spatial Reasoning: Pythagorean Theorem and Volume Domain on the Math EOG.</p> <p>52% of our 7th-grade students fall into the below-target category in Patterning & Algebraic Reasoning Domain on the Math EOG.</p>

<p>From SY23 to SY25 the 7th Grade proficient and distinguished percentage increased from (18) 28% to (24) 37% on the Math EOG.</p> <p>From SY23 to SY25 the 6th Grade proficient and distinguished percentage increased from (10) 21% to (16) 34% on the Math EOG.</p> <p>65% of our 8th-grade students fall into the “approaching target” and “met target” categories in the Functional & Graphical Reasoning: Systems of Equations Domain on the Math EOG.</p> <p>68% of our 7th-grade students fall into the “approaching target” and “met target” categories in the Patterning & Algebraic Reasoning: Expressions, Equations, and Inequalities Domain on the Math EOG.</p> <p>67% of our 6th-grade students fall into the “approaching target” and “met target” categories in Geometric & Spatial Reasoning: Area, Surface Area, and Volume Domain on the Math EOG.</p> <p>SWD:</p> <p>From SY23 to SY25 the 8th Grade proficient and distinguished percentage increased from (2) 8% to (4) 15% on the Math EOG.</p> <p>From SY24 to SY25 the 6th Grade proficient and distinguished percentage remains constant from (5) 21% to (5) 21% on the ELA EOG.</p> <p>65% of our 8th-grade students fall into the “approaching target” and “met target” categories in the Functional & Graphical Reasoning: Linear Problem-Solving Domain on the Math EOG.</p> <p>52% of our 7th-grade students fall into the “approaching target” and “met target” categories in the Geometric & Spatial Reasoning: Angle Measurement, Area, Surface Area, and Volume Domain on the Math EOG.</p> <p>50% of our 6th-grade students fall into the “approaching target” and “met target” categories in Geometric & Spatial Reasoning: Area, Surface Area, and Volume Domain on the Math EOG.</p>	<p>61% of our 6th-grade students fall into the below-target category in Patterning & Algebraic Reasoning: One-Step Equations and Inequalities domain on the Math EOG.</p> <p>SWD:</p> <p>From SY24 to SY25 the 7th Grade proficient and distinguished percentage decreased from (3) 17% to (1) 6% on the Math EOG.</p> <p>78% of our 8th-grade students fall into the below-target category in Geometric & Spatial Reasoning: Pythagorean Theorem and Volume Domain, Patterning & Algebraic Reasoning Domain, Patterning & Algebraic Reasoning: One-Variable Expressions, Equations, and Inequalities Domain on the Math EOG.</p> <p>84% of our 7th-grade students fall into the below-target category in Patterning & Algebraic Reasoning Domain and Patterning & Algebraic Reasoning: Proportional Relationships Domain on the Math EOG.</p> <p>84% of our 6th-grade students fall into the below-target category in Patterning & Algebraic Reasoning: One-Step Equations and Inequalities Domain on the Math EOG.</p>
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	<p>SCHOOLWIDE DATA:</p> <p>ALL Math count: From SY24 to SY25 6th-8th Grade proficient and distinguished percentage increased from (275) 41% to (305) 45% on the Math EOG.</p> <p>From SY24 to SY25 6th-8th Grade SWD proficient and distinguished percentage remained constant from (10) 15% to (10) 15% on the Math EOG.</p> <p>From SY24 to SY25 6th-8th Grade ELL proficient and distinguished percentage remained constant from (52) 32% to (57) 35% on the Math EOG.</p>	
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Inconsistent implementation of rigorous problem-solving strategies. Gaps in using academic math vocabulary and mathematical reasoning during instruction. Potential misalignment between daily instruction and assessment expectations (Milestones, DOK levels).</p>	
<p>School Instructional Walks (Grade Level)</p>	<p>Data showed that 90% of teachers implement numeracy instructional strategies identified by the School Improvement team and subject grade levels.</p> <p>Data showed that 95% of teachers implement problem-solving skills in their weekly instruction.</p>	<p>Instructional walk data indicated that 10% of teachers did not implement the identified strategy or implemented it partially.</p> <p>82% of observed classrooms demonstrated a lack of vocabulary implementation and opportunities for students to apply newly learned words.</p>
<p>Check the system that contributes to the root cause:</p> <p><input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment</p>	<p>Root Cause Explanation:</p> <p>Misalignment between instructional strategies and domain-specific gaps (e.g., teaching vocabulary generally vs. academic vocabulary strategically) Lack of differentiation for students performing significantly below grade level Possible inconsistencies in how strategies are implemented, despite high adoption rates</p>	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	By the end of the 2025-26 SY, increase the percentage of students from (305) to (315) scoring proficiency or higher on the MATH EOG by 3%.		
Root Cause(s) to be Addressed:	<p>Inconsistent implementation of rigorous problem-solving strategies.</p> <p>Gaps in using academic math vocabulary and mathematical reasoning during instruction</p> <p>Potential misalignment between daily instruction and assessment expectations (Milestones, DOK levels).</p>		
Funding Source(s) <i>SWP Checklist 5.e</i>	<input checked="" type="checkbox"/> Title I Funds <input type="checkbox"/> Local School Funds <input type="checkbox"/> Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency	<p>Implementation Performance Target: By December 2025, 100% of math teachers will implement math vocabulary during math instruction.</p> <p>Implementation Plan: <u>Preplanning:</u> Provide professional development to support our School Improvement Plan.</p> <p>Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p> <p>1. 6th-8th Grade math teachers will implement numeracy instructional strategies to improve numeracy, expressions, and equations during daily instruction as indicated</p>	<p>Evaluation Performance Target: 67% of our students (6th-8th Grade) will achieve a performance level of “near target or prepared” on the math skills performance on the January Beacon assessment.</p> <p>Evaluation Tool(s):</p> <ul style="list-style-type: none"> • Beacon • Common Summative Assessment <p>Evaluation Plan: Students will be assessed:</p> <p><input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Every other month <input checked="" type="checkbox"/> 3 times per year</p> <p>Data Analysis Plan: Leadership team: Domain Achievement Percentage Breakdown by Grade (2024–25) Identify students in Levels 1–2 for targeted support</p>	

