# 2026-2027 Title I Schoolwide Improvement Plan
# Clayton County Public Schools

**School Strategic Plan Outcomes**

| TITLE I SCHOOLWIDE PLAN | | |
|---|---|---|
| **School Name: Harper Elementary** | | **District Name: Clayton County Public Schools** |
| **Principal Name: Tara Davison** | | **School Year: 2026-2027** |
| **School Mailing Address: 93 Valley Hill Road Riverdale, GA 30274** | | |
| **Telephone: (678)479-2654** | | |
| **District Title I Director/Coordinator Name: Katrina Thompson** | | |
| **District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236** | | |
| **Email Address: katrina.thompson@clayton.k12.ga.us** | | |
| **Telephone: 678-817-3081** | | |
| **ESSA ACCOUNTABILITY STATUS – Check only if applicable.** | | |
| **Comprehensive Support** | **Targeted Support** | **ATSI** |
| **BUDGET MODEL – Check all that apply.** | | |
| **Title I, Part A Budget** | **Title I School Improvement Grant (SIG)** | |
| **SIGNATURES AND REVISION DATE** | | |
| **Principal's Signature:** | | **Date: 7.29.26** |
| **Title I Programs' Specialist Signature:** | | **Date:** |
| **Title I Director's Signature:** | | **Date:** |
| **Revision Date: 7.14.26** | **Revision Date:** | **Revision Date:** |

## 2026-2027 Title I Schoolwide Improvement Plan
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**Title I Planning Committee:**

The Principal attests that at least one Title I committee meeting was held with a variety of stakeholders to work collaboratively throughout the plan's development. The following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be submitted with the Title I Schoolwide/School Improvement Plan.

| NAME | POSITION/ROLE |
|---|---|
| Tara Davison | Principal |
| Rashonda Thames | Assistant Principal |
| Beverly Fuller | Parent/Counselor |
| Robin Woodyard | Counselor |
| Tyffany Bonilla | LTSE |
| Letitia Johnson | ESOL Lead |
| Adeola Ibitoye | EIP Lead |
| Omar Mitchell | Academic Coach |
| Freda Render | Assessment Lead |
| Taisha Smith | Pre-K Lead |
| Kiwana Norman | Kindergarten Lead |
| Krystal Cansler | 1st Grade Lead |
| Shantrilla Wells | 2nd Grade Lead |
| Nickesha Hudson | 3rd Grade Lead |
| Shaikoya Smith | 5th Grade Lead |
| Dinah Baldwin | Media Specialist |
| Neomia Coleman | Parent Liaison |
| Jasmine Robinson | Lead Teacher Mentor |
| Janel Watson | Gifted Lead |
| Tamika Warrior-Jones | DES Lead |

**How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?**

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The team ensures that stakeholders, particularly parents and guardians, are able to provide meaningful input into the needs assessment process through multiple opportunities for engagement and feedback. Surveys were distributed to families in accessible formats, and input was gathered during parent meetings, school events, and advisory councils. Stakeholders are encouraged to share concerns, priorities, and suggestions related to student achievement, school climate, and support services. Feedback collected from these sources was reviewed collaboratively by the CSIP team and used to identify strengths, areas of need, and priorities for continuous improvement.

## 2026-2027 Title I Schoolwide Improvement Plan
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**Data:**

Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (iReady, MAP, Access Reports, EOC, Milestones, DIBELS).

**Minimally include and summarize the following data if available for the school.**

1) **2 years of the current the GMAS data (2024-2025 and 2025-2026)**
2) **2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
3) **3 years of the most current DIBELS data displays of grade level data by performance levels.**
4) **2 or 3 years of the current iReady data displays of grade level data by performance levels.**
5) **3 years of prior years' student attendance data.**
6) **3 years of prior years' student discipline data.**

| 2022-2023 ELA EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met/Exceeded? |
|---|---|---|---|---|---|
| 3rd Grade 121 Total Students | 55% | 26% | 17% | 2% | 19.% |
| 4th Grade 108 Total Students | 64% | 24% | 11% | 1% | 12% |
| 5th Grade 113 Total Students | 49% | 35% | 16% | 1% | 17% |

| 2022-2023 Science EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met? |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 5th Grade<br><br>113 Total Students | 68% | 25% | 7% | 0% | 7% met |

| 2023-2024 ELA EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met? |
|---|---|---|---|---|---|
| 3rd Grade | 54% | 25% | 18% | 2% | 20% At or Above +1 |
| 4th Grade | 55% | 27% | 12% | 6% | 18% At or Above +6 |
| 5th Grade | 39% | 40% | 17% | 3% | 20% At or Above +3 |

| 2023-2024 Science EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met? |
|---|---|---|---|---|---|
| 5th Grade | 75% | 21% | 4% | 0% | 4% At or Above -3 |

| 2023-2024 Math EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met? |
|---|---|---|---|---|---|
| 3rd Grade | 43% | 31% | 22% | 4% | 26% At or Above |
| 4th Grade | 47% | 40% | 12% | 1% | 13% At or Above |
| 5th Grade | 58% | 29% | 9% | 4% | 13% At or Above |

## ELA EOG Assessment Summary 2025

| 2024-2025 ELA EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met? |
|---|---|---|---|---|---|
| 3rd Grade 92 Total Students | 72% | 15% | 12% | 1% | 13% At or Above |
| 4th Grade 102 Total Students | 51% | 26% | 19% | 4% | 23% At or Above |
| 5th Grade 126 Total Students | 52% | 27% | 19% | 2% | 21% At or Above |

## Math EOG Assessment Summary 2025

| 2024-2025 Math EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met/Exceede? |
|---|---|---|---|---|---|
| 3rd Grade 92 Total Students | 47% | 40% | 13% | 0% | 13% At or Above |
| 4th Grade 102 Total Students | 44% | 33% | 20% | 3% | 23% At or Above |
| 5th Grade 126 Total Students | 55% | 27% | 16% | 2% | 18% At or Above |

## Science EOG Assessment Summary 2025

| 2024-2025 Science EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met/Exceed? |
|---|---|---|---|---|---|
| 5th Grade (125 Total Students) | 56% | 23% | 18% | 3% | 21% |

The EOG assessment data from 2022 to 2025 reveals notable trends in student performance across ELA, Math, and Science. In **ELA**, 4th and 5th grades showed consistent improvement in the percentage of students meeting or exceeding grade level expectations. Fourth grade increased from 12% in 2022 to 23% in 2025, while 5th grade rose from 17% to 21% over the same period. However, 3rd grade ELA performance declined in 2025, dropping from 20% in 2023 to just 13%. In **Math**, 4th grade again showed strong gains, improving from 13% in 2023 to 23% in 2025. Fifth grade made a smaller increase from 13% to 18%, while 3rd grade experienced a significant drop from 26% to 13%. In **Science**, 5th grade performance saw a major turnaround in 2025, with the percentage of students meeting or exceeding expectations rising from a low of 4% in 2023 to 21% in 2025. This recovery follows two years of underperformance in the subject. Overall, the data indicates that while upper grades are showing encouraging progress, early elementary grades, particularly 3rd grade, require targeted interventions to improve foundational literacy and math skills.

| 2022-2023 MAP EOY | Math | | Reading & Vocabulary | | Written & Language | |
|---|---|---|---|---|---|---|
| | # of Students | Mean | # of Students | Mean | # of Students | Mean |
| HARPER ELEMENTARY SCHOOL | 317 | | 316 | | 311 | |
| 3 | 115 | 187.1 | 115 | 185 | 114 | 186.5 |
| 4 | 97 | 193.9 | 97 | 192.4 | 95 | 193.1 |
| 5 | 105 | 199.9 | 104 | 198.7 | 102 | 199.7 |

| 2022-2023 EOY MAP DES | Math | | Reading & Vocabulary | | Written & Language | |
|---|---|---|---|---|---|---|
| | # of Students | Mean | # of Students | Mean | # of Students | Mean |
| HARPER ELEMENTARY SCHOOL | 14 | | 14 | | 14 | |
| 3 | 4 | | 4 | | 4 | |
| 4 | 7 | | 7 | | 7 | |
| 5 | 3 | | 3 | | 3 | |

| 2023-2024 MAP EOY | Math | | Reading & Vocabulary | | Written & Language | |
|---|---|---|---|---|---|---|
| | # of Students | Mean | # of Students | Mean | # of Students | Mean |
| HARPER ELEMENTARY SCHOOL | 315 | | 315 | | 315 | |
| 3 | 104 | 188.5 | 104 | 184 | 104 | 185.1 |
| 4 | 107 | 192.4 | 107 | 190.5 | 107 | 192.9 |
| 5 | 104 | 199.7 | 104 | 199.6 | 104 | 200.9 |

| DES MAP EOY | Math | | Reading & Vocabulary | | Written & Language | |
|---|---|---|---|---|---|---|
| | # of Students | Mean | # of Students | Mean | # of Students | Mean |
| HARPER ELEMENTARY SCHOOL | 14 | | 14 | | 14 | |
| 3 | 5 | | 5 | | 5 | |
| 4 | 2 | | 2 | | 2 | |
| 5 | 7 | | 7 | | 7 | |

## 2025 ELA MAP Assessment Summary

| 2024-2025 ELA EOG | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Grade Level Met/Exceeded? |
|---|---|---|---|---|---|
| ELA EOG K-5 433 Students | 54.5 | 24.9 | 17.3 | 3.2 | 20.5 |
| ELA MATH K-5 435 Students | 53.8 | 30.8 | 13.1 | 2.8 | 15.9 |

