

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

School: East Coweta High School

Principal: Stephen Allen

School Year: 2025-2026

Revision Date: 08/28/2025

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.*



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]

[illegible]

**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): May 28, 2025, Main Media Center @9:00 a.m.

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

All parents & families were invited via invitation on the school website, Infinite Campus messenger, Remind text, and all-call.

- [Link to In-Person Sign-in Sheet](#)

List the multiple ways parents were asked to give input: (FEC)

- [Email invitation](#)
- [Website Invitation](#)
- [Social Media Invitation](#)
- [Secondary Social Media Invitation](#)
- [Stakeholder Input Survey](#)

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]

- *FY 2024 GA Milestones EOC*
 - *American Literature*
 - *Algebra 2*
 - *Biology*
 - *US History*
- *Progress Learning Data/Benchmarks*
- *Common Assessment Data/Horizontal Teams*

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

2025 American Literature Proficiency,

2025 ELA Growth

2025 Reading Lexile

2025 Writing

2025 Algebra I Concepts and Connections EOC Achievement Levels

2025 MATH GROWTH

2025 Biology EOC Achievement Levels

2025 US History EOC Achievement Levels

2025 EOC Achievement By Race

2025 EOC Achievement- SWD

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

The assessment data across the four EOC content areas show consistent performance gaps, especially among Black, Hispanic, economically disadvantaged students, and students with disabilities. Algebra I has the highest overall proficiency; however, subgroup disparities persist. Literature and Composition 2 and U.S. History have lower overall proficiency and significant underperformance among certain groups, despite some improvements in reading levels. Biology results are moderate, but many students are still at the Beginning Learner level.

These findings highlight key needs: (1) Focusing on improving proficiency in all four EOC; (2) enhancing literacy and comprehension in Literature and Composition II, U.S. History, and Biology; (3) providing targeted support for specific subgroups; (4) refining our approach to Tiered Instruction and intervention strategies.

Root Causes and SMART Goals (Slide 10)

(SMART = Specific, Measurable, Attainable, Results-based, Time-bound)

Why are students not performing well in ELA ?	
Root Cause: The Whys	How to Address the Concerns
Incoming 9th graders often lack foundational literacy skills, and high school teachers require additional training to	Use MTSS-aligned yearlong support classes and provide targeted literacy training for teachers to strengthen reading instruction

effectively address these gaps.	across content areas
Lack of standards-aligned curriculum resources. This leads to low student engagement...	Adopted new HMH textbooks aligned to standards. Participate in professional development with HMH reps to fully utilize new textbooks. (Ongoing)
Limited differentiated supports for English Learners and SWDs	After-school and Saturday tutoring focused on subgroup needs; horizontal ELA teams
ELA SMART GOAL: In the 2025-2026 school year, we will increase our content mastery weighted proficiency for GMAS by 6%, from 62.57% to 68.57%.	

Why are students not performing well in Math ?	
Root Cause: The Whys	How to Address the Concerns
Foundational math skill gaps from earlier	Standards-aligned assessments and MTSS-based targeted interventions
Lack of conceptual understanding and real-world application	After-school tutoring focused on conceptual mastery using success criteria
Insufficient differentiation for struggling learners and subgroups	Horizontal math teams collaborating on scaffolded instruction and common assessments
Math SMART GOAL: In the 2025-2026 school year, we will increase our Content mastery weighted proficiency on GMAS increased by 6%, from 68.28% to 74.28%.	

Why are students not performing well in Biology ?	
Root Cause: The Whys	How to Address the Concerns
Low comprehension of scientific	After-school tutoring focused on

vocabulary and processes	vocabulary and comprehension strategies
Limited use of hands-on and inquiry-based strategies	PD on inquiry-based instruction; use of success criteria in lab-based tasks
Inconsistent use of data to identify and support struggling students through Tiered Intervention frameworks	Implement targeted MTSS interventions based on ongoing data analysis through horizontal science team collaboration, supplemented by after-school tutoring for identified students
SMART GOAL: In the 2025-2026 school year, we will increase our content mastery weighted proficiency on the GMAS by 4%, from 64.39% to 68.39%.	

