

**Coweta County Schools**  
**FY26 TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN/  
SCHOOL IMPROVEMENT PLAN (SIP)**

**School: Newnan High School**

**Principal: Jamie Glover**

**School Year: 2025-2026**

**Revision Date: 7/29/2025**

**Title I Director: Latrina Gates**

**Title I/Parent & Family Engagement  
Coordinator: Dr. Jeannette Hallam**

**Superintendent: Dr. Evan Horton**

*\*All required components of the Title I Schoolwide and Targeted Assistance Program are included in this template.*



**#RTB**  
**(Row The Boat)**

## Planning Committee Members

*[List all members that were a part of the Stakeholders Input Meeting and School Improvement Planning Days/Meetings including teachers, staff, parents, school council members, community stakeholders, students, etc. Add more rows, if needed]*

| Name              | Position/Role                                       |
|-------------------|-----------------------------------------------------|
| Jamie Glover      | Principal                                           |
| Kippie Ellis      | Asst. Principal                                     |
| Shirley Wold      | Asst. Principal                                     |
| Brandavious Mann  | Asst. Principal                                     |
| Allison Hurston   | Asst. Principal                                     |
| Demetrius Swindle | Asst. Principal                                     |
| Michelle Ashmore  | Instructional Coach & Family Engagement Coordinator |
| Kristen Johnstone | ELA Teacher                                         |
| Mitch Williams    | Math Teacher                                        |
| Chris Swanson     | Social Studies Teacher                              |
| Donna Amador      | Science Teacher                                     |
| Melinda Stuart    | ESOL                                                |
| Tabatha Cyprian   | ISC                                                 |
| Janet Brown       | Math Teacher                                        |
| Natasha Beavers   | Community Member                                    |
| Vernida Caldwell  | SPED Teacher                                        |
| Carolyn Kilby     | Parent                                              |
| Kelly Weldon      | Parent                                              |
| Dana Miller       | Parent                                              |

