



## Title I

### School Improvement Plan

Approval Date 8/24/26

|                       |                                    |
|-----------------------|------------------------------------|
| <b>School</b>         | <b>Roopville Elementary School</b> |
| <b>Principal</b>      | <b>Mrs. Venus Swatek</b>           |
| <b>Year</b>           | <b>FY 27</b>                       |
| <b>Superintendent</b> | <b>Dr. Jessica Ainsworth</b>       |

### Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Comprehensive Needs Assessment Planning Committee

\*\*\*\*A parent representative must be present at the meeting.

| Name                              | Role                          |
|-----------------------------------|-------------------------------|
| Jill Young                        | Chairperson/PE teacher        |
| Sierra Poskey                     | 5 <sup>th</sup> grade teacher |
| Stefnie Crites                    | 4 <sup>th</sup> grade teacher |
| Jennifer Gilliland                | 3 <sup>rd</sup> grade teacher |
| Jennifer Gay                      | 2 <sup>nd</sup> grade teacher |
| Tona Heath                        | 1 <sup>st</sup> grade teacher |
| Heather Marlow                    | Kindergarten teacher          |
| Mandy Payton                      | Pre-K teacher                 |
| Jaycee Suddeth                    | ISC                           |
| Stephanie Warmoth                 | Media Specialist              |
| Carly Byers                       | Counselor                     |
| Tammy Muse                        | Registrar                     |
| Christina Reschke, Anna Whisenant | Parent                        |
| Bryant Turner                     | Community Member              |
| Valerie McWhorter                 | Instructional Coach           |
| Megan Foster                      | Assistant Principal           |
| Venus Swatek                      | Principal                     |

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

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children concerning the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing,

to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were members of the School Leadership Team (SLT) and included Christina Reschke, Anna Whisenant, Megan Foster, Bryant Turner, Jill Young, Jennifer Carroll, Stefnie Crites, Valerie McWhorter, Jennifer Gay, Tona Heath, Jennifer Gilliland, Heather Marlow, Lacey Christmas, Jaycee Suddeth, Tammy Muse, Stephanie Warmoth, Carly Byers, Rachel Herman, and Venus Swatek.

The team reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. On June 10, 2026, the SLT reviewed data from the 2025-2026 school year. RES data was compared to system and state data. As a result, the SLT identified areas of strength and weakness within our school.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the State Academic content standards and/or the State student academic achievement standards. The following data is based on the 2026 Georgia Milestones and STAR tests.

- Roopville Elementary School celebrations for the 25-26 school year include being second in the county on GMAS Math in fifth grade. We also decreased our percent of Level 1s in 3rd and 4th Grade Math on GMAS. Kindergarten, First Grade, and Second Grade showed at least one year's growth on STAR Reading. First and Second Grade students also showed more than a year's growth on STAR Math.
- Roopville Elementary School areas for growth in the 26-27 school year include 3rd, 4th, and 5th Grade Math. Our percent of proficient and distinguished in all three of those grade levels decreased from the previous year. 4th grade had a large percent of Level 2s which provide an area of high leverage. Also, 5th Grade Science decreased in proficient and distinguished. We believe this is due to the level of abstract reasoning that is required on GMAS questions. In math, we will continue to use Beacon and weekly spirals as a way to expose them to the types of questions that they will see on GMAS, we will use the language of the standards to increase the rigor in our classrooms, and we will provide opportunities for acceleration in Powertime and throughout the school day. We will also continue to conduct and improve upon vertical team meetings to plan and implement best practices. Our tutors will also be used in these grade levels to support students in the areas of math and science. The 4 Cs will also be incorporated to encourage the abstract reasoning and higher order thinking that is required for students to be successful. In the area of science, we will also continue intentional vocabulary instruction, hands on activities, and defending answers in the science classroom. We will also incorporate more science passages into the 5th grade ELA classroom.
- Students with disabilities met 0/2 targets in the 25-26 school year. We will use Lexia and other computer programs to differentiate instruction for these learners. We will include our Special Education teachers in our quarterly data digs to discuss these students in the areas of math and reading and adjust instruction as needed. Powertime will also be used for these students to improve phonemic awareness, phonics, fluency, and comprehension.

There will also be a continued focus on reading on grade level. 3/6 grade levels did not meet their target in this area. We will continue to use Lexia to differentiate in reading, we will use the language of the standards to increase the rigor in our classrooms, and we will provide opportunities for intervention, remediation, and acceleration in Powertime and throughout the school day. We will also continue to conduct and improve upon vertical team meetings to plan and implement best practices. Our tutors will also be used in these grade levels to support students in reading. The 4 Cs will also be incorporated to encourage the abstract reasoning and higher order thinking that is required for students to be successful.