### Subgroup ESOL - 2025 ELA MAP Data

| Grade level | Beginning Learner | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| K-5 136 Students | 72.8 | 16.2 | 9.6 | 1.5 |

### Subgroup DES - 2025 ELA MAP Data

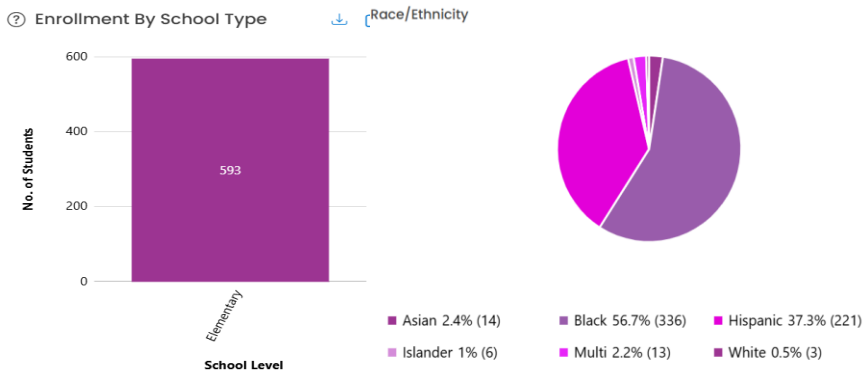
| Grade level | Beginning Learner | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| K-5 43 Students | 95.3 | 4.7 | 0 | 0 |

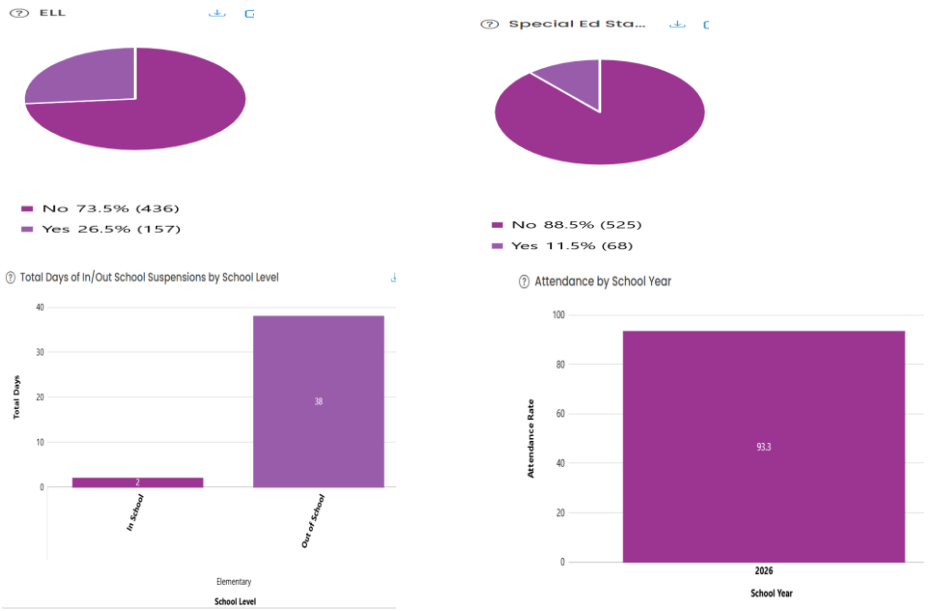
In 2023–2024, academic growth was evident, with mean scores improving steadily from Grades 3 to 5 across all subjects. Math scores rose from 188.5 in Grade 3 to 199.7 in Grade 5, Reading & Vocabulary from 184 to 199.6, and Written & Language from 185.1 to 200.9, making Written & Language the highest performing subject by Grade 5. However, Grade 3 students consistently scored the lowest, pointing to a need for stronger foundational instruction, especially in literacy.

The 2025 ELA MAP assessment data show that only 20.5% of K–5 students met or exceeded grade level in ELA, and just 15.9% did so in Math. A large portion of students remains at the Beginning Learner level (54.5% in ELA and 53.8% in Math), reflecting an urgent need for academic interventions. Subgroup analysis further underscores this issue. Among ESOL students in 2025, 72.8% were Beginning Learners in ELA, and only 11.1% (Proficient + Distinguished) met expectations. For DES students, the situation is more critical, 95.3% of students were Beginning Learners in ELA, and 100% fell below the proficient level. The 2023 Math data for these subgroups also revealed concerning trends, with 68.4% of ESOL and 86.4% of DES students performing at the Beginning Learner level.

Overall, while some growth is visible in general student performance, particularly from Grades 3 to 5, there remain substantial achievement gaps, especially in literacy and among ESOL and DES subgroups. These findings emphasize the need for targeted support strategies to address early grade deficiencies and ensure equitable learning outcomes across all student populations.

## 25-26 Student Enrollment and Demographic Data



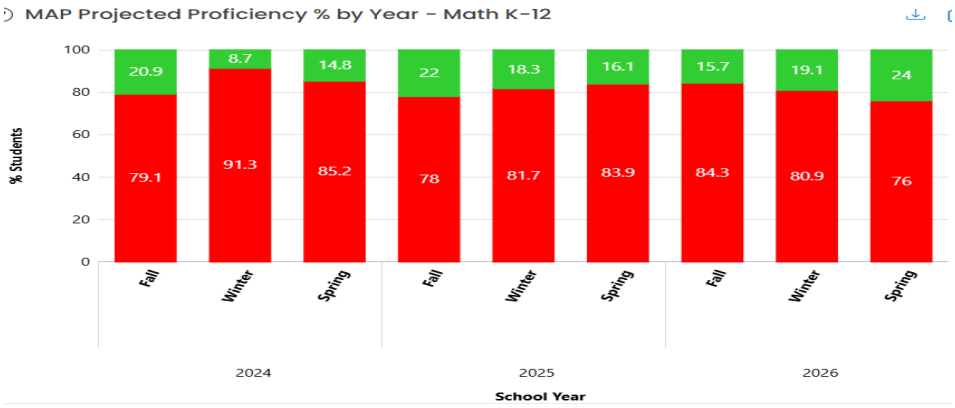


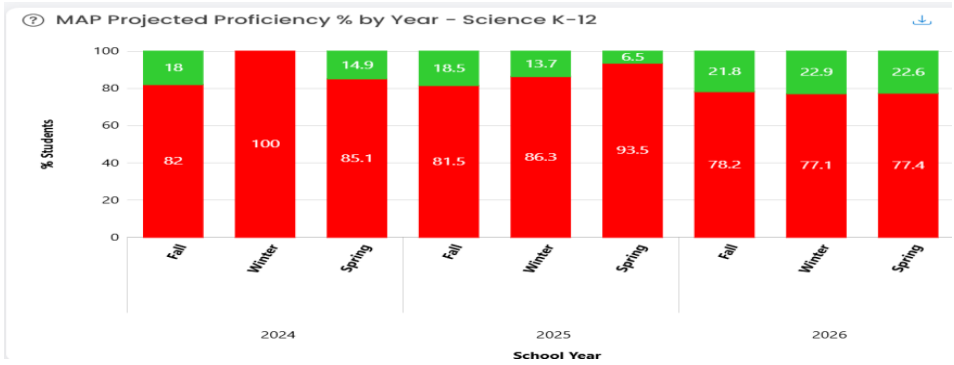

**The data reflects a total student enrollment of 593 students at the elementary level. The student population is diverse, with the largest racial/ethnic groups being Black students at 56.7% (336 students) and Hispanic students at 37.3% (221 students). Smaller student groups include Asian, Multiracial, Pacific Islander, and White students.**

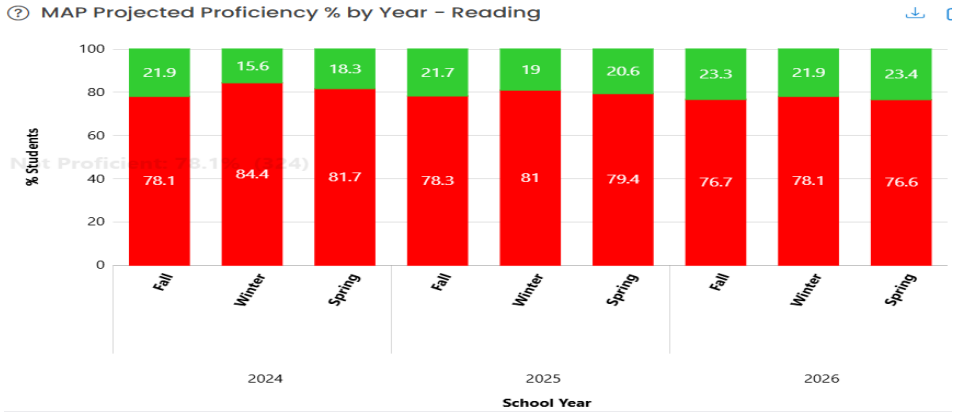
**The data also shows that 26.5% of students are English Language Learners, meaning over one-fourth of the student population may require language support and instructional strategies that help build academic vocabulary and language development. Additionally, 11.5% of students receive special education services, indicating the need for continued differentiated instruction, accommodations, and targeted interventions.**

**Attendance for the 2025 school year is reported at 94.3%, which shows that most students are attending school regularly. However, continued efforts should remain focused on improving attendance and reducing chronic absenteeism. Discipline data shows an increase in out-of-school suspensions, with 38 suspensions reported, which suggests a need to continue strengthening PBIS, behavior interventions, restorative practices, and student support systems.**

## 25-26 MAP Projected Proficiency Data


MAP Projected Proficiency % by Year – Math K–12
% Students
100
80
60
40
20
0
20.9
8.7
14.8
22
18.3
16.1
15.7
19.1
24
79.1
91.3
85.2
78
81.7
83.9
84.3
80.9
76
Fall
Winter
Spring
2024
2025
2026
School Year


MAP Projected Proficiency % by Year – Science K–12
% Students
100
80
60
40
20
0
18
14.9
18.5
13.7
6.5
21.8
22.9
22.6
82
100
85.1
81.5
86.3
93.5
78.2
77.1
77.4
Fall
Winter
Spring
2024
2025
2026
School Year


MAP Projected Proficiency % by Year – Reading
% Students
100
80
60
40
20
0
21.9
15.6
18.3
21.7
19
20.6
23.3
21.9
23.4
78.1
84.4
81.7
78.3
81
79.4
76.7
78.1
76.6
Fall
Winter
Spring
2024
2025
2026
School Year

The MAP projected proficiency data shows trends in Math, Science, and Reading from 2024 through 2026 across fall, winter, and spring administrations.