*\*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 are listed.*

**Date of Stakeholders Input Meeting(s):** Tuesday May 27, 2025

**List ways all parents were invited to attend the Stakeholders Input Meeting:**

Flyer, Facebook, Remind, School announcement, email, calendar invite

**List the multiple ways parents were asked to give input:**

Q&A forums, Google form surveys, virtual and email input

# Comprehensive Needs Assessment (CNA) & Data Analysis

## 1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

### **[List the assessments and instruments you used to analyze the data in ELA, Math, and other areas of need]**

Lexile Scores

GA Milestones End of Course Tests Results

EOC Growth Measures

Flag and Subgroup Performance Data

Progress Learning Data

HMH Growth Measurement

### **[Embed graphs, tables, charts, etc. to display the data]**

| NEWNAN HIGH SCHOOL           | Beginning Learner (1) | Developing Learner (2) | Proficient Learner (3) | Distinguished Learner (4) | Total Tested | 2025 Weighted Proficiency | 2024 Weighted Proficiency | Change         |
|------------------------------|-----------------------|------------------------|------------------------|---------------------------|--------------|---------------------------|---------------------------|----------------|
| <b>AMERICAN LIT</b>          | <b>87</b>             | <b>171</b>             | <b>179</b>             | <b>45</b>                 | <b>482</b>   | <b>68.88%</b>             | <b>64.83%</b>             | <b>4.05%</b>   |
| Winter 2024 (Main+Fall MM)   | 47                    | 90                     | 95                     | 25                        | 257          | 69.07%                    |                           |                |
| Spring 2025                  | 40                    | 81                     | 84                     | 20                        | 225          | 68.67%                    |                           |                |
| <b>CCSS HIGH</b>             | <b>334</b>            | <b>612</b>             | <b>674</b>             | <b>145</b>                | <b>1765</b>  | <b>67.85%</b>             | <b>69.46%</b>             | <b>-1.61%</b>  |
| <b>ALGEBRA C&amp;C</b>       | <b>200</b>            | <b>205</b>             | <b>129</b>             | <b>112</b>                | <b>646</b>   | <b>61.84%</b>             | <b>73.00%</b>             | <b>-11.16%</b> |
| Winter 2024 (Main+Fall MM)   | 106                   | 88                     | 54                     | 62                        | 310          | 61.61%                    |                           | 61.61%         |
| Spring 2025 (Main+Spring MM) | 94                    | 117                    | 75                     | 50                        | 336          | 62.05%                    |                           | 62.05%         |
| <b>CCSS HIGH</b>             | <b>465</b>            | <b>566</b>             | <b>516</b>             | <b>430</b>                | <b>1977</b>  | <b>73.04%</b>             | <b>78.60%</b>             | <b>-5.56%</b>  |
| <b>BIOLOGY</b>               | <b>167</b>            | <b>147</b>             | <b>226</b>             | <b>67</b>                 | <b>607</b>   | <b>65.90%</b>             | <b>62.11%</b>             | <b>3.79%</b>   |
| Winter 2024 (Main+Fall MM)   | 104                   | 72                     | 113                    | 21                        | 310          | 58.23%                    |                           |                |
| Spring 2025 (Main+Spring MM) | 63                    | 75                     | 113                    | 46                        | 297          | 73.91%                    |                           |                |
| <b>CCSS High</b>             | <b>505</b>            | <b>485</b>             | <b>739</b>             | <b>229</b>                | <b>1958</b>  | <b>67.67%</b>             | <b>68.83%</b>             | <b>-1.16%</b>  |
| <b>NEWNAN HIGH SCHOOL</b>    | <b>51</b>             | <b>110</b>             | <b>151</b>             | <b>63</b>                 | <b>375</b>   | <b>80.13%</b>             | <b>82.22%</b>             | <b>-2.09%</b>  |
| Winter 2024 (Main+Fall MM)   | 30                    | 60                     | 98                     | 42                        | 230          | 83.04%                    |                           |                |
| Spring 2025 (Main+Spring MM) | 21                    | 50                     | 53                     | 21                        | 145          | 75.52%                    |                           |                |
| <b>CCSS High</b>             | <b>208</b>            | <b>363</b>             | <b>576</b>             | <b>222</b>                | <b>1369</b>  | <b>79.66%</b>             | <b>87.84%</b>             | <b>-8.18%</b>  |

### **[Write a brief summary describing what the data shows and list the prioritized needs]**

Our Classes of 2025 and 2026 students are still exhibiting the negative impact of lost instructional time from COVID and an EF-4 tornado, specifically in ELA and Math. Despite what may look like some deficits, we are still moving forward to implement interventions to help make significant gains from 2025 through the continued use of tutoring, instructional coaching, professional development opportunities, common content planning, quarterly

impact checks to discuss data and best practices, and keeping up to date with current technologies and software to maximize student mastery.

### **ELA**

The data depicts an overall weighted proficiency of 68.88% with a +4.05% change from last year. Our SWD students declined in weighted proficiency by -5.61% and our White/non-hispanic decreased by -0.75%. Our Hispanic students increased in weighted proficiency by 11.21% along with an increase in our Multiracial by 6.25% and Black/non-hispanic by 9.59%.

We have seen significant gaps in learning across the board from 3 years of COVID quarantine, virtual learning, and tornadic loss of school. We emphasized the use of HMH, Progress Learning, and new textbook resources.

### **Math**

The data depicts an overall weighted proficiency of 61.84% with a -11.16% change from last year. Our SWD students declined in weighted proficiency by -6.66%, our Black/non-hispanic decreased by -3.22%, our Hispanic students declined in weighted proficiency by -17.32%, our Multiracial by -0.53%, and White/non-hispanic by -12.22%.

Math tutoring was not available during the first semester. The average EOC score of students who attended tutoring in the spring was 77%.

We have seen significant gaps in learning across the board from 3 years of COVID quarantine, virtual learning and tornadic loss of school. We will continue much needed tutoring services to support those students that require it to attend tutoring.

### **Prioritized Needs**

Increase achievement and student growth in EOC content areas, decrease the percentage of students missing 6 days or more and increase our graduation rate for all subgroups.