Why are students not performing well in US History?	
Root Cause: The Whys	How to Address the Concerns
Lack of literacy integration in content	PD on embedding literacy strategies; horizontal teams planning to support the use of these strategies
Lack of clear learning targets and aligned formative assessment practices to monitor student understanding	Use of success criteria and standards-based formative assessments
Use of success criteria and standards-based formative assessments	Targeted after-school tutoring with document-based question support
SMART GOAL: In the 2025-2026 school year, we will increase our content mastery weighted proficiency for GMAS by 9%, from 71.8% to 80.8%.	

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;

Assessment data from all four EOC content areas indicate that many students enter high school without essential literacy and numeracy skills. These gaps are particularly evident among students with disabilities, English learners, and those from economically disadvantaged backgrounds. In response, we provide remedial courses in Algebra and 9th Grade Literature, taught by educators trained in strategies to support struggling learners. We monitor student progress using programs such as Progress Learning to guide our instruction and targeted interventions. Additionally, we offer tutoring during and after school in all core subjects to ensure that students receive personalized academic support tailored to their individual needs.

We also recognize a group of high potential students, including those in the REACH Gifted Program and those with above-grade-level Lexile scores, who are not currently reaching their full potential. Data show that approximately one-third of these students in ELA are enrolled in general-level courses, which may not provide them with sufficient academic challenge. To address this issue, our horizontal teams will analyze assessment data and classroom performance indicators to identify these students at the beginning of each semester. Through collaboration among teachers, counselors, and administrators, we will ensure that these students are placed in coursework that matches their abilities and fosters their academic growth, with ongoing support to help them succeed in more challenging environments.

Moreover, we are dedicated to deepening our staff's understanding of adolescent development, cognitive challenges, and mental health issues. Faculty will participate in professional learning opportunities that focus on effectively supporting teenage learners both academically and emotionally. We are committed to developing policies and practices that promote student well-being and academic success while addressing these critical issues.

- 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 and behavioral expectations, as well as success criteria, that align with the required curriculum standards and school culture.**
- 2. Teachers will collaborate with Horizontal Teams to ensure consistent rigor and alignment with standards in both instructional activities and assessments.**
- 3. Common assessments will be implemented and reviewed informally and formally during the school year at Horizontal Team meetings to ensure alignment with the state's standards and achievement level descriptors.**
- 4. Teachers will participate in professional development training sessions on research-based strategies, with a focus on John Hattie's Visible Learning Strategies**

during monthly faculty meetings.

5. Teachers will utilize M2 Mirror tools and instructional software to refine their practice, analyze instructional delivery, and enhance student engagement and mastery through reflective, technology-enhanced instruction
6. School will provide remedial courses in math and ELA to support identified students.
7. The school will provide enrichment courses in ELA to engage higher-level learners.
8. Schools will provide credit recovery options for students deficient in credits through the use of the Spear program.

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;

We are committed to supporting students both academically and emotionally, ensuring their readiness for college and career success. Our counselors work individually with juniors and seniors to create personalized graduation plans and provide guidance on post-secondary options, including college, military, and workforce pathways. For social-emotional support, we partner with our district's Mental Health Director and have a Licensed Professional Counselor from Grace Harbor on campus three days a week, along with small group counseling sessions offered during the school day. To keep all students on track for graduation, teachers, counselors, and administrators collaborate to monitor progress, particularly for seniors who are at risk of not graduating. Together with families, we develop targeted support plans and provide resources, such as the SPEAR program, for credit recovery. Additionally, academic tutoring is available before school, during lunch, and after school in all core subjects, ensuring that students receive the individualized help they need to succeed.