We will also empower students and teachers to take ownership of their academic growth through visible goal setting, progress tracking, and celebrations of achievement. Student-led conferences will be strengthened through PL for teachers and the use of a template, checklist, and/or rubric.

The team continued to develop the plan when school started by meeting once a month as a team. The team members keep their grade levels or staff “in the loop” during weekly grade level or department meetings. The SLT monitors the implementation and progress of the plan through monthly meetings.

The Roopville Elementary School Parent Teacher Organization (PTO) also meets with RES administration regularly to discuss topics pertaining to school improvement. PTO meetings occur at least four times per school year and provide an opportunity for school data and initiatives to be shared with the community and students’ families. Revisions to the plan are made based on the outcome of discussions and regular review of data.

We have used the following instruments, procedures, or processes to obtain this information and expedite the identification of these students:

Homeroom teachers help maintain a data tracking spreadsheet which contains information on gifted status, SWD (Students with Disabilities), attendance, ELL (English Language Learners), MTSS (multi-tiered system of support, grade retention, EIP (Early Intervention Program), Common Assessments, reading fluency and comprehension scores from both STAR reading screener and STAR math screener. Beacon and Georgia Milestones data is also included on the spreadsheet.

Computer programs and Instructional support such as Wit & Wisdom, Renaissance Place, IXL Math and ELA, Nearpod, Eureka, Reflex, Education Galaxy, and Lexia ELA provide even more information regarding each student’s academic progress. The student data along with daily teacher/student interactions and observations provide the needed data for the appropriate placement of students in the multi-tiered system of support (MTSS) process. Teachers have the required information to allow them to target specific student needs and differentiate instruction to meet those needs.

Grade Level data are compiled, analyzed, and reviewed at grade-level meetings. Grade Level members brainstorm strategies to address identified areas of weakness. School data is then compiled and shared during School Leadership/Improvement meetings and faculty meetings. Members of the SLT brainstorm and develop a plan of action to address the identified areas of need. The entire faculty then reviews the action steps in the plan and provides input and suggestions to ensure that the plan addresses all academic areas and factors that may affect achievement.

## a. Academic Achievement Data

\*Insert your school profile data, including demographic data, GMAS results, STAR, and any other data used to determine strengths and weaknesses. Make sure to include subgroup information. You may add this to the appendix if you wish.

\*Include GMAS and Star date from the FY26 school year

| 2025/26 Roopville Elementary School Profile Data Sheet |            |     |               |                 |             |                    |                           |                    |                       |                     |                          |            |                       |             |              |              |              |                      |                      |                    |                         |                         |                         |            |                    |            |             |             |             |
|--------------------------------------------------------|------------|-----|---------------|-----------------|-------------|--------------------|---------------------------|--------------------|-----------------------|---------------------|--------------------------|------------|-----------------------|-------------|--------------|--------------|--------------|----------------------|----------------------|--------------------|-------------------------|-------------------------|-------------------------|------------|--------------------|------------|-------------|-------------|-------------|
| Completion Guide                                       |            |     |               |                 |             |                    |                           |                    |                       |                     |                          |            |                       |             |              |              |              |                      |                      |                    |                         |                         |                         |            |                    |            |             |             |             |
| Year                                                   | Enrollment | FR% | Mobility Rate | SWES Target Met | BDO Met Y/N | CCRP Overall Score | CCRP Content Mastery - 30 | CCRP Progress > 25 | CCRP Closing Gap > 15 | CCRP Readiness > 20 | EDG +1 vs. previous year | EDG vs. GA | CCSS Acad Targets Met | Math vs. GA | 3rd EOG Math | 4th EOG Math | 5th EOG Math | 3rd EOG Math % Dist. | 4th EOG Math % Dist. | 5th EOG Math Dist. | 3rd STAR Math Level 1 % | 4th STAR Math Level 1 % | 5th STAR Math Level 1 % | 5th EOG SC | 5th EOG SC % Dist. | ELA vs. GA | 3rd EOG ELA | 4th EOG ELA | 5th EOG ELA |
| 2026                                                   | 462        | 87% | 11%           | TBD             | TBD         | TBD                | TBD                       | TBD                | TBD                   | 0/4                 | TBD                      | 11/20      | TBD                   | 57%         | 58%          | 55%          | 15%          | 31%                  | 38%                  | 8%                 | 7%                      | 6%                      | 63%                     | 31%        | TBD                | TBD        | TBD         | TBD         |             |
| 2025                                                   | 450        | 43% | 9%            | Y               | Y           | 86.6               | 87.7                      | 90.1               | 73.1                  | 88.9                | 3/7                      | 6/7        | 10/19                 | 3/3         | 61%          | 66%          | 77%          | 15%                  | 31%                  | 38%                | 9%                      | 10%                     | 5%                      | 84%        | 48%                | 2/3        | 36%         | 45%         | 68%         |
| 2024                                                   | 450        | 57% | 14%           | Y               | Y           | 90.87              | 92.7                      | 95.4               | 78.6                  | 89.4                | 3/7                      | 7/7        | 7/14                  | 3/3         | 66%          | 73%          | 85%          | 21%                  | 41%                  | 38%                | 15%                     | 8%                      | 18%                     | 72%        | 45%                | 3/3        | 59%         | 62%         | 60%         |
| 2023                                                   | 424        | 50% | 15%           | Y               | Y           | 90.81              | 89.7                      | 90.9               | 95.5                  | 88.8                | 5/7                      | NA         | 10/16                 | NA          | 68%          | 65%          | 68%          | 27%                  | 37%                  | 20%                | NA                      | NA                      | NA                      | 88%        | 34%                | NA         | 58%         | 46%         | 66%         |
| 2022                                                   | 440        | 47% | 16%           | Y               | Y           | NA                 | 81.1                      | NA                 | NA                    | 78.9                | 2/7                      | 7/7        | 3/3                   | 63%         | 69%          | 51%          | 21%          | 21%                  | 20%                  | NA                 | NA                      | NA                      | 48%                     | 14%        | 3/3                | 49%        | 53%         | 49%         |             |
| 2021                                                   | 417        | 49% | 14%           | Y               | Y           | NA                 | NA                        | NA                 | NA                    | NA                  | 2/7                      | 7/7        | 3/3                   | 64%         | 61%          | 65%          | 16%          | 20%                  | 25%                  | NA                 | NA                      | NA                      | 60%                     | 21%        | 3/3                | 58%        | 39%         | 67%         |             |