### **ELA**

We want to ensure that we implement the best practices in order to continue the increase in weighted proficiency for all students. We will be offering both remedial and non-remedial sections of College Readiness English along with remedial and non-remedial sections of Lit Comp I, Lit Comp 2, and American Literature. We will continue to use the instructional strategies and Instructional Support personnel that we have used along with rearranging our Lit Comp I and Lit Comp 2 teams to play to our curriculum strengths and continue support in our CT and non-remedial classes to help improve SWD subgroups.

The goal will be to better align our 9th-12th grade instructional practices and common assessments to improve student growth and achievement. District-wide, a new curriculum including electronic and physical resources is being implemented to match the new state standards. The benchmarks from the HMH curriculum will be used in all ELA classes for diagnostics and benchmark measurements. Writeable will also be used to increase frequency of student writing and to provide data relative to student progress. We will utilize STAR 360 to our 9th College Readiness English classes to help assess student readiness and individualize remediation. To further enrich our gifted and advanced cluster, we are offering Pre-AP English 1 for freshmen and Pre-AP 2 for sophomore students. Further, we will provide more staff development opportunities for interdisciplinary writing across campus.

**Math**

Based on a screener test and 8th EOG results, we will make academic appropriate placements for students and build our Algebra teams with collective teacher efficacy. This year we will continue offering a Foundations of Algebra course to better support our learners who need reinforcements and individual remediation in math prior to taking Algebra Concepts and Connections. We will continue our collaborative planning meetings, as well as providing tutoring resources for math students.

We will be offering both remedial and non-remedial sections of Foundations of Algebra along with remedial and non-remedial sections of Algebra Concepts and Connections, Geometry, and Advanced Algebra. We will continue to use the instructional strategies and Instructional Support personnel that we have used along with rearranging our Algebra team to play to our curriculum strengths. We will continue support in our CT and non-remedial classes to improve SWD subgroups. Our remedial and non-remedial co-taught classes will have our more experienced teachers and we will continue to closely monitor our subgroups and assess their needs providing intervention strategies.

To further enrich our gifted and advanced cluster, we are offering advanced classes for Algebra, Geometry, and Advanced Algebra. We also offer AP Precalculus, AP Statistics, AP Calculus AB, and AP Calculus BC.

We will use Progress Learning and develop common assessment resources to track student growth and use these results to drive remediation practices. This will help to ensure that our assessments are standards based and data driven, allowing for much-needed, quantifiable remediation.

**Root Causes and SMART Goals (Slide 10)**  
**(SMART = Specific, Measurable, Attainable Results-based, Time-bound)**

| Why are students not performing well in <b>ELA</b> ?                                                                                                  |                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Cause: The Whys                                                                                                                                  | How to Address the Concerns                                                                                                                                                                   |
| Lack of clarity of all ELA substandards                                                                                                               | Prioritize direct teaching of the new state standards by holding more meaningful PLC meetings to unpack standards and develop strategies that address the language of the specific standards. |
| <b>ELA SMART GOAL:</b> In the 2025-2026 school year, we will increase our content mastery weighted proficiency for GMAS by 3%, from 68.88% to 70.95%. |                                                                                                                                                                                               |

| Why are students not performing well in <b>Math</b> ?                                                                                                  |                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Root Cause: The Whys                                                                                                                                   | How to Address the Concerns                                                                                                                                                                                                           |
| Inconsistencies in the implementation of new math standards across math content areas.                                                                 | Retrain teachers to focus on new standards to ensure that they are being embedded in daily instruction. Create benchmark and common assessments that Math content areas will use the new standards.                                   |
| Instruction lacks necessary rigor to prepare students for the content they will see on End of Course assessment.                                       | A thorough review of Achievement Level Descriptors from GaDOE (once available) to realign instruction and assessments.                                                                                                                |
| Increased level of disengagement and apathy among our math students.                                                                                   | Offering remedial classes for Foundations, Algebra Concepts and Connections, Geometry, and Advanced Algebra Concepts and Connections to strengthen foundational skills and build confidence in hopes to improve academic performance. |
| <b>Math SMART GOAL:</b> In the 2025-2026 school year, we will increase our content mastery weighted proficiency for GMAS by 5%, from 61.84% to 64.93%. |                                                                                                                                                                                                                                       |

## Schoolwide Reform Strategies

(Specific actions, programs, or methods schools use to *improve teaching and learning for all students*, especially those who are underserved or at risk of not meeting standards.