- 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);

By February 1st of each school year, all students receive information about Dual Enrollment and AP opportunities. To further support informed decision-making, Dual Enrollment mini-sessions are held each semester during the school day, providing students with the opportunity to explore local college partnerships and course offerings. Students can enroll in Dual Enrollment courses through two technical colleges and seven nearby colleges and universities, providing access to a wide range of academic and career-focused pathways.

In addition to preparing students for college, we actively support those exploring military careers. Representatives from all branches of the military regularly visit campus to speak with students, and the ASVAB is administered twice a year for those considering enlistment

after graduation.

To expand awareness of workforce pathways, we host an annual Career Week each fall. During this event, local industry partners visit the school to share employment opportunities and career paths available to high school graduates. We also coordinate college visits throughout the fall and spring semesters, offered in both small-group settings and larger open sessions in the cafeteria, ensuring every student has the opportunity to engage with post-secondary institutions and plan for their future.

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.)

At East Coweta High School, all students begin at Tier 1. Teachers use a diverse range of Tier 1 strategies to keep students engaged, including small-group work, scaffolding skills, and hands-on learning experiences. Students who struggle in Tier 1 may be placed in Tier 2. To qualify for Tier 2, a student must meet one or more criteria: failing any class as a 9th grader, receiving a grade of 60 or lower in any class, failing ELA or math in any grade, or failing three or more courses.

Additionally, students may be flagged for Tier 2 support if a teacher recommends it or if a parent requests it. When a student is flagged, they meet with their third block teacher during Mentor Monday to discuss their grades and current goals, as well as to set new goals for the upcoming weeks. Teachers document these meetings to track progress and inform the MTSS coordinator if further intervention is needed.

If a student does not succeed in either Tier 1 or Tier 2, they are referred to Tier 3. At this level, a student may be placed on a math plan, reading plan, or work-completion plan, based on results from reading and math benchmarks at the 8th-grade level and an initial Tier 3 meeting.

Students on a reading plan meet with an English teacher three times a week to work on reading skills and complete passages at an 8th-grade level. Those on a math plan meet with a math teacher three times weekly to practice basic algebra and math computation. Students on a work-completion plan meet with their mentor teacher once a week to review goals and grades, while also setting additional objectives.

A Tier 3 work-completion plan includes a check-in with their third block teacher and another teacher who is not their primary instructor. If a student does not make progress in Tier 3 over the course of a year, the school will consider recommending them for a special education evaluation.

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;

East Coweta High School implements a comprehensive and interactive New Teacher Mentoring Program, designed to support early classroom success. The program

begins each July with an introduction to school policies and procedures, followed by pre-planning. New teachers are paired with experienced mentors who provide ongoing support through classroom observations, feedback surveys, and access to instructional resources. In addition to this one-on-one support, new teachers meet monthly as a cohort to prepare for key events such as state testing and holiday schedules, while also discussing the challenges and triumphs of teaching at the high school level.

Mentor leaders, including Coleman, Bolling, and Sandlin, offer additional guidance in areas such as classroom management and student behavior. They facilitate both in-person and virtual professional learning, drop-in support sessions, and informal observations throughout the year. The program concludes with an end-of-year luncheon where new teachers reflect on their growth and celebrate successes.

Professional development at East Coweta is embedded into the workday to ensure ongoing learning is timely, relevant, and sustainable. During the 2025–2026 school year, teachers will engage in a variety of targeted professional learning opportunities, including:

- YouScience training and analysis of student-generated data
- CCRPI data reviews and alignment to School Improvement Plan (SIP) goals
- Schoolwide procedures and expectations training
- Monthly sessions on *Making Learning Visible* by John Hattie
- Training on Accelerated Career, Career Clusters, and Pathways
- 504 compliance and instructional strategies
- Multi-Tiered System of Supports (MTSS) training
- Training on how to use the M2 Mirror Co-teaching tool to leverage instructional feedback to enhance student outcomes.