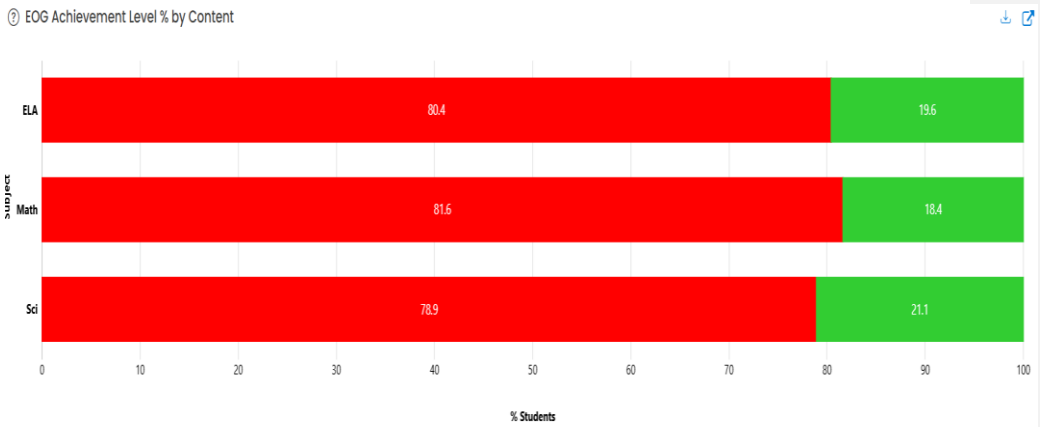
In Math, projected proficiency has shown improvement in 2026. The spring 2026 projected proficiency rate increased to 24%, which is the highest math proficiency rate shown across the three-year period. This suggests that math instruction and intervention efforts may be beginning to show positive growth, although the majority of students are still projected below proficiency.

In Science, projected proficiency improved in 2026 compared to previous years. Science proficiency increased from lower rates in 2024 and 2025 to approximately 22% in 2026, with fall, winter, and spring data remaining fairly consistent. This indicates more stable science performance and suggests that continued focus on science vocabulary, inquiry-based instruction, and content-specific interventions is needed.

In Reading, projected proficiency has remained relatively steady over time, with small increases in 2026. Spring 2026 reading proficiency is 23.4%, slightly higher than previous spring results. While this reflects some progress, the data shows that a large percentage of students are still projected below proficiency, highlighting the need for continued support in phonics, fluency, comprehension, vocabulary, and small-group reading instruction.

Overall, the data shows that while there are signs of growth, especially in Math and Reading during spring 2026, most students remain projected below proficiency in all three content areas. Continued emphasis should be placed on targeted interventions, data-driven instruction, small-group support, progress monitoring, and consistent use of high-impact instructional strategies to increase student achievement.

## 25-26 EOG Achievement Level Data




The EOG achievement data shows that student proficiency remains an area of need across all content areas. In ELA, 19.6% of students met achievement expectations, while 80.4% did not. In Math, 18.4% of students met expectations, with 81.6% not meeting expectations. Science showed the highest achievement level, with 21.1% of students meeting expectations and 78.9% not meeting expectations.

Overall, the data indicates that the majority of students are performing below expected achievement levels in ELA, Math, and Science. Science is the strongest content area, while Math is the lowest. This data supports the need for continued targeted intervention, small-group instruction, progress monitoring, and consistent use of standards-based instructional strategies to increase student proficiency across all tested areas.

# 2026-2027 Title I Schoolwide Improvement Plan
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**Comprehensive Needs Assessment:**

| **1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)** |
|---|
| Is based on a comprehensive needs assessment of the entire school that considers information of 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)(1)(A)** |
| **Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Title I schoolwide/school improvement plan. What perception, process, achievement, and demographic data sources were reviewed, and what conclusions or trends were identified from the data analysis?** |
| Harper Elementary conducted a comprehensive and collaborative needs assessment to inform the development of its 2026–2027 Comprehensive Schoolwide Improvement Plan (CSIP). This process was led by a multidisciplinary team that included school administrators, instructional staff, parents, and community stakeholders. The team's central guiding question was: *"What are the key areas where Harper Elementary needs improvement, and what steps are necessary to address these issues?"*<br><br>To answer this, the CSIP team engaged in a systematic review of multiple data sources over a three-year period. These sources included:<br><br>● Georgia Milestones Assessment System (GMAS) results<br>● Measures of Academic Progress (MAP) scores<br>● Student attendance records<br>● Behavioral/discipline data<br>● Common formative assessments and student work samples<br><br>The team carefully analyzed this data to identify performance trends, gaps in achievement, and areas of instructional need. Particular focus was placed on consistently underperforming content areas such as English Language Arts, mathematics, and science, where students were not meeting state performance benchmarks. The analysis highlighted specific challenges, including a high percentage of students performing at the Beginning Learner level, especially among English learners (ESOL) and students with disabilities (DES).<br><br>A root cause analysis revealed several contributing factors:<br><br>● Misalignment between curriculum and instruction |

- Inconsistent implementation of evidence-based teaching strategies
- Limited professional development opportunities
- Insufficient access to rigorous, engaging instructional materials

Using a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, the team identified internal practices contributing to both progress and challenges, while also considering external factors such as resource limitations and community needs.

This needs assessment process culminated in the development of **four overarching improvement goals**, each supported by targeted action steps and measurable outcomes. These goals address curriculum alignment, instructional quality, intervention systems, and student achievement. They serve as the foundation for Harper Elementary's strategic approach to continuous improvement, ensuring that all decisions and initiatives are informed by meaningful data and stakeholder input.

By grounding the CSIP in thorough data analysis and collaborative planning, Harper Elementary is well positioned to implement focused, sustainable strategies that drive academic success and equitable outcomes for all students.

**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, Migrant, Foster Care, SWD) What are your strengths and challenges**

An in-depth review of GMAS and MAP assessment data reveals critical areas of academic deficit among several student subgroups at Harper Elementary. The data indicate that a substantial number of students in grades 3–5 are performing below grade level in both English Language Arts (ELA) and mathematics. A majority of students fall within the *Beginning Learner* and *Developing Learner* performance bands, with only a small percentage meeting or exceeding grade-level expectations. These findings underscore a systemic need for enhanced foundational instruction and differentiated support across the school.

Particularly concerning are the outcomes for students in the **Students with Disabilities (SWD)** and **English Learners (EL)** subgroups. The majority of these students are performing at the Beginning Learner level in both ELA and Math. Further disaggregation of data shows that students in the SWD subgroup consistently perform below their EL peers, with notable deficits in reading comprehension, written expression, and mathematical reasoning. These gaps suggest a need for intensified, evidence-based interventions and additional support services for students with disabilities.

In addition, although **Gifted students** are generally expected to demonstrate advanced academic performance, a review of their assessment results shows that many are performing only at the

Developing or Proficient levels. This indicates a potential underutilization of enrichment opportunities or a misalignment between instructional practices and the academic needs of advanced learners.

While no disaggregated data were available for **Migrant**, **Foster Care**, or **Homeless** populations in this review period, ongoing monitoring and tailored supports for these vulnerable groups remain a priority. For all subgroups, particularly those at risk of academic failure, the need for responsive intervention strategies, including progress monitoring, small group instruction, and culturally responsive teaching, has emerged as a significant focus area.

Addressing these disparities is central to Harper Elementary's improvement strategy. Moving forward, targeted supports will be embedded into instructional planning and delivery to accelerate learning and ensure equity for all student populations.

**Based on the SIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.**

Following an extensive review of multiple data sources, including GMAS and MAP assessment results, classroom-based assessments, perception surveys, and observational data, the CSIP team at Harper Elementary identified several critical areas for improvement. These findings emerged through a collaborative process of data analysis, needs prioritization, and root cause identification.

**Prioritized Focus Areas**

1. **Reading Proficiency Deficits**
2. **Mathematics Conceptual Gaps**
3. **Science Instructional Deficiencies**
4. **Low Student Engagement Across Content Areas**

Each area was closely examined through both quantitative and qualitative lenses, with the following root causes identified:

**1. Reading Proficiency Deficits**

**Root Causes:**

- Misalignment between reading instruction and curriculum standards across content areas.
- Insufficient explicit instruction in reading comprehension and fluency.
- Limited opportunities for students to engage with complex texts and academic vocabulary, particularly in science and content-based reading.

**Supporting Data:**
MAP and GMAS data revealed a high percentage of students performing at the Beginning and Developing levels in reading. Additionally, student work samples and fluency tracking indicate that many students struggle to meet grade-level Lexile benchmarks.