They're called "reform" strategies because **they change or improve the way things are done** — they go beyond "business as usual.")

### 2. Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school's needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups defined in section 1111(c)(2), to meet the State's challenging academic standards;

1. Remedial level courses paired with 9th-11th grade ELA and Math classes for struggling learners.
2. Tutoring is offered for students who need additional support.
3. Pairing highly qualified special education teachers to their highly qualified content area.

b). Use methods and instructional strategies that strengthen the academic program in the school, 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;

1. Teachers will establish and communicate clear learning targets and success criteria aligned to the required curriculum standards
2. Collected data of student work will be consistently analyzed by content area and strategies will be revised as needed at all grade levels
3. Common assessments will be implemented and reviewed informally and formally during the school year at common planning meetings to ensure alignment of the standard
4. Content area/ horizontal meetings for common assessments and flex grouping strategies for struggling learners
5. Professional development training sessions on research-based strategies

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

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

All students are assigned to an advocate in our Cougar Connections weekly advisement program. Students receive academic, emotional and behavioral support in this program through our 4 week structured activities on Goal setting, Class cohort information, PBIS, Counselor created lessons. We have Elevate personnel on staff to assist students with wrap-around services to meet individual student needs. All counselors are ASIST certified in suicide prevention. Our PLC offers opportunities for students that need alternatives to the traditional classroom. Tutoring services are offered to supplement the regular academic day for student success.



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);

We have 24 AP courses and Dual Enrollment programs with University of West Georgia, Georgia Tech, and West Central Technical College. We also have a partnership with the Central Education Center for workforce ready programs and apprenticeships.

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.)

NHS implements Positive Behavior Intervention and Supports in conjunction with Multi-tiered Systems of Support (PBIS/MTSS) to serve students. MTSS is a framework that brings together both RTI and PBIS and aligns their supports to help serve the whole child. The framework includes 3 levels of intensity. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes.

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;

We have job embedded professional development woven into our content area weekly meetings with the instructional coach, departmental meetings, and staff meetings. We are currently focusing on Visible Learning for Teachers by John Hattie and effect size of instructional strategies. Instructional technology training is offered in our Appy Hour sessions, department meetings, as well as a weekly feature in our Monday Morning Memo. All new teachers with 0-3 years experience are mentored and monitored by our instructional coach to ensure teacher success and retention.

v. strategies for assisting preschool children in the transition from early childhood Education

The Coweta County Parent Resource Center offers many services for parents of preschool children. Stepping Stones is a program that provides new mothers with information on newborn parenting skills. Puddle Jumpers offers assistance for parents of toddlers 2-3. First Foundation for Childhood Literacy provides books to prepare children from birth to 5 for reading and learning success.



## 1 Action Step

## Teacher Clarity

**Explanation:**

Students will need to be consistently challenged with rigorous learning goals that reflect high expectations for all learners. (p. 24-25)

**How impact is monitored:**

- ☐ District Benchmarks and Common Assessments
- ☐ Collaborative Meeting Lesson Plans
- ☐ Teacher observations and feedback

**Target:**

To be successful, the school will demonstrate strong collaboration among staff, continued growth in implementing new strategies, and high levels of staff engagement.



## 2 Action Step

## Teaching Students to Drive Their Learning

**Explanation:**

Teachers need to explicitly teach and model learning strategies that help students plan, monitor, and evaluate their own learning.

**How impact is monitored:**

- ☐ Common planning meetings
- ☐ Classroom and peer observations
- ☐ Use of student rubrics or peer-evaluations

**Target:**

To be successful, deep learning strategies will be implemented across grade levels and content areas.  
To be successful; timely, specific, and actionable feedback will be used consistently to improve learning.



## 3 Action Step

## Impact Evidence

**Explanation:**

Our school uses impact evidence to guide decisions, drive improvement, and inform professional learning.

