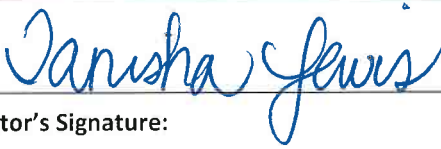
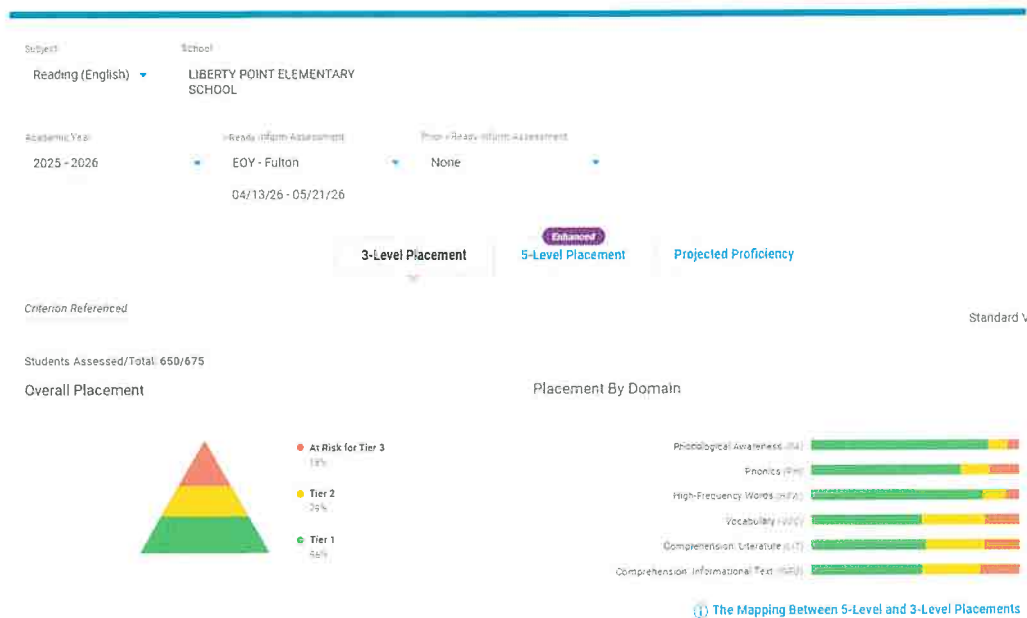
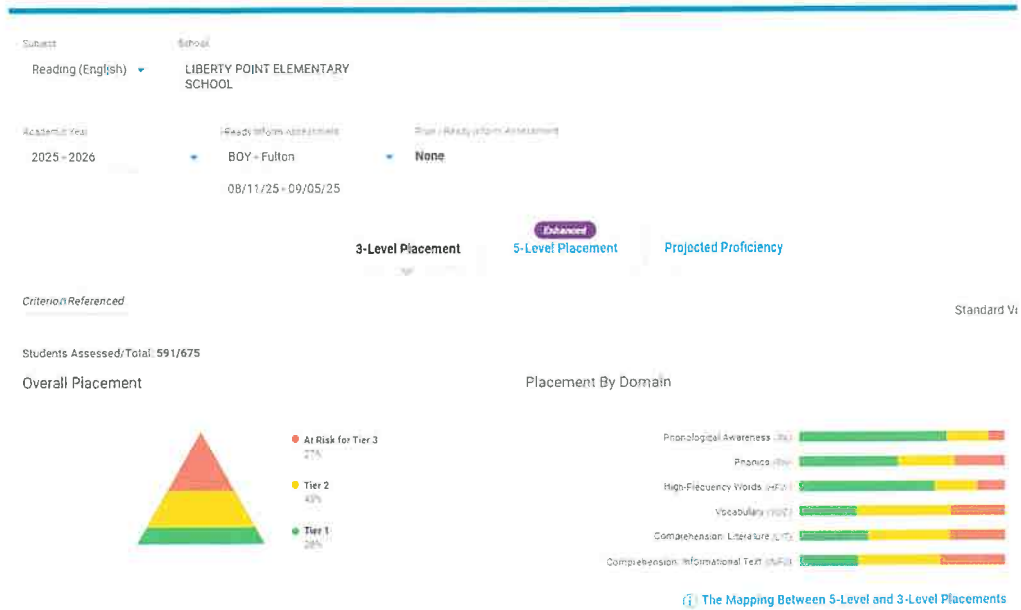