**Planned Response:**
The CSIP includes a specific reading goal targeting fluency and comprehension growth, with regular progress monitoring and a focus on helping students meet or exceed their Lexile level expectations.

**2. Mathematics Conceptual Gaps**

**Root Causes:**

- Foundational skill deficits in number sense and computation.
- Inconsistent use of assessment data to inform and adjust instruction.
- Lack of rigor and limited opportunities for conceptual problem-solving.

**Supporting Data:**
Student performance data shows persistent struggles in applying mathematical concepts, particularly among at-risk subgroups. A high percentage of students remain in the Beginning Learner category on state assessments.

**Planned Response:**
The school will implement data-driven instructional practices, increase the use of performance tasks, and provide professional learning focused on math conceptual understanding and formative assessment.

**3. Science Instructional Deficiencies**

**Root Causes:**

- Insufficient use of hands-on, inquiry-based learning strategies.
- Lack of consistency and fidelity in science instruction across grade levels.
- Underutilization of instructional technology tools such as STEMscopes and Gizmos.

**Supporting Data:**
Science GMAS scores indicate low student achievement and limited understanding of key scientific concepts and vocabulary. Classroom walkthroughs and lesson reviews also confirm minimal integration of interactive or experiential science activities.

**Planned Response:**
The school will provide professional development in science instruction, ensure alignment across grade levels, and promote the consistent use of available digital resources to enhance science learning.

**4. Low Student Engagement**

**Root Causes:**

- Over-reliance on traditional, teacher-centered instructional methods.
- Inadequate differentiation to meet diverse learning needs.
- Limited use of student-centered, interactive strategies that promote engagement.

**Supporting Data:**
Perception surveys and classroom observation data reflect low levels of student participation and engagement, particularly in core academic subjects.

**Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)**

**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: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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; 1111(c)(2)**

**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:** From 2026 to 2027, students in grades 3-5 will show an eight percentage point improvement (the percent of students scoring proficient and distinguished) in Language Arts as measured by the Georgia Milestones Assessments from an average of

| Evidenced Based Strategies and Interventions | Level of Evidence | Timeline for Implementation | Estimated Budget | Person/Position Responsible |
|---|---|---|---|---|
| Utilize differentiated small group instruction based on data from formative assessments to target specific skill deficits in reading comprehension, vocabulary, and writing. | Strong | September 2026 - May 2027 | N/A | Language Arts Teachers |
| Integrate adaptive learning technology such as IXL, AMIRA, Imagine Learning, and Wilson Reading to personalize learning and provide immediate feedback to student | Moderate | August 2026 - May 2027 | | Homeroom and EIP, ESOL, and DES Teachers |
| Implements the Orton-Gillingham approach as a core component of its structured literacy framework to provide explicit, systematic, and multisensory reading instruction that meets the needs | Promising | August 2026 - May 2027 | N/A | EIP Teachers |

| | | | | |
|---|---|---|---|---|
| of all learners, especially those at risk for reading difficulties. | | | | |
| Utilizes Small-Group Guided Reading and Strategy Groups to deliver differentiated, data-informed instruction that targets specific student needs and accelerates reading growth through focused, skill-based support. | Strong | August 2026-May 2027 | N/A | Language Arts Teachers |
| The teacher intentionally guides, explains, and/or models new concepts, skills, or processes through demonstrations, worked examples, or think-alouds to make expert thinking visible to build students' understanding, confidence, and proficiency in every subject. | Strong | August 2026 - May 2027 | N/A | All teachers |
| The teacher intentionally designs questions, discussions, and learning tasks that make student thinking visible. By eliciting, interpreting, and responding to students' ideas, reasoning, and misconceptions, teachers gather meaningful evidence of learning, adjust instruction in the moment, and deepen understanding for all students. | Strong | August 2026 - May 2027 | N/A | All teachers |
| The teacher intentionally gathers and analyzes evidence of student learning before, during, and after instruction to monitor progress toward the learning target and success criteria. Using this evidence, teachers provide timely feedback, adjust instruction, and design opportunities for students to apply learning, engage in productive struggle, and demonstrate ownership of their learning | Strong | August 2026 - May 2027 | N/A | All teachers |
| **Supplemental Supports: What supplemental action steps will be implemented for these subgroups?** | | | | |

| Economically Disadvantaged | Foster, Neglected & Delinquent and Homeless |
|---|---|
| • **Provide small-group literacy interventions** during the school day and through extended learning opportunities (before/after school, Saturday sessions).<br>• **Ensure equitable access to instructional materials**, including take-home reading books, digital resources, and Lexile-aligned texts.<br>• **Strengthen family literacy engagement** through workshops and parent training on how to support reading at home. | • **Assign academic mentors or check-in staff** to provide consistent academic support and encouragement throughout the year.<br>• **Offer flexible tutoring and intervention schedules** to accommodate housing or transportation instability.<br>• **Provide trauma-informed literacy support** focused on building fluency and comprehension through emotionally supportive instruction. |
| **English Learners** | **Students with Disability** |
| • **Use targeted English Language Development (ELD) blocks** focused on academic vocabulary, reading<br>• comprehension, and writing.<br>• **Integrate language scaffolds** (e.g., sentence frames, visual aids, bilingual glossaries) within grade-level novel sets and reading tasks.<br>• **Implement sheltered instruction techniques** (e.g., SIOP) across content areas to support simultaneous language and literacy growth. | • **Align ELA instruction with IEP goals**, integrating Orton-Gillingham-based reading strategies and multisensory learning techniques.<br>• **Co-teach ELA content with special educators** to ensure scaffolded access to grade-level standards.<br>• **Use frequent progress monitoring** (MAP, AR, Wilson Reading, and AMIRA) to adjust instruction and interventions in real time. |

**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: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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; 1111(c)(2)**

**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:** From 2026 to 2027, students in grades 3-5 will show an eight percentage point improvement (the percent of students scoring proficient and distinguished) in Science as measured by the Georgia Milestones Assessments from an average of 31% to 39%

| Evidenced Based Strategies and Interventions | Level of Evidence | Timeline for Implementation | Estimated Budget | Person/Position Responsible |
|---|---|---|---|---|
| The teacher intentionally guides, explains, and/or models new concepts, skills, or processes through demonstrations, worked examples, or think-alouds to make expert thinking visible to build students' understanding, confidence, and proficiency in every subject. | Strong | August-April | N/A | Science Teachers |
| Engages students in hands-on experiments, lab investigations, and real world problem solving activities to deepen scientific conceptual understanding and promote inquiry based learning aligned to state standards. | Strong | September-April | N/A | Science Teachers |
| The teacher intentionally gathers and analyzes evidence of student learning before, during, and after instruction to monitor progress toward the learning target and success criteria. Using this evidence, teachers provide timely feedback, adjust instruction, | Strong | August - April | N/A | Science Teachers<br>Academic Coach Science<br>District Support |

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| and design opportunities for students to apply learning, engage in productive struggle, and demonstrate ownership of their learning. | | | | |
| Integrates reading comprehension and explicit science vocabulary instruction into the science curriculum to enhance content understanding, support academic language development, and improve performance on standards-based assessments. | Strong | August-April | **N/A** | Science Teachers |
| Incorporates real-world phenomena and authentic contexts into science instruction to spark curiosity, promote inquiry, and help students apply scientific concepts to everyday experiences. | Strong | August-April | **N/A** | Science Teachers |
| The teacher intentionally designs questions, discussions, and learning tasks that make student thinking visible. By eliciting, interpreting, and responding to students' ideas, reasoning, and misconceptions, teachers gather meaningful evidence of learning, adjust instruction in the moment, and deepen understanding for all students. | Strong | August-April | **N/A** | Science Teachers |

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

| Economically Disadvantaged | Foster, Neglected & Delinquent and Homeless |
|---|---|
| • Provide access to **free school supplies, science kits, and digital tools** for labs and simulations.<br>• Offer **extended learning opportunities** (after-school science clubs, Saturday school, and summer STEM camps).<br>• Utilize **community partnerships** for hands-on STEM experiences (e.g., mobile labs, museum programs). | • Ensure **immediate and consistent access to instruction and assessments** through Chromebook loans, mobile hotspots, and flexible scheduling.<br>• Assign **school-based mentors** to provide academic guidance, emotional support, and regular check-ins.<br>• Provide **transportation assistance and on-demand tutoring** to maintain continuity in science instruction. |

| English Learners | Students with Disability |
|---|---|
| ● Implement **sheltered science instruction** strategies, including visual supports, vocabulary scaffolding, sentence frames, and bilingual glossaries.<br>● Provide **language-integrated science labs** where academic vocabulary is explicitly taught in context.<br>● Schedule **targeted small-group instruction** focused on scientific reading, writing, and speaking using real-world phenomena. | ● Deliver **inclusive science instruction** with accommodations such as graphic organizers, simplified texts, and multimodal content delivery.<br>● Use **adaptive tools and assistive technologies** to increase access to inquiry-based learning.<br>● Ensure collaboration between general and special educators to modify science tasks aligned to IEP goals. |

**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: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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; 1111(c)(2)**