| Year | 3rd EOG ELA % Dist. | 4th EOG ELA % Dist. | 5th EOG ELA % Dist. | Writing +1 | 1st Reading on Grade | 2nd Reading on Grade | 3rd Reading on Grade | 4th Reading on Grade | 5th Reading on Grade | 3rd GMAS Read Level 1 % | 4th GMAS Read Level 1 % | 5th GMAS Read Level 1 % | Black Targets Met | Hispanic Targets Met | Multi-Racial Targets Met | White Targets Met | ED Targets Met | ELL Targets Met | SWD targets Met | Sex Climate Rating | # Discipline Referrals | # Prohibited Act Incidents | PAIS Certification | Student Absent % | Student Absent > 10% | Staff 1 Day | Gifted Segments Served | SST Flag in IFC | National STIM Cert. |
|------|---------------------|---------------------|---------------------|------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------------------|-------------------------|-------------------------|-------------------|----------------------|--------------------------|-------------------|----------------|-----------------|-----------------|--------------------|------------------------|----------------------------|--------------------|------------------|----------------------|-------------|------------------------|-----------------|---------------------|
| 2026 | TBD                 | TBD                 | TBD                 | 89%        | 79%                  | 86%                  | 65%                  | 75%                  | TBD                  | TBD                     | TBD                     | TBD                     | TBD               | TBD                  | 1/2                      | 2/3               | 3/3            | NA              | 0/2             | NA                 | 122                    | 0                          | Yes                | 95%              | 90%                  | 69%         | 329                    | 38              | Yes                 |
| 2025 | 11%                 | 22%                 | 22%                 | 3/9        | 89%                  | 83%                  | 81%                  | 69%                  | 84%                  | 21%                     | 20%                     | 10%                     | NA                | NA                   | 1/2                      | 2/3               | 3/3            | NA              | 0/1             | NA                 | 75                     | 0                          | Yes                | 95%              | 88%                  | 67%         | 393                    | 35              | Yes                 |
| 2024 | 19%                 | 20%                 | 27%                 | 3/9        | 88%                  | 83%                  | 79%                  | 76%                  | 82%                  | 22%                     | 18%                     | 16%                     | NA                | NA                   | 2/2                      | 1/2               | NA             | 0/1             | NA              | 43                 | 0                      | Yes                        | 94%                | 85%              | 73%                  | 322         | 26                     | Yes             |                     |
| 2023 | 23%                 | 19%                 | 9%                  | 8/9        |                      | 82%                  | 72%                  | 88%                  | 17%                  | 15%                     | 11%                     | NA                      | NA                | NA                   | 3/3                      | 2/3               | NA             | 1/2             | NA              | 48                 | 0                      | Yes                        | 94%                | 85%              | 55%                  | 287         | 24                     | Yes             |                     |
| 2022 | 20%                 | 17%                 | 17%                 | 4/9        |                      | 75%                  | 76%                  | 82%                  | NA                   | NA                      | NA                      | NA                      | NA                | NA                   | NA                       | NA                | NA             | CY              | 52              | 0                  | Yes                    | 89%                        | 83%                | 67%              | 246                  | 26          | Yes                    |                 |                     |
| 2021 | 10%                 | 11%                 | 11%                 | 2/9        |                      | 76%                  | 60%                  | 76%                  | NA                   | NA                      | NA                      | NA                      | NA                | NA                   | 3/3                      | 0/3               | NA             | 0/3             | NA              | 45                 | 0                      | Yes                        | 89%                | 94%              | 63%                  | 174         | 27                     | Yes             |                     |