<p>by walkthrough and summative data.</p>	<p>Provide PD on Progress Learning. Teachers will attend a webinar titled Getting Started for Secondary Teachers (6-12). The webinar will provide an overview of the program components and allow teachers to ask questions.</p> <p>Components:</p> <p>Class set-up</p> <p>Student accommodations</p> <p>Student dashboard</p> <p>Instructional Resources</p> <p>Assignments and Assessments</p> <p>Progress report</p> <p>Action Plan for the 1st month</p> <p>How to find help if you need it</p> <p><u>September:</u></p> <ul style="list-style-type: none"> • Implement elements from August professional learning. • Math teachers will implement explicit math vocabulary and numeracy instruction daily. • Calibrate scoring using EOG math rubric during TCs (CCC) or grade level. <p><u>October-December:</u></p> <ul style="list-style-type: none"> • TCs (CCC) will review and discuss student work that includes strategies to support math vocabulary and numeracy instruction in the math process. • Monthly walkthroughs with a focus on math instruction. <p><u>January – February</u></p> <ul style="list-style-type: none"> • TCs (CCC) will review and discuss student work that includes strategies to support math vocabulary and numeracy instruction in the math process. • Monthly walkthroughs with a focus on math instruction. 	<p>Inform Tiger Time scheduling and resource allocation</p> <p>Guide PLC discussions, re-teaching plans, and intervention cycles</p> <p>Person(s) Collecting Evidence:</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Assistant Principals</p> <p><input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p><input type="checkbox"/> CCC Leads</p>	
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	<ul style="list-style-type: none"> • District Coach walks, focusing on teacher and student behaviors related to action steps (Math). <p><u>March-May</u></p> <ul style="list-style-type: none"> • TCs (CCC) will review and discuss student work that includes strategies to support math vocabulary and numeracy instruction in the math process. • Monthly walkthroughs with a focus on math instruction. • District Coach walks, focusing on teacher and student behaviors related to action steps (Math). • Extended Learning Opportunity (ELO) level 2 & 3 students are identified for extra support (Math) • Creation of Test-Taking Tips Academy <p>Artifacts to be Collected:</p> <ul style="list-style-type: none"> ○ Walkthrough forms ○ TC (CCC) Meeting Minutes <p>Person(s) Monitoring Implementation:</p> <p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principals <input checked="" type="checkbox"/> Academic Coaches/ Instructional Support Specialists</p> <p>Frequency of Monitoring: Monthly</p>		
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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 Annual Title I Meeting – Deadline Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	8/14/2025	8/14/2025	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
4. Required TWO Building Capacity Opportunities (Do not need to be listed in the Policy) Teachers will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school	9/18/25 1/29/26	9/18/25	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, <u>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>	10/7/25 5/2/26		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
6. Required Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> Compact Policy Flyers of events posted		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (*Required for "Shall's" 2 and 6*)