TITLE I SCHOOLWIDE PLAN		
School Name:	Liberty Point	District Name: Fulton County Schools
Principal Name:	Tanisha Lewis	School Year: 2026-2027
School Mailing Address:	9000 Highpoint Rd	
Telephone:	470-254-3510	
District Federal Program Director Name:	Catherine Harper	
District Federal Program Director Address:	6201 Powers Ferry Rd. NW Atlanta, Georgia 30339	
Email Address:	harpercd@fultonschools.org	
Telephone:	470-254-0200	
ESSA ACCOUNTABILITY STATUS – ONLY FEDERALLY IDENTIFIED SCHOOLS		
Comprehensive Support (CSI) x ☐	Additional Targeted Support and Improvement (ATSI) ☐	
Targeted Support and Improvement (TSI) ☐		
BUDGET MODEL		
Traditional Budget ☐	Consolidated Budget: Title I, State, and Local Funds x ☐	
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date: 8/24/26
Federal Program Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

Data:



Subject: Math School: LIBERTY POINT ELEMENTARY SCHOOL

Academic Year: 2025 - 2026 i-Ready Inform Assessment: BOY - Fulton Prior i-Ready Inform Assessment: None
08/11/25 - 09/05/25

3-Level Placement

Enhanced
5-Level Placement

Projected Proficiency

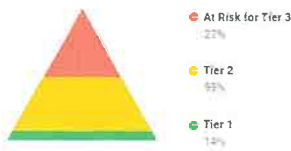
Criterion Referenced

Standard

Students Assessed/Total: 580/675

Overall Placement

Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Subject: Math School: LIBERTY POINT ELEMENTARY SCHOOL

Academic Year: 2025 - 2026 i-Ready Inform Assessment: EOY - Fulton Prior i-Ready Inform Assessment: None
04/13/26 - 05/21/26

3-Level Placement

Enhanced
5-Level Placement

Projected Proficiency

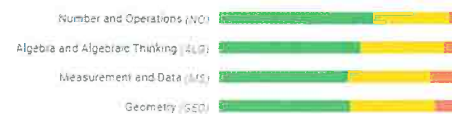
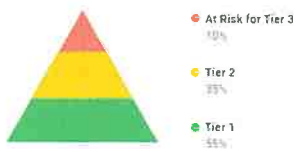
Criterion Referenced

Standard

Students Assessed/Total: 633/675

Overall Placement

Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)



Discipline | District Summary

0

Count of Incidents with ISS

17

Count of Incidents with OSS

17

Total # of Incident Referrals

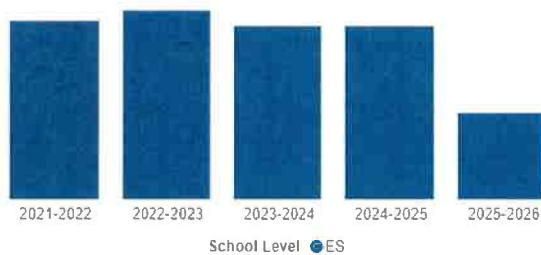
0

Count of Expulsion

Total Days ISS/OSS



Total # of Incident Referrals by School Level



Office Referrals by School Year



Activate Windows
Go to Settings to activate Windows.

Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

Is based on a comprehensive needs assessment of the entire school that takes into account 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 challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for: Strategic Plan and/or 90-day plan

Liberty Point ES conducted a comprehensive needs assessment to ensure that, in the monitoring and revision process, our school wide plan best serves all children. We made sure to focus on the needs of children who are below expected academic benchmarks, or at-risk of falling below academic benchmarks. An additional monitoring was placed on students in standardized testing grades, monitoring students projected to fall below proficiency on the Georgia Milestones Assessment. The needs assessment was conducted through the involvement of multiple stakeholders (e.g. parents, leadership team, administration team, and community members) to review relevant academic student achievement data, perception data, and process data to understand the most pressing student needs and the root causes of identified needs. Our administrative team met with the faculty and staff to review and analyze our school's academic data. The principal met with parents to solicit input on the next steps for the 2026-2027 school year. Stakeholders provided input on how the budget should be aligned to support our plan and brainstormed ideas for the implementation of school wide strategies to improve instruction for all students and build staff and parent capacity.

Through a systematic effort, we were able to acquire an accurate picture of strengths and areas of deficits as a school community, using a variety of information-gathering techniques. Each member of our team had a part in completing our comprehensive needs assessments and school-wide plan. The plan was completed based on student data and identified subgroups who are not yet achieving proficiency of the state academic standards. We reviewed and analyzed 2026 Georgia Milestones Assessment scores, Access scores, GAA, and iReady benchmark data.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who

are failing, or are at-risk of failing. (ED, EL, Race, SWD)

Below is a data analysis summary of the 2026 Georgia Milestones Assessment results compared to the 2025 results. The data analysis results will guide the reform strategies to improve our school-wide program for the 2026-2027 school year. The ELA results have not returned.