| Year | Advocacy Sessions | # of EOC Comp. Teams | After School Clubs/Activities | # Bus. Partners | # Adult Vol. Hrs. | # Student Vol. Hrs. | SAC Meetings > 1/4 | Audit Status | % of teachers CMT trained | Teacher Retention % | SFD Retention Rate | 3.1 Focus on Learning - Staff | 3.1 Positive Climate - Staff | 4.1 Safety - Staff | 5.2 Student Behavior - Staff | 6.1 Rules and Policies are Clear, Fair, & Enforced Consistently - Staff | 6.3 Leaders Communicate Effectively - Staff | 8.4 Leaders Manage Operations - Staff | 9.2 Leaders - Effectively Staff | 12.1 Would recommend this school - Staff | 2.1 Focus on Learning - Parent | 3.1 Positive Climate - Parent | 3.3 Quality Education - Parent | 4.3 Leaders Communicate Effectively - Parent | 5.4 Safety - Parent | 6.2 Student Behavior - Parent | 9.2 Rule and Policies are Clear, Fair, & Enforced Consistently - Parent | 14.1 Would recommend this school - Parent |      |
|------|-------------------|----------------------|-------------------------------|-----------------|-------------------|---------------------|--------------------|--------------|---------------------------|---------------------|--------------------|-------------------------------|------------------------------|--------------------|------------------------------|-------------------------------------------------------------------------|---------------------------------------------|---------------------------------------|---------------------------------|------------------------------------------|--------------------------------|-------------------------------|--------------------------------|----------------------------------------------|---------------------|-------------------------------|-------------------------------------------------------------------------|-------------------------------------------|------|
| 2026 | 9                 | 6                    | 7                             | 20              | 90                | 3,500               | 500                | 8            | 89%                       | 90%                 | 100%               | 100%                          | 82%                          | 100%               | 100%                         | 94%                                                                     | 84%                                         | 90%                                   | 93%                             | 94%                                      | 100%                           | 98%                           | 100%                           | 99%                                          | 100%                | 99%                           | 97%                                                                     | 100%                                      |      |
| 2025 | 9                 | 4                    | 7                             | 17              | 88                | 3,500               | 500                | NA           | 1                         | 87%                 | 83%                | 77%                           | 95%                          | 93%                | 98%                          | 91%                                                                     | 94%                                         | 87%                                   | 94%                             | 98%                                      | 100%                           | 99%                           | 100%                           | 99%                                          | 100%                | 95%                           | 97%                                                                     | 99%                                       |      |
| 2024 | 9                 | 4                    | 7                             | 19              | 80                | 2,200               | 500                | NA           | 1                         | 63%                 | 77%                | 0%                            | 100                          | 95%                | 100%                         | 95%                                                                     | 100%                                        | 98%                                   | 100%                            | 95%                                      | 100%                           | 98%                           | 100%                           | 99%                                          | 100%                | 98%                           | 99%                                                                     | 99%                                       |      |
| 2023 | 9                 | 4                    | 11                            | 17              | 84                | 2,400               | NA                 | 2            |                           | 96%                 | 50%                | 97                            | 94%                          | 97%                | 94%                          | 97%                                                                     | 100%                                        | 100%                                  | 97%                             | 100%                                     | 100%                           | 98%                           | 94%                            | 98%                                          | 99%                 | 99%                           |                                                                         |                                           |      |
| 2022 | 9                 | 6                    | 5                             | 20              | 94                | 2,544               | 500                | NA           | 2                         | NA                  | 77%                | 100                           | 92%                          | 88%                | 95%                          | 91%                                                                     | 84%                                         | 88%                                   | 90%                             | 92%                                      | 93%                            | 99%                           | 99%                            | 98%                                          | 99%                 | 100%                          | 94%                                                                     | 95%                                       | 100% |
| 2021 | 9                 | 6                    | 3                             | 18              | 75                | 2,600               | 340                | NA           | 2                         | NA                  | 95%                | 100%                          | 91%                          | 88%                | 95%                          | 91%                                                                     | 84%                                         | 88%                                   | 90%                             | 92%                                      | 93%                            | 99%                           | 99%                            | 98%                                          | 99%                 | 100%                          | 94%                                                                     | 95%                                       | 100% |