**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 3:** From 2026 to 2027, students in grades 3-5 will show an eight percentage point improvement (the percent of students scoring proficient and distinguished) in Mathematics as measured by the Georgia Milestones Assessments from an average of 19% to 27%

| Evidenced Based Strategies and Interventions | Level of Evidence | Timeline for Implementation | Estimated Budget | Person/Position Responsible |
|---|---|---|---|---|
| Provides small-group, targeted math interventions to address skill gaps through differentiated instruction and progress monitoring, ensuring that all students receive the support needed to achieve grade-level proficiency | Strong | September 2026-May 2027 | N/A | Math Teachers |
| Integrate adaptive learning technology such as IXL and First In Math to personalize learning and provide immediate feedback to student | Moderate | August 2026-May 2027 | | Math Teachers |
| Uses ongoing formative assessments to monitor student understanding, inform instructional decisions, and provide targeted support that addresses individual | Strong | August 2026-May 2027 | N/A | Math Teachers |

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| learning needs in mathematics. | | | | |
| The teacher intentionally guides, explains, and/or models new concepts, skills, or processes through demonstrations, worked examples, or think-alouds to make expert thinking visible to build students' understanding, confidence, and proficiency in every subject. | Strong | August 2026-April 2027 | N/A | Math Teachers |
| The teacher intentionally designs questions, discussions, and learning tasks that make student thinking visible. By eliciting, interpreting, and responding to students' ideas, reasoning, and misconceptions, teachers gather meaningful evidence of learning, adjust instruction in the moment, and deepen understanding for all students. | Strong | August 2026-April 2027 | N/A | Math Teachers |
| The teacher intentionally guides, explains, and/or models new concepts, skills, or processes through demonstrations, worked examples, or think-alouds to make expert thinking visible to build students' understanding, confidence, and proficiency in every subject. | Strong | August 2026-April 2027 | N/A | Math Teachers |

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

| Economically Disadvantaged | Foster, Neglected & Delinquent and Homeless |
|---|---|
| • Provide access to essential academic resources such as manipulatives, digital math tools, and take-home materials to support practice beyond the classroom. | • Assign an **academic advocate or attendance liaison** to monitor progress and coordinate supports across settings.<br>• Provide **consistent access to technology**, including calculators and internet-enabled |

| | |
|---|---|
| • Offer extended learning opportunities, including after-school tutoring, math boot camps, and summer intervention programs.<br>• Conduct family outreach and education workshops to support parents in reinforcing math skills at home. | devices for homework and online intervention tools.<br>• Ensure **immediate enrollment in math intervention groups** and provide flexibility for participation in tutoring or make-up instruction. |
| **English Learners** | **Students with Disability** |
| • Integrate **language support into math instruction**, including bilingual visuals, translated math vocabulary, and sentence frames.<br>• Use **small-group math instruction** with sheltered instruction strategies to scaffold both content and language learning.<br>• Collaborate with EL teachers to co-plan math lessons that explicitly address academic language and math discourse. | • Align math instruction and support with **IEP goals**, using adaptive tools and manipulatives to increase access to grade-level content.<br>• Implement **co-teaching and push-in models** to provide real-time scaffolding during whole-group math instruction.<br>• Use **highly structured, sequential math interventions** with frequent progress monitoring to guide individualized instruction. |

**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: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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; 1111(c)(2)**

**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 4:** From 2026 to 2027, we will increase the percentage of students absent less than 10% of enrolled days from an average of 85% to 88% , while also raising the overall average daily attendance rate by 3 percentage points through targeted interventions and support.

| Evidenced Based Strategies and Interventions | Level of Evidence | Timeline for Implementation | Estimated Budget | Person/Position Responsible |
|---|---|---|---|---|
| Implements a Tiered Attendance Intervention System to proactively identify and support students with attendance challenges through graduated levels of intervention, ensuring early, targeted, and intensive strategies based on individual student needs. | Strong | August 2026-May 2027 | N/A | Principal<br>Assistant Principal<br>Counselors<br>Social Worker<br>Parent Liaison |
| Conducts personalized family outreach and engagement to build strong home-school partnerships, address attendance barriers, and reinforce the shared importance of consistent student attendance. | Strong | August 2026-May 2027 | N/A | Teacher<br>Counselors<br>Attendance Secretary<br>Principal<br>Assistant Principal<br>Social Worker |
| Utilizes biweekly attendance monitoring to promptly identify at-risk students, enabling timely interventions that prevent chronic absenteeism and | Strong | August 2026-May 2027 | N/A | Principal<br>Assistant Principal<br>Counselor<br>Social Worker<br>Attendance Lead |

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| promote consistent school attendance. | | | | Attendance Secretary |
| Promotes positive attendance through schoolwide messaging and incentive programs that recognize and celebrate consistent attendance, fostering a culture that values daily student participation. | Strong | August 2026-May 2027 | N/A | Principal<br>Assistant Principal<br>Counselor<br>Homeroom Teachers |

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

| Economically Disadvantaged | Foster, Neglected & Delinquent and Homeless |
|---|---|
| ● Provide **transportation assistance**, uniforms, and basic needs (clothing, hygiene kits) to remove barriers to daily attendance.<br>● Offer **morning and after-school care** to accommodate family work schedules and increase school connectedness.<br>● Conduct **regular family check-ins** and provide bilingual communication to reinforce the importance of attendance. | ● Assign a dedicated **school liaison or case manager** to monitor attendance and coordinate services.<br>● Provide **flexible enrollment and transfer processes** to ensure continuity of instruction and record-keeping.<br>● Offer **emergency resources** including meals, school supplies, and access to counseling and transportation services. |
| **English Learners** | **Students with Disability** |
| ● Use **bilingual communication tools** and conduct family outreach in the home language to ensure awareness of attendance expectations.<br>● Incorporate **cultural liaisons or interpreters** during parent meetings and attendance conferences.<br>● Monitor EL student attendance patterns closely and offer **culturally responsive engagement strategies**. | ● Ensure that **IEP teams consider attendance barriers** and embed appropriate supports or services (e.g., behavior plans, home-based services).<br>● Increase collaboration between **special education and general education staff** to ensure welcoming and inclusive classroom environments. |

**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: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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; 1111(c)(2)**

**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 5:** From 2026 to 2027, SWD in grades 3-5 will show an eight percentage point improvement (the percent of students scoring developing, proficient, and distinguished) in ELA and Mathematics as measured by the Georgia Milestones Assessments from an average of 33% to 41%

| Evidenced Based Strategies and Interventions | Level of Evidence | Timeline for Implementation | Estimated Budget | Person/Position Responsible |
|---|---|---|---|---|
| Provide weekly collaborative planning between general education and special education teachers to align instruction, accommodations, and IEP goals. | Moderate | Weekly (August 2026 – May 2027) | No Additional Cost | Principal, Assistant Principal, Instructional Coach, Grade-Level Chairs |
| Deliver explicit, systematic instruction in foundational reading, vocabulary, and comprehension | Strong | Daily (August 2026 – May 2027) | Included in instructional resources | Classroom Teachers and Special Education Teachers |
| Increase student access to and active participation in the general education curriculum while implementing targeted reading and math interventions, including Fundations, Wilson Reading, and TouchMath, to strengthen academic skills and support student achievement. | Strong | Daily | No Additional Cost | Special Education Teachers and paraeducators |
| Increase the use of small-group instruction and flexible grouping during the | Strong | Daily | No Additional Cost | Classroom Teachers |

| | | | | |
|---|---|---|---|---|
| instructional block based on assessment data. | | | | |
| Conduct family engagement workshops each semester to provide parents with strategies and resources to support reading and mathematics at home. | Moderate | Fall 2026 & Spring 2027 | No Additional Cost | Neomia Coleman Special Educational Teachers & LTSE<br><br>Parent Liaison, Special Education Teachers, LTSE, and Classroom Teachers |
| Monitor implementation fidelity through classroom observations, instructional walkthroughs, and coaching cycles with timely feedback to teachers. | Strong | Monthly | No Additional Cost | Principal, Assistant Principal, Instructional Coach |

| **Supplemental Supports: What supplemental action steps will be implemented for these subgroups?** | |
|---|---|
| **Economically Disadvantaged** | **Foster, Neglected & Delinquent and Homeless** |
| ● Provide targeted Tier II and Tier III interventions in reading and mathematics based on student data.<br>● Ensure access to instructional materials, technology, and extended learning opportunities, including before and after school tutoring.<br>● Offer family engagement workshops and academic resources to support learning at home.<br>● Monitor student progress through frequent data reviews and adjust interventions as needed. | ● Coordinate services through the school counselor, social worker, and McKinney-Vento liaison to address academic and non-academic barriers.<br>● Provide immediate access to instructional materials, technology, transportation assistance, and school supplies as needed.<br>● Monitor attendance, behavior, and academic progress through individualized support plans.<br>● Connect students and families with community agencies and wraparound services to promote school stability and academic success. |

| | |
|---|---|
| **English Learners** | **Students with Disability** |
| ● Provide language development support through evidence based instructional strategies and differentiated instruction.<br>● Utilize accommodations consistent with students' language proficiency levels during classroom instruction and assessments.<br>● Monitor language acquisition and academic progress through regular collaboration between ESOL and classroom teachers.<br>● Engage families through translated communications, interpreters, and multilingual family events to strengthen home-school partnerships. | ● Implement specially designed instruction aligned to Individualized Education Programs (IEPs) using evidence based practices.<br>● Provide targeted Tier II and Tier III interventions with biweekly progress monitoring in reading and mathematics.<br>● Strengthen collaboration between general education and special education teachers through co-planning and co-teaching.<br>● Deliver accommodations, assistive technology, and related services as outlined in each student's IEP while monitoring implementation fidelity through classroom observations and data reviews. |

**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: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**c) Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school.**

In response to the findings of the comprehensive needs assessment and aligned with the priorities identified in the Comprehensive Schoolwide Improvement Plan (CSIP), Harper Elementary will implement a set of evidence-based schoolwide reform strategies. These strategies are designed to raise the academic achievement of all students, particularly those who are failing or at risk of failing, and will comply with the federal requirements under Section 1114(b)(7)(A)(i–iii)(I–V).