The chart below represents all students in grades 3-5 performance on the Math section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Math	54% decrease to 52%
3-5% Developing and above	Math	83% increase to 86%

The chart below represents all students in grades 3-5 performance on the Science section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Science	35% increase to 43%
3-5% Developing and above	Science	64% increase to 78%

The chart below represents ED students in grades 3-5 performance on the Math section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Math	54% decrease to 52%
3-5% Developing and above	Math	83% increase to 86%

The chart below represents ED students in grades 3-5 performance on the Science section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Science	35% increase to 43%
3-5% Developing and above	Science	64% increase to 78%

The chart below represents SWD students in grades 3-5 performance on the Math section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Math	7% increase to 9%
3-5% Developing and above	Math	41% increase to 54%

The chart below represents Black students in grades 3-5 performance on the Math section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Math	54% decrease to 52%
3-5% Developing and above	Math	83% increase to 86%



The chart below represents Hispanic students in grades 3-5 performance on the Math section of GMAS

Grade	Subject	25 vs 26 school year
3-5 % Proficient and Distinguished	Math	69% decrease to 63%
3-5% Developing and above	Math	85% decrease to 83%

Goals and Strategies:

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies 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;

Goal 1 Goal 1 : Increase the percentage of Tier 1 students in grades K-5 on iReady Reading from 59% to 64% by May 2027

Provide <u>2</u> or more Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
School Improvement ELA Coach	PLC Agendas	August 2026-May 2027	\$103, 000 Consolidated Budget	Principal
Write Score Assessment	Student Achievement Rates	August 2026-May 2027	\$6, 000 Consolidated Budget	Instructional Coach
School Improvement ELA Coach	PLC Agendas	August 2026-May 2027	\$103, 000 Consolidated Budget	Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
- Examine Georgia Standards that are aligned to Science of Reading and align to reading curriculum, instruction, student activities, and assessment. - Provide intensive, systematic instruction, in one-on-one and small- group settings to at-risk students. - Implement the workshop model to include a focus on all five elements of reading to address gaps in knowledge. - Purchase additional resources/materials to support word building knowledge (phonics) and sound manipulation (phonemic awareness) - Conduct weekly progress monitoring of students who are at risk of not meeting mastery of grade-level standards. - Educate teachers on how to pull reports from assessment databases to triangulate data using data analysis protocols and tools in PLCs.	- In addition to ED subgroup action steps, the school will work closely with the school counselor and district-level Homeless and Social Work liaisons to ensure that students' academic, behavioral, and social- emotional needs are addressed (e.g., provide tutoring services, skills practice books, clothing, food, housing, transportation services/gas cards, and so forth). - The school will also work with those departments to offer regular tutoring to families in need.



English Learners	Students with Disability
• In addition to ED subgroup action steps, the school will work closely with the district ESOL support to ensure students are progressing through content. Visual support will be provided as needed. Use of Imagine Learning will be used as needed. • This year the school is also purchasing a bilingual liaison to ensure that communication is systematic with all parents/families and needs are met.	• In addition to ED subgroup action steps, SWD will receive additional scaffolding and explicit instruction; increased wait time for a response after query; adjusted pacing; more time on a specific skill/behavior to practice and review; frequent progress monitoring; use of assistive technology and supplementary/intervention curriculum; co-taught classroom instruction-based student IEP's. • Educate teachers on specially designed instructional model (Linda-Mood Bell) for reading which is researched based in supporting SWD students.



2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies 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;

Goal 2: Increase the percentage of Tier 1 students in grades K-5 on iReady Math from 59% to 64% by May 2027.

Provide 2 or more Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
School Improvement Math Coaches	PLC Agendas	August 2025-May 2026	\$206, 000 Consolidated Budget	Principal
Reflex Math	Student growth	October 2025-May 2026	\$12, 000 Consolidated Budget	Instructional Coach

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
- Examine Georgia Standards that are aligned to Science of Reading and align to reading curriculum, instruction, student activities, and assessment. - Provide intensive, systematic instruction, in one-on-one and small- group settings to at-risk students. - Implement the workshop model to include a focus on all five elements of reading to address gaps in knowledge. - Purchase additional resources/materials to support word building knowledge (phonics) and sound manipulation (phonemic awareness) - Conduct weekly progress monitoring of students who are at risk of not meeting mastery of grade-level standards. - Educate teachers on how to pull reports from assessment databases to triangulate data using data analysis protocols and tools in PLCs.	- In addition to ED subgroup action steps, the school will work closely with the school counselor and district-level Homeless and Social Work liaisons to ensure that students' academic, behavioral, and social- emotional needs are addressed (e.g., provide tutoring services, skills practice books, clothing, food, housing, transportation services/gas cards, and so forth). - The school will also work with those departments to offer regular tutoring to families in need.
English Learners	Students with Disability