## 2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-viii)

This section describes the schoolwide reform strategies the school will implement to address school needs, including how these strategies will address academic weaknesses and root causes.

### a. Opportunities for all children

Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. Include your method of monitoring the effectiveness of your strategies throughout the school year.

Roopville Elementary is providing opportunities for all children including subgroups of students through hiring of tutors. We also have hired a teacher to reduce class sizes which allows for further individual and small-group instruction. Tutors push-in to classrooms to assist with small

group or individual instruction. Tutors will serve students using a push-in model or during non-instructional times during the day so that they continue to receive full instruction from their teachers. This will allow targeted students to receive 2 small groups in reading (or math) instruction. Because many of the students at Roopville Elementary School come from economically disadvantaged backgrounds, they often lack learning opportunities outside of the school environment. The additional tutoring will provide them the opportunity to overcome this barrier. We also use Collaborative and Collegial Planning to address specific standards in which students are having difficulty and brainstorm how to present these standards to students using different strategies/methods than the ones used previously. Extended Day Tutoring provides students not meeting standards the opportunity to receive additional instructional time with a tutor after school. In addition, Professional Learning provides teachers with the knowledge and tools necessary to teach the curriculum with fidelity using research-based strategies. Teachers will also be provided on-site professional learning in the areas of ELA, Math, Vocabulary, Engagement, Science, MTSS, Peer Observations, and Data Review. The system intervention specialist will also supply opportunities for professional learning throughout the year related to the standards and the instructional methodology. Teachers will use Differentiated Instruction and Flexible Grouping based on data to enable students to attain higher levels of learning. Also, Power Time is conducted for a twenty-five-minute segment each day to provide all students intervention, remediation and/or acceleration.

Programs such as Renaissance Learning, Lexia, Freckle Math, IXL, Edulastic, Education Galaxy, Reflex, and Zearn will be used to supplement student learning and provide teachers with valuable information. Eureka Math is used to provide direct instruction in the area of mathematics for all students.

Specifically to address our areas for growth in the 26-27 school year we will:

- We will use extended learning time (Powertime) and tutor groups to support Reading on Grade Level in 3rd-5th grades.
- We will implement vertical teams in ELA and Math in grades 3-5.
- We will build a strong reading foundation K-2 by implementing lessons from Heggerty, Saxon Phonics, 6 Minute Solutions, and Hello Literacy.
- We will use collegial planning, vertical planning, and peer observations to continue to focus on third-fifth grade ELA, Math, and Science in order to maintain our high achievement.

## b. Methods and instructional strategies

Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and support an enriched, accelerated curriculum that may include programs, activities, and courses necessary for a well-rounded education. Include strategies for identifying and serving the gifted and talented.

Screeners occur throughout the school year. Scores from the screeners, in addition to benchmark and state assessment scores, grades, teacher recommendations, and student interests, all serve as factors in determining Power Time placement. Teachers utilize flexible grouping, and students move in and out of classes based upon data collected from weekly probes and assessments. The classes are modified as often as needed. This added

instructional opportunity is designed to provide needed support to students who are not meeting the academic standards. Integration of technology across the curriculum is also used as a means for increasing student engagement and providing activities in which students integrate skills. Headphones, document cameras, laptops, Promethean and Interactive Smart boards, printers and Chromebooks were purchased with Title I money and used to assist in this instruction. Finally, Heggerty's, 6 Minute Solutions, and Saxon Phonics provide instruction in phonemic awareness, phonics, decoding, encoding and fluency.

At RES, we will increase the amount and quality of learning time by providing extended day tutoring, implementing extended learning time segments of instruction during the school day, implementing teaching strategies introduced/reviewed during professional development sessions designed to support teacher growth thus impacting the quality of instruction. We are also monitoring teacher attendance, student attendance, instructional time, and bell-to-bell instruction.

In addition, our staff will continue participation in a year-long professional development concerning Social and Emotional Wellness. This effort will include strategies from Capturing Kids Hearts which has been attended by the majority of our staff. An all-staff meeting/training was held during pre-planning, and training will take place throughout the year to help better equip teachers with the tools needed to meet the needs of all students.