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <small>SWP Checklist 5.e</small>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
3 rd Annual – Community & Staff Resource Fair	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Community vendors & Teachers with Free resources from home to school	Title School	10/7/25	Family Sign in Survey Bingo Cards (Vendor visits) Agenda Flyer	J. Fraser A. Shotwell T. Idun J. Morgan L. Shyman
Tiger Tips Parent nights Testing Math Science Social Studies Ela Reading Organizing strategies for success	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Expertise of the Administration & Content Teachers to support each event	Title	10/9/25 10/23/25 11/17/25 11/20/25 12/11/25 12/16/25	Family Sign in Survey Agenda Flyer Materials shared	E. Henry T. Lowery A. Shannon N. Smith T. Brocks A. Tolson A. Haskins G. Rauscher H. Sprayberry L. Shyman
3 rd Annual Family & Community STEAM Day	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Community vendors & Teachers with Free resources from home to school Science Experiments	Title School	5/2/26	Family Sign in Survey Agenda Flyer	C. Pugh E. Howell-Proano L. Shyman

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: This plan was created with all the State and District initiatives in mind. During our intervention, we will utilize Read 180, CommonLit, IXL, and Progress Learning when appropriate. We also adopted the Balanced Literacy Framework. This will allow us to focus on reading and writing in all our classes.

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 utilizes the PLC framework for our instructional framework. Subject areas collaborate every Tuesday, and grade-levels collaborate every Thursday. Subject areas are required to implement a common formative assessment cycle during each unit of study. Lastly, we have quarterly data meetings where we analyze grade and assessment data.

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: We utilize student quarterly grade data, common assessment data, benchmark (Beacon) assessment scores, and the GA Milestone end-of-the-year data as our effectiveness measures.

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: As we receive data, we will continue to make changes as needed to our plan.

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 have tiered our support academically and behaviorally. Tiered support includes AVID strategies, STEM strategies, student success strategies, and the PLC instructional framework.

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: We have created our professional development plan for the school year. It focuses on growing the staff's knowledge in the following areas: writing, reading, inquiry, problem-based learning, rigor, student behavior, classroom management, and student-centered classrooms.

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:

High School provides an Elective Fair at High School for families to attend and learn more about school opportunities.

2nd High Schools Staff Visit the Middle School with Families in attendance to discuss getting ready for High School.

3rd Rising 6th Grade families visit Middle School to hear more about what they need to do together to get ready for 6th Grade.

We will host a rising 6th Grade Camp before the 2024-25 school year starts.

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?
Math Support Teacher	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The math support teacher will work with all grade-level students in a Tier 2 and Tier 3 capacity to ensure math proficiency.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The parent facilitator will serve as the liaison between the school, families, and other stakeholders.
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The academic coach will work with all staff, specifically with new teachers, to make sure effective teaching and learning is taking place. The academic coach will also work with the administrative team to support collaborative teams with the four questions of the Professional Learning Community (PLC) process.

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1 By the end of the 2025-26 SY, increase the percentage of students (316) scoring proficiency or higher on the ELA EOG by 3%.

Goal #2 By the end of the 2025-26 SY, increase the percentage of students (305) scoring proficiency or higher on the MATH EOG by 3%.