- | | |
|---|--|
| <ul style="list-style-type: none"> In addition to ED subgroup action steps, the school will work closely with the district ESOL support to ensure students are progressing through content. Visual support will be provided as needed. Use of Imagine Learning will be used as needed. This year the school is also purchasing a bilingual liaison to ensure that communication is systematic with all parents/families and needs are met. | <ul style="list-style-type: none"> In addition to ED subgroup action steps, SWD will receive additional scaffolding and explicit instruction; increased wait time for a response after query; adjusted pacing; more time on a specific skill/behavior to practice and review; frequent progress monitoring; use of assistive technology and supplementary/intervention curriculum; co-taught classroom instruction-based student IEP's. Educate teachers on specially designed instructional model (Linda-Mood Bell) for reading which is researched based in supporting SWD students. |
|---|--|

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

c) 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:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

The school guidance counselor meets with our students once a month and as needed per student request. Our school counselor also pulls small groups of students to provide targeted support based on academic, social-emotional, and mentoring needs.

The school will partner with an outside healthcare agency to provide support to students and families outside of the school day.

The school will continue to implement Social-Emotional Learning lessons daily, which develop self-awareness, self-management, and relationship skills through the implementation of Rethink Curriculum lessons.

ii) preparation for and awareness 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)

The school guidance counselor facilitates career day each school year to expose students to a variety of careers.

iii) implementation of a 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.);

Liberty Point ES implements a schoolwide tiered model involving positive behavior incentives for all students.

Liberty Point ES will pay a stipend for a PBIS coach who will provide ongoing support to staff on proactive responses to behavioral needs.

Liberty Point ES is linking the MTSS coordinator and the discipline support in systematic weekly meetings to ensure all support is in place for any scholars struggling.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Liberty Point Elementary transition students by offering opportunities for Pre-K students to be assessed at the end of the school year. Additionally, we keep Pre-K parents informed (via weekly newsletters, website, PBIS Rewards) about open house nights and family engagement activities. Pre-kindergarten students currently enrolled at Liberty Point Elementary will spend time in a kindergarten classroom to familiarize themselves with a typical kindergarten day. Kindergarten Orientation will be held for incoming students and their parents to inform them of what to expect in kindergarten.

Liberty Point also provides transitional information for every grade level so parents and families can prepare their scholars for the coming year.

Liberty Point also takes our 5th grade scholars on field trips to our middle schools to experience a day in the life of a middle schooler to ensure they are prepared.

Plan Development and Evaluation:

3. Evaluation of School-wide Plan

- a) Address the regularly monitoring 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.
- b) Determining 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.
- c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

The Annual Title I Evaluation will be completed based on a review of multiple data points, including state assessments, to determine the effectiveness of the Title I Plan and inform actionable changes for the following school year. Evaluation documentation will be stored in Title I CRATE.

- a. To measure the effectiveness of the Title I plan, Liberty Point Elementary School will monitor student performance on iReady, diagnostic reading benchmarks, Unit assessments, interim assessments, GMAS readiness indicators, and student progress on classwork.
- b. Our Title 1 team will be reviewing and revising, to address the school's most pressing needs, goals, and challenges as a school after each diagnostic window. An annual evaluation will be completed to determine our progress - what is or is not working; adjust actions, strategies, and interventions; and evaluate the impact on student learning.
- c. As the team reviews achievement at each benchmark, we will present the data and do a three-step root cause analysis. After determining lack of progress. After root cause is determined, interventions will be implemented with support from the instructional coaches and CST to address the needs. Small groups of students will also receive direct explicit instruction from our coaches, determined after diagnostic needs analysis.

4. ESSA Requirements to Include in the Schoolwide Plan

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections © through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A school Parent and Family Engagement Plan (PFEP) will be jointly developed with parents and family members in a format that is easily understandable. It will be distributed to parents and families, posted on the school website, and will be made available to the local community.

5. Schoolwide Plan Development

- a) is developed during a 1-year period.
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
- c) remains in effect for the duration of the school's participation in a Title I School-Wide Program
- d) is available to the school district, parents, and the public, in a language that parents can understand
- e) is 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.

The schoolwide plan was developed with stakeholder input during a 1-year period. School data will be reviewed, and the plan will be revised annually in collaboration with the Title I Committee, which includes all required stakeholders. The revised plan will remain in effect for the school year. Schoolwide plans will be made available on the school's website. The plan is coordinated with Federal, State, and local resources.