(i) Provide Opportunities for All Students to Meet Challenging State Academic Standards

Standards-Aligned Instruction: All core content instruction will be aligned with Georgia Standards of Excellence (GSE) and include rigorous learning tasks that promote critical thinking and deep understanding.

Tiered Intervention Supports: Students will receive instruction within a Multi-Tiered System of Supports (MTSS) framework, with Tier 2 and Tier 3 interventions targeting identified academic deficits in reading, math, and science.

Differentiated Instruction: Teachers will use data to differentiate instruction to meet the diverse learning needs of students, including EL, SWD, and Gifted populations.

(ii) Use Effective Methods and Instructional Strategies Based on Scientifically-Based Research

Literacy Interventions: A schoolwide literacy focus will include structured small-group instruction, explicit phonics and comprehension strategies, and the use of high-quality texts across content areas. The Lexile Growth Tracker will be used to monitor reading progress.

Math Instructional Focus: Teachers will implement research-based math practices such as number talks, manipulatives, and performance tasks to build conceptual understanding.

Inquiry-Based Science Instruction: The school will promote hands-on, inquiry-driven science lessons supported by tools like STEMscopes and Gizmos.

Instructional Coaching and PLCs: Ongoing professional learning communities and coaching cycles will support the implementation of effective instructional practices schoolwide.

(iii) Address the Needs of All Students, Particularly Those At Risk of Not Meeting Standards

(I) Strategies to Improve Academic Achievement:

Targeted Intervention Blocks: Daily designated time for remediation and enrichment based on student data.

Progress Monitoring: Frequent formative assessments will inform instruction and intervention adjustments.

(II) Strengthen the Academic Program:

Vertical and Horizontal Planning: Teachers will collaborate across and within grade levels to ensure curricular coherence and progression.

Curriculum Audits and Alignment Checks: Instructional leaders will regularly observe lessons and materials for alignment with standards and rigor.

(III) Increase Learning Time and Enrichment:

Integration of Technology and Blended Learning: Platforms such as Amira, Imagine Learning, IXL, and First In Math will extend learning opportunities beyond the traditional school day.

Project-Based and Inquiry Learning: Students will engage in authentic, interdisciplinary learning projects that build critical skills.

(IV) Address the Needs of At-Risk Populations:

EL and SWD Supports: ESOL teachers and special educators will co-plan and co-teach with general education staff, ensuring students receive language support and accommodations within the classroom.

Wraparound Services: Partnerships with building support personnel will provide access to mental health, social-emotional learning (SEL) supports, and family engagement resources.

(V) Transition Support and Family Engagement:

Transition Programs: Orientation sessions, parent workshops, and student mentoring will support key academic transitions.

Family Academic Nights and Workshops: Events will provide parents with tools to support learning at home and stay informed about student progress.

These schoolwide reform strategies are designed to be comprehensive, inclusive, and sustainable. They are grounded in evidence-based practices and aim to ensure that all students, especially those

most at risk, have equitable access to high-quality instruction, supports, and opportunities to achieve academic success.

**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**

Harper Elementary will provide counseling, school-based mental health supports, specialized instructional support services, mentoring, and other strategies to support students' social, emotional, behavioral, and developmental needs outside of the academic subject areas. These supports will be designed to help students build positive relationships, improve self-regulation, strengthen decision-making skills, and increase overall school engagement.

The school counselor, social worker, administrators, teachers, and support staff will collaborate to identify students who may need additional support based on attendance, behavior, academic performance, teacher referrals, parent concerns, and student needs. Students may receive individual counseling, small-group counseling, classroom guidance lessons, check-ins/check-outs, mentoring, behavior intervention supports, and referrals for additional school-based or community-based mental health services when appropriate.

Harper Elementary will also implement schoolwide practices that promote a positive and supportive learning environment, including PBIS, the SOAR expectations, House System activities, restorative conversations, student recognition programs, and targeted behavior support through MTSS. These strategies will help students develop skills such as conflict resolution, emotional regulation, responsibility, perseverance, leadership, teamwork, and respect for self and others.

Through ongoing collaboration with families, staff, and community partners, Harper Elementary will ensure that students receive the support needed to be successful academically, socially, and emotionally.

**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**

Although Harper Elementary serves students in grades K–5, the school is committed to laying a strong foundation for college and career readiness by embedding **early awareness and preparation strategies** that promote long-term academic planning and goal setting. These efforts are designed to cultivate a growth mindset, encourage future oriented thinking, and expose students to the possibilities that postsecondary education and the workforce can offer.

As part of this commitment, Harper Elementary integrates **career exploration activities** into core instruction and enrichment opportunities. Students participate in activities such as **College and Career Week**, classroom guest speakers from various professions, and virtual or in-person field trips to local

colleges and businesses. These experiences help students make connections between academic learning and real-world applications.

The school counselors deliver lessons that include **career readiness skills**, such as goal setting, problem-solving, teamwork, and perseverance. These competencies align with the Georgia Standards of Excellence and support students' preparation for future academic and professional success.

To further encourage academic readiness for advanced learning pathways, Harper Elementary focuses on building **strong foundational skills in literacy, math, and science**, while also promoting **critical thinking, collaboration, and digital literacy**, skills essential for success in middle and high school coursework, including Advanced Placement (AP), dual enrollment, and other college-level opportunities.

Additionally, the school works to increase **family and student awareness** of academic pathways through parent workshops, informational newsletters, and academic planning tools that highlight how early learning connects to future college and career choices. These efforts aim to set clear expectations for lifelong learning and achievement.

By fostering early college and career awareness, Harper Elementary helps ensure that all students, regardless of background, develop the knowledge, skills, and aspirations needed to pursue rigorous academic opportunities and future workforce readiness.

**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.);**

**Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.**

Harper Elementary implements a **schoolwide, tiered system of behavioral supports** designed to prevent and address problem behavior and promote a positive, safe, and inclusive learning environment for all students. This framework is embedded within a **Multi-Tiered System of Supports (MTSS)** and is aligned with the principles of **Positive Behavioral Interventions and Supports (PBIS)**.

At **Tier 1**, all students receive universal behavioral support, including clearly defined expectations, schoolwide behavior matrices, and consistent positive reinforcement systems. Teachers use evidence-based classroom management practices, such as proactive routines, behavior specific praise, and restorative conversations. The school culture is anchored in shared values of safety, organized, accountable, and respectful.

**Tier 2** supports provide targeted interventions for students identified as at risk for behavior challenges. These may include behavior contracts, check-in/check-out systems, small-group social skills instruction, and increased progress monitoring. Behavior data is regularly reviewed by the school's intervention team to ensure timely and appropriate support.

**Tier 3** involves intensive, individualized behavior plans developed through functional behavior assessments (FBAs) and behavior intervention plans (BIPs), often in coordination with special education services under

**IDEA**. Students receiving Tier 3 supports benefit from increased adult support, collaboration with mental health providers, and ongoing communication with families.

Early intervening services and behavioral supports are coordinated with those provided under the **Individuals with Disabilities Education Act (IDEA)** to ensure alignment of services for students with Individualized Education Programs (IEPs). Special education teachers, school psychologists, and related service providers collaborate with general education staff to implement and monitor supports, ensuring **equity, legal compliance, and data driven decision making**.

This tiered model ensures that all students—especially those with or at risk for disabilities receive the **appropriate level of behavioral and emotional support** necessary to access the general curriculum, improve social functioning, and experience academic success in a safe and supportive environment.

**iv) 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;**

**Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out of field, or inexperienced teachers.** ***(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)***

Harper Elementary will ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers through intentional staffing, monitoring, and support systems. The school leadership team will review teacher certification, years of experience, effectiveness data, and student assignment patterns to ensure equitable access to qualified and effective teachers across all grade levels and programs.

Administrators will use TKES observations, walkthrough data, student achievement data, and collaborative planning notes to identify teacher support needs and provide targeted coaching. Teachers who are new, inexperienced, or teaching outside of their primary certification area will receive additional support through mentoring, instructional coaching, professional learning communities, and ongoing feedback from school and district leaders.

The school will also monitor class assignments to ensure that students who are economically disadvantaged, minority students, English Learners, and students with disabilities have access to experienced and effective teachers. Staffing decisions will be made with equity in mind to prevent high-needs students from being concentrated with less experienced or less effective teachers.

Professional development will be aligned to school improvement goals and student needs. A list of proposed professional development offerings will be included in the Professional Development section, question 2(iv), and will address areas such as standards-based instruction, differentiated instruction, data-driven instruction, MTSS, culturally responsive teaching, ESOL strategies, literacy

instruction, classroom management, and effective instructional practices. Through these efforts, Harper Elementary will promote equitable access to high-quality instruction for all students.

Harper Elementary is committed to building the instructional capacity of all staff through **ongoing, job embedded professional development** and strategic supports aimed at improving instructional practice, effective use of academic data, and teacher retention, particularly in high need content areas such as reading, math, and science.

Professional development is aligned to the school's instructional goals, the Georgia Standards of Excellence, and areas identified through student performance data and teacher needs assessments. All professional learning activities include **opportunities for modeling, collaborative planning, application, coaching, and reflection** to ensure fidelity of implementation and continuous improvement.

Teachers, paraprofessionals, and school personnel will participate in training focused on **analyzing MAP, GMAS, and formative assessment data** to differentiate instruction, guide interventions, and monitor student progress. This data driven decision making process is supported through professional learning communities (PLCs) and coaching cycles.