### c. Activities to address the needs of at-risk students

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

#### i. Counseling and support services

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

Our counseling program consists of direct services to students that provide developmental curriculum content. The counseling program also assists students in developing educational, career, and personal plans. Our school counselor also provides responsive services to address the immediate concerns of students. Additionally, all students in grades 3-5 are provided support services through the district's advisement program, which is led by our staff. The advisement program offers monthly courses for students ranging from post-graduation opportunities, bullying, cybersecurity, and peer relationships.

#### ii. Postsecondary and workforce preparation

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.

RES provides Advisement lessons for third, fourth, and fifth grades. The purpose of the student advisement lessons is to build meaningful connections between adults and students resulting in improved student performance and more students graduating college or career-ready. During the first semester, students will visit higher education facilities to learn options for the future.

### iii. Schoolwide tiered model

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.

RES is beginning its sixth year with PBIS. This will continue to be used to offer positive incentives for all students, as well as set and teach expectations for what positive behavior looks like. The PBIS team will also work to be more intentional in reviewing behavior data and providing suggestions to individual teachers or the school as a whole to support behavior.

ClassDojo is an online behavior management and classroom communication app used at RES to share reports between parents and teachers. Teachers track student behavior and upload photos or videos. Teachers will follow the PBIS Behavior Flowchart and Step System to ensure communication with families and administrators about behavior and needs.

Multi-tier system of supports, MTSS, is a process of systematically documenting the performance of students as evidence of the response to additional support. It provides structure for making changes in classroom instruction. RES meets each month to review assessment data and teacher observations of students being considered for additional support and students already receiving additional support.

RES uses the Innovative and Pull-Out Models to serve our **EIP** (Early Intervention Program) students. These models allow for the reduction of class-size and utilization of in-school tutors and morning PowerTime lessons to meet the needs of our EIP population.

### iv. Professional development

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.

We have aligned professional development with the State's academic content and student academic achievement standards. Staff Development will also target strategies for incorporating the Frameworks and Performance Tasks, working with the Georgia Standards of Excellence to increase student achievement on the Georgia Milestones. Staff development opportunities will be provided to increase the focus on ELA, Math, Science, MTSS, Peer Observations, and Data Review.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Roopville Elementary School will use the funds made available to our school through Title 1, as well as other funding, for the purpose of providing high-quality professional development for the school's teachers and to ensure that qualified substitutes are available to cover classrooms to allow teachers to attend professional learning opportunities. The school system's intervention specialists will be utilized to provide staff development in high-impact strategies to increase the academic achievement of all students. An intervention specialist has been assigned to RES and meets with grade-level teachers at least one day per month to provide assistance during grade-level planning sessions, provide staff development sessions, and/or review data to assist in the development of strategies to meet specific needs. Roopville Elementary School also utilizes the services of the system level Technology Instructional Specialist to provide training and staff development in the

utilization of purchased technology in order to leverage its use to promote increased student achievement.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

Teachers will participate in Professional Learning activities to meet their PL goal for the year.

The Roopville Elementary School Test Coordinator, provides training prior to all state and county required tests. When test scores are received from scoring agencies, teachers are provided with interpretive information to ensure their understanding of the results and provide them with the knowledge necessary to communicate testing data to parents with fidelity. Written summary explanations are also provided to teachers with the intent of sharing these with parents. At the beginning of each school year, the format and types of diagnostic instruments and screeners that will be utilized are reviewed. Teachers are instructed in creating data reports. Those reports are reviewed at grade level meetings and meetings with individual teachers and plans of action are created as a result of the data. Results of assessments are also recorded on the RES Data Tracking Sheets in Google Drive.

Each year, teachers are provided with an update on Lexile Levels/Scores. New teachers work with their mentor teachers to gain additional training on the administration of tests and interpretation of test results.

#### v. Recruitment and retention,

Efforts to recruit and retain effective teachers in high-need content areas.

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All teachers at RES are highly qualified. Every effort is made to hire and retain teachers who are highly qualified. Effective teachers are attracted to Roopville Elementary School through district participation at job fairs and the recruitment of student teachers from the University of West Georgia who have shown quality teaching skills. During the interview process, the benefits of working at RES and for the Carroll County School System are shared with potential candidates. Our school system provides a Teacher Induction Program (TIP) for teachers who are new to the county. The school's administrative staff also provides an orientation program specific to RES. The program provides information designed to make the new teachers comfortable in their new school surroundings. Roopville Elementary also has a teacher-mentoring program in place to support new teachers and increase teacher effectiveness. This mentoring program pairs a veteran RES teacher with a new teacher to assist the new teacher throughout the first year at RES.