**How impact is monitored:**

- ☐ Impact Checks
- ☐ PD Opportunity Surveys
- ☐ Analysis of EOC scores and common assessments/benchmarks to drive instruction

**Target:**

Teachers will take part in focused professional development and use new strategies in their classrooms. School leaders will support them and track progress through observations and feedback. As teaching improves, student learning will also improve in measurable ways.



## Assurances with Documentation on File

### Parent and Family Engagement

#### 4. ESSA Requirements to Include in your Schoolwide Plan Section 1116 (b)(1)

Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Include in the Parent and Family Engagement plan how the plan will be jointly developed with, and distributed to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Building parent and staff capacity is also included in the plan.

**[FY26 Parent and Family Engagement Plan](#)**

## Schoolwide Plan Development

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

a. Is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

The Title I plan is developed according to our FY25 annual evaluation and what we need to revise or implement moving forward. Our School Improvement Team met in June to renew SMART goals and implementation plans for ELA, math, and graduation rate. The team met again in July to continue with action steps for achieving our goals and to have parent and other stakeholders input on the process.

Impact checks will occur throughout the year in monitoring our progress. An annual evaluation of our implementation plan will detail our growth and success during May/June. This evaluation will be the driving force for our FY26 plan.

b. Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Our School Improvement Team met in June to renew SMART goals and implementation plans for ELA, math, and graduation rate. The team met again in July to continue with action steps for achieving our goals and to have parent and other stakeholders input on the process. The School Improvement plan is presented to our stakeholders at the School Council and Title I meetings.

c. 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 to ensure that all students are provided opportunities to meet the challenging State academic standards;

School based Impact checks will occur four times throughout the year in monitoring our progress. Various formats will be used to foster reflection as well as collaboration. Content areas will meet weekly to plan, evaluate data, and include analysis of best practices for the standards in common lesson plans.

d. Is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Title I School Improvement Plan is posted for all stakeholders to view on our school website, in our Parent Resource Center, and the principal's office. The plan will be provided to all parents in a language in which they 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.

MTSS is implemented as a 3 tiered approach to identify and serve students according to their needed interventions. We offer Social and Emotional Learning Modules to all students through one on one advocacy through Cougar Connections advisement. Elevate serves on campus to identify and meet the needs of our economically disadvantaged students and their families as well.

### **3. Evaluation of the Schoolwide Plan 34 CFR §200.26**

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

b). Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

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

**[Complete the chart below to monitor the implementation and effectiveness of the SWP/SIP]**

# Title I Schoolwide Program/School Improvement Plan

FY26 Monitoring Implementation and Effectiveness

\*\*\*Link all documents as a PDF

## Newnan High School

### IMPLEMENTATION

*Did the strategies, interventions, action steps from the SWP/SIP and Intent and Purpose take place and how?*

**Instructional Strategies/Interventions** (web-based programs, software, technology, class-size reduction teachers, tutoring/extended day, Instructional Support Teachers, paraprofessionals, resources, and other initiatives and interventions)

**Teaching & Learning**  
(lesson plans, classroom observations, peer observations, walkthroughs)

**Professional Learning**  
(PLCs, presentations, Instructional Coach, trainings, conferences, workshops, etc)

**Impact Checks**  
(district level, school level, data meetings)

**Additional Information**

### EFFECTIVENESS

*Did the implementation of the strategies make a change in practices and how?*

**Student Achievement Data** (analyze summative and formative data)

What were the results or outcomes of the implementation of strategies?

Did the implementation of the strategies help improve student achievement? Explain.

What are the recommendations for next year?

### ADDITIONAL MONITORING TOPICS

#### Parent & Family Engagement Compliance

Have you uploaded the following activities into your Parent and Family Engagement **Google folder**?

- Stakeholder Input Meeting
- Distribution Checklists
- School Policy
- Annual Title I Meeting
- School-Parent Compact
- Building Parent Capacity
- Building Staff Capacity

#### Budget

- Are you submitting purchase requests related directly to your SWP/SIP, Intent and Purpose, and budget spreadsheet?
- Are you on track with submitting purchase requests before the district's deadline?
- Have you met with your bookkeeper to get an update on spending?