To enhance recruitment and retention of effective teachers, Harper Elementary offers **mentorship and induction programs for new staff**, targeted instructional coaching, and leadership development pathways for experienced educators. Teachers are recognized for excellence and provided opportunities to lead professional learning or serve as mentors and team leaders.

**v) Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, Coordination with institutions of higher education, employers, and local partners; and increased student access to early college, high school, or dual enrollment opportunities or career counseling to identify student interest and skills, if applicable.**

To assist preschool children transitioning into Harper Elementary's kindergarten program, the school implements the following strategies:

- **Preschool and Kindergarten Articulation Meetings:** Harper's PreK and kindergarten team meet annually to discuss curriculum alignment, expectations, and student readiness skills.
- **Parent Engagement Workshops:** Hosted in the spring and summer, these workshops equip families with strategies to support their child's academic and social readiness for kindergarten.
- **Summer Bridge Activities:** Take-home literacy and numeracy resources are provided to rising kindergarten students to promote learning continuity between preschool and school entry.
- **Early Screening and Individualized Support:** Kinder Readiness screeners (e.g., GKIDS Readiness Check) are administered to identify student strengths and needs, allowing early

intervention services to be offered from the start of the school year.

These proactive supports ensure that all children, especially those from Head Start, Pre-K, and other early learning environments, enter kindergarten with confidence and foundational skills for success.

**vi) Describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.**

Harper Elementary is committed to fostering meaningful and culturally responsive partnerships with the families of **English Learners (ELs)** and **Students with Disabilities (SWDs)** to ensure active engagement in their children's education and promote student achievement. Harper will implement a variety of inclusive strategies designed to build trust, enhance communication, and empower families as collaborative partners in the learning process.

**For Parents of English Learners (ELs):**

- **Bilingual Communication:** All school communications (newsletters, notices, etc.) will be translated into families' home languages. Interpreters will be provided during meetings, conferences and school events.
- **Family Literacy and Academic Nights:** EL families will be invited to participate in workshops focused on supporting reading, vocabulary, and math at home, as well as understanding the English language development process and school expectations.
- **Culturally Responsive Outreach:** The school will host **multicultural events** to celebrate diverse backgrounds, elevate family voice, and strengthen family school connections.
- **Parent Liaisons and ESOL Support Staff:** Designated staff members will assist EL families with navigating school services, accessing academic supports, and understanding assessment results and instructional goals.
- **Parent Education on Language Proficiency and Progress:** Families will receive regular updates on their child's English language proficiency and how it aligns with academic expectations, including support available through the ESOL program.

**For Parents of Students with Disabilities (SWDs):**

- **IEP Meetings as Collaborative Partnerships:** Families will be engaged as equal partners in the development and implementation of their child's Individualized Education Program (IEP), with clear explanations of services, goals, and accommodations.
- **Workshops on Supporting Learning at Home:** The school will provide training sessions on behavior strategies, assistive technology, and reading/math support strategies for parents of SWDs.
- **Parent Resource Center and Referrals:** Parents will have access to our parent resource center that offers assistance and connections to community resources and services.

- **Regular Communication with Case Managers:** Special education teachers will maintain consistent, proactive communication with families through weekly updates, progress reports, and home-school logs.
- **Inclusive Events and Feedback Opportunities:** SWD families will be invited to participate in planning events and providing feedback through surveys and parent advisory groups to improve services and accessibility.

These strategies are designed to promote **equity, access, and collaboration**, ensuring that all families, especially those whose children face language or learning challenges, feel welcomed, informed, and empowered to actively support their child's success at Harper Elementary.

**vii) NEW Title I Schools ONLY – Provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.**

**N/A**

**Plan Development and Evaluation:**

| **3. Evaluation of School-wide Plan ~ 34 CFR 200.26**<br><br>**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.**<br><br>**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.**<br><br>**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** |
|---|
| **a) Monitoring Implementation and Results of the Schoolwide Program**<br><br>Harper Elementary conducts **ongoing monitoring** of its schoolwide program through a structured system of data collection and analysis. The school utilizes multiple measures, including:<br><br>● **Georgia Milestones Assessment System (GMAS)** results<br>● **MAP Growth assessments** (administered three times annually)<br>● **Common formative assessments**, writing benchmarks, and student work samples<br>● **Attendance and behavior data**<br>● **Progress monitoring tools** tied to MTSS and intervention services<br>● **Stakeholder perception surveys** from families, students, and staff<br><br>Data is reviewed regularly through **Professional Learning Communities (PLCs)**, leadership team meetings, and annual stakeholder planning sessions. The CSIP team uses this data to assess the fidelity of implementation of key instructional strategies, intervention supports, and behavior frameworks.<br><br>**b) Determining Effectiveness in Increasing Student Achievement**<br><br>The effectiveness of the schoolwide program is evaluated by comparing annual progress toward established performance goals, particularly in ELA, math, and science proficiency. The school disaggregates data by subgroups including **English Learners (ELs) and students with disabilities (SWDs)** to assess whether students who have historically underperformed are making accelerated gains. |

Effectiveness is further gauged by:

- The percentage of students moving from **Beginning Learner to Developing, Proficient, or Distinguished** on GMAS
- Increases in **Lexile levels and math RIT scores** on MAP
- Reductions in **chronic absenteeism** and discipline referrals
- Growth in **student engagement and instructional quality**, as measured by walkthroughs and climate surveys

These indicators collectively help determine whether the schoolwide plan is narrowing achievement gaps and supporting **equitable access to high quality instruction**.

**c) Plan Revision and Continuous Improvement**

The schoolwide plan is a **living document**, revised at least annually and as needed throughout the year based on formative evaluation results. The CSIP team, composed of administrators, instructional coach, teachers, parents, and community stakeholders, uses the data from academic progress monitoring and stakeholder feedback to:

- Adjust instructional strategies or intervention programs
- Refine professional development offerings
- Reallocate Title I and other supplemental resources
- Update action steps and timelines in the CSIP

All updates are documented and communicated to staff and stakeholders to ensure transparency and collective ownership of improvement efforts. Harper Elementary ensures its schoolwide program remains responsive, data-driven, and focused on **accelerating student achievement for all learners**.

**4. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)**

**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 (c) 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.**

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**Briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).**

Harper Elementary is committed to building strong, collaborative partnerships with parents and families to support student success. In accordance with federal Title I requirements, the school jointly develops a **written Parental and Family Engagement Plan (PAFE)** in collaboration with parents and guardians of participating children. This plan outlines how the school will implement the requirements of **Subsections (c) through (f)** of ESSA Section 1116 and is reviewed and revised annually based on stakeholder input.

The PAFE is created through a **collaborative process**, which includes parent surveys, parent focus groups, and an annual Title I Parent Input Meeting. During this meeting, parents are given opportunities to review, provide feedback on, and help shape the engagement strategies and priorities within the plan. The final plan reflects the collective input of families and school staff and is **formally agreed upon by participating parents**.

To ensure accessibility and transparency:

- The plan is **distributed annually** to all parents of participating students.
- It is provided in a **clear, understandable, and uniform format**, and, where practicable, it is **translated into languages spoken by families** in the school community.
- The PFEP is posted on the school's website, made available in the front office and Parent Resource Center, and shared at school events.

The plan includes detailed descriptions of how Harper Elementary will:

- Convene annual Title I meetings to inform parents of their rights and Title I programs (Subsection c)
- Offer a variety of meaningful engagement activities to support the academic achievement of students (Subsection d)
- Build the capacity of staff and parents for effective collaboration through professional development and workshops (Subsection e)
- Coordinate and integrate family engagement strategies with local preschools and community programs (Subsection f)

The Parental and Family Engagement Plan is **reviewed and updated annually** to reflect the changing needs of families, students, and the school. This process ensures the plan remains responsive, relevant, and inclusive of all voices within the school community.

**5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)**

**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.**

Harper Elementary develops and implements its Schoolwide Plan in alignment with federal requirements to ensure a collaborative, inclusive, and transparent planning process that supports continuous improvement and equitable student outcomes.

**a) Developed During a One-Year Period**

The CSIP (Comprehensive School Improvement Plan) is developed over the course of a full year, beginning with a comprehensive needs assessment conducted by the school's CSIP team. The planning cycle includes data review, stakeholder input, root cause analysis, and prioritization of goals, ensuring that decisions are thoughtful, data informed, and aligned with school and district improvement timelines.

**b) Developed with Stakeholder Involvement**

The CSIP is created with the active involvement of a diverse group of stakeholders, including administrators, teachers, paraprofessionals, instructional support personnel, parents, and community members. Input is gathered through **CSIP team meetings, parent input sessions, teacher planning days, surveys, and stakeholder forums**. These participants contribute to the development of goals, strategies, and action steps, ensuring the plan reflects the needs and priorities of the entire school community.

**c) Duration of Effectiveness**

The plan remains in effect throughout the school's participation in the Title I Schoolwide Program. It is reviewed and updated annually based on student performance data and stakeholder feedback to ensure it continues to meet the evolving needs of the school, while remaining aligned to federal, state, and district expectations.

**d) Accessibility and Language Consideration**

The CSIP is made available to all stakeholders, including the district, parents, and the local community. It is posted on the school's website, available in the front office and Parent Resource Center, and distributed during Title I family engagement events. To ensure accessibility, the plan is **provided in a language and format that parents can understand**, including translations where necessary.