#### vi. Preschool transitions

Strategies for assisting preschool children in the transition from early childhood education to elementary schools (N/A for middle schools).

In the fall of each year, all Pre-Kindergarten and kindergarten students are invited to participate in a sneak a peek camp before the school year begins. The goal of the camp is to provide the opportunity for our youngest students to see the building and experience the routines prior to the entire school being in session. Pre-kindergarten and kindergarten teachers also organize an open house where a packet of information along with a PowerPoint presentation is shared to

outline what both parents and students should expect. Parents are given the opportunity to ask questions and get clarification around any concerns.

#### vii. Middle and high school transitions

If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

N/A

#### viii. Career opportunities

Discuss opportunities for students to take high school courses and career counseling opportunities for students. How are they informed about technical and dual-enrollment opportunities? Elementary Schools: Discuss opportunities for students to learn about various careers.

College and Career Week includes themed dress days for students to participate in conversations in class about graduation, college, and careers. Various members of our community are invited to present a diverse sampling of careers for student exploration during our Community Career Day Fair.

### 3. Evaluation of the Schoolwide Plan – 34 CFR 200.26

#### a. Regular monitoring and implementation

Address the regular monitoring, the implementation of, and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

The schoolwide plan was developed with the participation of members of the School Leadership Team (SLT). The team met in the summer and was given the responsibility to review the 2025-2026 plan and give input to develop the 2026-2027 school-wide plan. We have involved parents in the planning, review, and improvement of the comprehensive school-wide plan by providing many opportunities for their involvement in the process. All parents were provided an invitation to participate in the school wide planning process with the goal of improving the comprehensive school wide plan. Notification of the opportunities was presented in three formats including Class Dojo, the RES website, and the RES Facebook page. Once developed and approved by our district Title I director, the school-wide plan is placed on the school website and in the Parent Resource Area. Parents are invited to review the plan and provide input/suggestions for improvement. Notification of this process is provided in three formats: Class Dojo, website, and Facebook page.

#### b. Effectiveness in meeting standards

Determining whether the schoolwide plan has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been further from achieving the standards.

The effectiveness of the schoolwide plan is determined throughout the school year at school leadership meetings. The leadership team looks at various forms of data including STAR, behavior data, attendance, Beacon, and GMAS. We are able to analyze growth, GMAS predictions for this year, performance band movement, and how we are doing closing gaps for those who have had difficulty achieving the standards. Within these meetings we are able to determine things that are working well and areas for growth. We then share those ideas with all teachers and other personnel who may be able to assist in supporting the students.

### c. Plan revisions

Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

- The school wide title one plan is reviewed 9 times throughout the year at the school's monthly leadership meetings.

- School Leadership Meeting Dates for the 2026-2027 year are scheduled as follows:

Aug. 10, Aug. 31, Oct. 5, Nov. 9, Nov. 30, Jan. 4, Feb. 1, Mar. 1, Apr. 12, May 3

- During this time the leadership team does a monthly data review, looking especially at students who have difficulty achieving standards, to determine if changes to the plan or budget amendments are needed based on ongoing assessment and student needs.

## 4. ESSA Requirements to Include in the Schoolwide Plan - Section 116(b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

The Title I Parent and Stakeholder INPUT meeting was held on September 8, 2026, in which parents, teachers, and administrators worked together to develop the School Parent Compact, Building Staff Capacity, 1% Parental Involvement Budget and the Parent and Family Engagement Plan. A draft of each of these will be provided to parents after the Annual Title I meeting on September 8, 2026. As a new student enters RES during the school year, the student and his/her family are provided the opportunity to tour the school and meet with administration prior to the student's first day of attendance. They will be provided with a welcome packet that contains all the necessary paperwork and information for a successful experience. The packet also includes a copy of the School Parent Compact, Parental and Family Engagement Plan, and information to the website link for the Schoolwide Plan. Parents also have access to review both documents via the school website and in the Parent Resource Area.

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

### Development and Stakeholder Involvement

The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.

The schoolwide plan was developed by the School Leadership team which includes parents, teachers, administrators, paraprofessionals, and community members. It will be reviewed and revised by the School Leadership team throughout the 2026-2027 school year based on student needs.

### Monitoring and Revision

Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs.

This schoolwide plan will remain in effect for the 2026-2027 school year and will be reviewed and revised regularly based on student needs in order to ensure all students have the opportunity to meet state standards.