**e) Coordination with Other Programs and Services**

The development of the Schoolwide Plan is coordinated and integrated with a range of federal, state, and local programs to ensure coherence and maximize the impact of available resources. These include:

- Title I instructional services
- IDEA (Individuals with Disabilities Education Act) supports
- MTSS and PBIS behavioral frameworks
- School nutrition and wellness programs
- McKinney-Vento Homeless Education services
- Community partnerships
- Family engagement initiatives and parent education
- District-led Comprehensive Support

This integrated approach ensures that Harper Elementary's Schoolwide Plan is comprehensive, responsive, and reflective of the school's mission to provide a high-quality, inclusive education that inspires a love of learning and empowers students to reach their full potential.

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**Professional Development (question 2 iv)**

| Professional Learning Topic | Professional Learning Timeline | Audience (grade/subject) | Position Responsible |
|---|---|---|---|
| Sheltered Instruction Observation Protocol (SIOP) | July 26-November 26 | Teachers | Dr. Thomas, ESOL Instructional Specialist |
| Orton-Gillingham Training | May 2026-September 2027 | Kindergarten and First Grade Teachers | District EIP Department |
| MTSS Refresher & Data Team Protocols | August 2026 | All Teachers | MTSS Lead |
| Positive Behavior Interventions & Supports (PBIS) | August 2026 | All Teachers | PBIS Lead |
| Effective Use of MAP & Formative Assessments | September 2026 | All Teachers | Assessment Lead |
| Small-Group Guided Reading & Differentiation | October 2026 | All Teachers | Academic coach |
| Math Discourse & Problem-Based Learning | November 2026 | Math Teachers and Support Teachers | District Math Lead Teacher |
| Writing Across the Curriculum | December 2026 | All Teachers | District ELA Lead Teacher |
| Culturally Responsive Teaching & EL Strategies | January 2026 | All Teachers | District ESOL Department |
| Hands-On Science & Inquiry-Based Learning | February 2026 | 3-5 Science Teachers | District Science Lead teacher |
| Co-Teaching & Inclusion Strategies | March 2026 | All teachers | LTSE |
| Building Family Partnerships through Academic Engagement | April 2026 | All Teachers | Parent Liaison, Counselors, and Admin |
| Reflective Practice & Instructional Coaching Cycles | May 2026 | Teacher Leaders, Academic Coach, and Admin | Academic Coach |
| Effective Use of MAP & Formative Assessments | September 2026 | All Teachers | Assessment Lead |
| Small-Group Guided Reading & Differentiation | October 2026 | All Teachers | Academic coach |
| Math Discourse & Problem-Based Learning | November 2026 | Math Teachers and Support Teachers | District Math Lead Teacher |
| Writing Across the Curriculum | December 2026 | All Teachers | District ELA Lead Teacher |
| Culturally Responsive Teaching & EL Strategies | January 2027 | All Teachers | District ESOL Department |
| Hands-On Science & Inquiry-Based Learning | February 2027 | 3-5 Science Teachers | District Science Lead teacher |
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**Commented [1]:** Are these all the proposed professional learning opportunities? Consider opportunities focused on your academic goals listed.

## 2026-2027 Title I Schoolwide Improvement Plan
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**Parent and Family Engagement**

| Parent Engagement Activities (include title/subject of curriculum workshops) | Scheduled Date(s) of Required Activity/Event | Person / Position Responsible |
|---|---|---|
| **Sent Home and Posted on School Website:**<br>**o School-Family Compact**<br>**o School PAFE**<br>**o** | **August 3, 2026** | **Neomia Coleman, Parent Liaison** |
| **School-Family Compact Discussion:**<br>**o Parent-Teacher Conference (elementary)**<br>**o Ongoing discussion (middle/high school)** | **September, October, December 2026; January and March 2027** | **Grade Level Teachers** |
| **Annual Title I Parent Meeting:**<br>**o Meeting held**<br>**o Documents posted on school website** | **September 2026** | **Tara Davison, Principal**<br>**Neomia Coleman, Parent Liaison** |
| **Building Parent Capacity Fall: (Face to Face or Zoom)**<br>***Required Parent Capacity Events***<br>***(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.***<br><br>**o Curriculum Workshop 1** | **August 2026 Pre-K, K, 1st Parent Meetings/IC**<br><br>**August 2026 2nd & 3rd Parent Meetings/IC**<br><br>**August 2026 4th &5th Parent Meetings/IC**<br><br>**September 2026** | **Grade Level Teachers/Liaison**<br><br>**Grade Level Teachers/Liaison**<br><br>**Grade Level Teachers/Liaison**<br><br>**Grade Level Teachers/Liaison** |

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| **Building Parent Capacity Fall:**<br><br>**o Curriculum Workshop 2** | **Reading is Leading September 2026**<br><br>**Family Math Night September 2026** | **Title I Coach/Parent Liaison/Grade Level Teachers**<br><br>**Parent Liaison/Grade Level Teachers** |
| **Building Parent Capacity Fall:**<br>**o Technology/Copyright Piracy Workshop** | **Infinite Campus and DOJO Training August 2026 (Monthly)**<br><br>**DES Family Day November 2026** | **Parent Liaison**<br><br>**DES/Parent Liaison** |
| **Building Parent Capacity Fall:**<br>**o EL Parent Workshop (if applicable)** | **MALDEF Classes August thru December 2026**<br><br>**ESOL Family Day September 2026**<br><br>**Understanding WIDA Reports October 2026** | **Parent Liaison/Community Partner**<br><br>**Parent Liaison/ESOL Department**<br><br>**ESOL/Parent Liaison** |
| **Building Parent Capacity Continuous Communications (Fall)**<br>**o Continuous Communication 1**<br>**o Continuous Communication 2**<br>**o Continuous Communication 3** | **Technology Support Infinite Campus and Class DOJO Monthly Training**<br><br>**Family Literacy Week September 4 thru 11, 2026** | **Parent Liaison**<br><br>**Parent Liaison/Media Specialist** |
| **Building Staff Capacity (Fall):** | **September 2026 How to Conduct Multi-Generational Parent Conferences (Faculty Meeting)**<br><br>**September thru April Mentor/Mentee New Teacher Monthly Meeting** | **Parent Liaison**<br><br>**Jasmine Robinson Mentor Mentee New Teacher Lead/Parent Liaison** |

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| **Building Staff Capacity Continuous Communications (Fall):**<br>**o Continuous Communication 1**<br>**o Continuous Communication 2**<br>**o Continuous Communication 3** | **October 2026 (Collaborative Planning) Tips for Conducting Parent Teachers Conference Soft Skills Training** | **Parent Liaison/Staff** |
| **Fall October Data Dig:**<br>**o PLC to review Dashboard Data** | **Understanding Assessment Reports October 2026**<br><br>**DES Day (Understanding Your Rights) October 2026**<br><br>**How-Learn-Ween Reading and Math 10-31-26** | **Liaison/Academic Coach**<br><br>**DES/Parent Liaison**<br><br>**Parent Liaison/Counselor/** |
| **Fall December Data Dig:**<br><br>**o PLC to review Dashboard Data** | **Understanding Lexile Levels October/December 2026**<br><br>**Rhythm and Reading December 2026** | **Parent Liaison/Media Specialist**<br><br>**Parent Liaison/Music Department** |
| **Building Staff Capacity (Spring):** | **Parent Connections Continuous Family Communication February 2027** | **Parent Liaison** |
| **Building Parent Capacity Spring:**<br>**o Curriculum Workshop 3** | **DATA/ASSESSMENT DIG January 2027**<br><br>**ESOL Family Literacy March 2027** | **Parent Liaison/Academic Coach**<br><br>**ESOL/Parent Liaison** |

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| **Building Parent Capacity Spring:**<br>**o Assessment Workshop** | **March MATHNESS March 2027**<br><br>**DES Celebration Week March 2027** | **Parent Liaison/Grade Level Teacher**<br><br>**DES/Parent Liaison** |
| **Building Parent Capacity Spring:**<br>**o Transition Meeting** | **Pre-K App Assistance Rising K Community Partners visit March 2027**<br><br>**Rising 1st, 2nd & 3rd, grade Expectation Mtg. March 2027**<br><br>**Rising 4th-5th grade Expectation Mtg. March 2027**<br><br>**Grade Middle School University Transition Visit May 2027** | **Parent Liaison/Community Partner**<br><br>**Parent Liaison/Grade Level Teacher**<br><br>**Parent Liaison/Grade Level Teacher**<br><br>**Counselors** |
| **Building Staff Capacity Continuous Communications (Spring):**<br>**o Continuous Communication 1**<br>**o Continuous Communication 2**<br>**o Continuous Communication 3** | **Parent and Teacher Partnerships February 2027** | **Parent Liaison/Teacher** |
| **Building Parent Capacity Continuous Communications (Spring)**<br>**o Continuous Communication 1**<br>**o Continuous Communication 2**<br>**o Continuous Communication 3** | **GMAS Testing Tips**<br>**February 2027**<br>**March 2027**<br>**April 2027** | **Testing Coordinator/Parent Liaison/Counselors/Grade Level Teachers** |
| **Spring March Data Dig**<br>**o PLC to review Dashboard data** | **Understanding Assessment Data (What does it mean?) January 2027** | **Liaison/Academic Coach** |
| **Spring May Data Dig**<br>**o PLC to review Dashboard data** | **Understanding GMAS Data May 2027** | **Liaison/Academic Coach** |

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|---|---|---|
| **Input Meeting (s) FY27-28:**<br>**o Staff**<br>**o Parents/Families**<br>**o Students** | **Spring Input Meeting**<br>**March & April 2027** | **Parent Liaison** |