### Availability to Stakeholders

The plan is available to the local education agency, parents, and the public, provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

### Coordination and Integration

Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as nutrition, housing, Head Start, adult education, and violence prevention programs.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

Our schoolwide plan is developed to include other services and resources such as the nutrition programs provided through our lunchroom. We also bring in career and technical education through field trips for our 3rd, 4th, and 5th graders and career day is provided PK-5.

## Evidence-based Strategies

Describe how your interventions are evidence-based or employ other effective strategies to enhance student achievement. Sec. 1111(d)(B)

| Evidence-Based Intervention             | List Subject: Math, Reading, or Other Subjects | Statistically significant effect on improving student outcomes or other relevant outcomes based on:<br>Check one |                   |                    |                   | Resource (Attach)                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                | Strong Evidence                                                                                                  | Moderate Evidence | Promising Evidence | Rational Evidence |                                                                                                                                                                                                                                                                                                       |
| Reducing Class Size                     | All Content Areas                              | x                                                                                                                |                   |                    |                   | What Works Clearing House<br><a href="https://ies.ed.gov/ncee/edl/abs/regions/southeast/aaru_03-2019.asp">https://ies.ed.gov/ncee/edl/abs/regions/southeast/aaru_03-2019.asp</a>                                                                                                                      |
| Tutoring/Extended Learning Time         | All Content Areas                              |                                                                                                                  | x                 |                    |                   | What Works Clearinghouse<br><a href="https://ies.ed.gov/ncee/edl/abs/regions/midatlantic/as-karel_40.asp">https://ies.ed.gov/ncee/edl/abs/regions/midatlantic/as-karel_40.asp</a>                                                                                                                     |
| Renaissance Learning (reading and math) | Reading and Math                               |                                                                                                                  |                   | X                  |                   | Core Progress for Reading<br><a href="http://doc.renlearn.com/KMNet/R0053985FA6D567F.pdf">http://doc.renlearn.com/KMNet/R0053985FA6D567F.pdf</a><br><br>Core Progress for Math<br><a href="http://doc.renlearn.com/KMNet/R00552482161352C.pdf">http://doc.renlearn.com/KMNet/R00552482161352C.pdf</a> |
| Professional Learning                   | All Content Areas                              |                                                                                                                  | X                 |                    |                   | <a href="#">Teacher Led Professional Learning</a>                                                                                                                                                                                                                                                     |
| Reflex Math                             | Math                                           |                                                                                                                  |                   | X                  |                   | <a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/627">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/627</a>                                                                                                                                                                                       |
| Reducing                                | All Content Areas                              | x                                                                                                                |                   |                    |                   | What Works Clearing                                                                                                                                                                                                                                                                                   |

|                                 |                   |  |   |  |  |                                                                                                                                                                                   |
|---------------------------------|-------------------|--|---|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Size                      |                   |  |   |  |  | House<br><a href="https://ies.ed.gov/ncee/edl/abs/regions/southeast/aar/u_03-2019.asp">https://ies.ed.gov/ncee/edl/abs/regions/southeast/aar/u_03-2019.asp</a>                    |
| Tutoring/Extended Learning Time | All Content Areas |  | x |  |  | What Works Clearinghouse<br><a href="https://ies.ed.gov/ncee/edl/abs/regions/midatlantic/as-karel_40.asp">https://ies.ed.gov/ncee/edl/abs/regions/midatlantic/as-karel_40.asp</a> |

## Title I Budget Crosswalk

Include the items purchased with Title I funds, along with the page they are found in the plan and the level of evidence for each, outlined in your Title I Budget.

| Expenditure                   | Page in SWP | Level of Evidence |
|-------------------------------|-------------|-------------------|
| Teacher                       | 6           | Strong            |
| Tutors                        | 6           | Strong            |
| Family Engagement Coordinator | 14          | Moderate          |
| Collegial Planning            | 7           | Strong            |

## Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan. This will be added after you receive carryover funds.)

| Expenditure | Page in SWP | Level of Evidence |
|-------------|-------------|-------------------|
|             |             |                   |
|             |             |                   |

|  |  |  |
|--|--|--|
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|  |  |  |
|  |  |  |
|  |  |  |

\*\* You will need to resubmit your Title I Schoolwide Plan if you add additional items to your Carryover Budget that are not included in the original Title I Budget.

\*\* Add your assessment results as an appendix if you did not insert them earlier.

☐ This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. The plan will be reviewed as student achievement data is reviewed throughout the year.

Venus Swatek

8/20/26

Principal

Date

\_\_\_\_\_

Title I Specialist

Date of Approval

\_\_\_\_\_

Director of Federal Programs

Date

\_\_\_\_\_

Superintendent

Date