Additionally, teachers enrolled in preparation programs, such as TAPP or the Master of Arts in Teaching, receive structured mentoring and support. Program directors collaborate with mentors and administrators to observe, evaluate, and guide teacher candidates. New teachers also complete mandatory observation hours across multiple classrooms to learn best practices and strengthen their instructional approach.

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

N/A

Insert a screenshot of the four Big Ideas Action Steps/Strategies here- copy and paste the action steps from your School Improvement Notebook.

The Action Steps pages are located on slides 8-10 in your School Improvement Notebook. A sample of what it looks like is shown below.

Action Steps for Big Idea #1: CLIMATE FIRST, LEARNING SECOND, ACHIEVEMENT THIRD				
1	Action Step: Learning and Success Criteria	2	Noteworthy Practice: Inclusive Learning Community	3
Explanation: Plan lessons intentionally with clear learning goals with an understanding of measurable success criteria. (26-31)		Explanation: Lessons will be designed with intention among horizontal teams.		
How impact is monitored: PLCs identify success criteria Shared Rubrics Shared Grading Student work samples		How impact is monitored: How will you monitor the impact of this action step?		
Target: Student Self Assessment		Target: How do I know that I have met my goal? Success criteria...		

Action Steps for- Big Idea #2: STUDENTS SHOULD DRIVE THEIR LEARNING			
1	Action Step: Empowering Student Learning	2	3
Explanation: Explicitly teach and model learning strategies that empower students to plan, monitor, and evaluate their own learning.			
How impact is monitored: PLCs identify success criteria Shared Rubrics Shared Grading Student work samples			
Target: Student Self Assessment			

Action Steps for Big Idea #3: KNOW THY IMPACT

1

Noteworthy Practice: Effective Professional Learning

2

3

Explanation:

Provide effective professional learning, coaching, and support to enhance teacher practice. (p. 104-107).

How impact is monitored:

How will you monitor the impact of this action step?

Target:

How do I know that I have met my goal?
Success criteria...

Action Steps for Big Idea #4: COLLECTIVE RESPONSIBILITY FOR LEARNING

1

Action Step: Shared Accountability for Success

2

3

Explanation:

Teacher will foster confidence and expertise by building authentic relationships with all stakeholders.

How impact is monitored:

How will you monitor the impact of this action step?

Target:

How do I know that I have met my goal?
Success criteria...

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 a clear and uniform format, and to the extent practicable, in a language they 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 Policy -English**](#)

[**FY26 Parent and Family Engagement Policy- Spanish**](#)

[**FY26 Parent and Family Engagement Policy- Korean**](#)

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;

This plan will be implemented from July 2025 through June 2026. East Coweta High School's Title I Schoolwide Plan was developed using the most recent CCRPI data, FY25 EOC scores, and identified areas for improvement. The School Improvement Team will meet in July to review and revise SMART goals and implementation strategies for the four EOC content areas, as well as other priority focus areas identified through data analysis and school-wide needs. The team will reconvene to finalize action steps and gather input from parents and other stakeholders to ensure alignment with student needs. Regular impact checks will be conducted throughout the year to monitor progress and make necessary adjustments to support. A comprehensive evaluation of the implementation plan will be conducted in May and June, with the results guiding the development of the FY27 Schoolwide 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;

The School Improvement Team will convene in July to review and update our SMART goals and implementation plans for End-of-Course (EOC) content courses, as well as any other areas we find necessary. Recently, the team met again to discuss action steps aimed at achieving our goals and to gather input from all stakeholders throughout the process. A stakeholder input meeting was held on May 28, 2025, where we collected valuable feedback for this plan.

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;

Impact checks will be conducted throughout the year to monitor our progress. Content area teams will meet weekly to plan, evaluate data, and conduct impact checks related to their specific goals. Departments will hold impact checks every nine weeks, with schoolwide and county-level checks occurring at the same intervals. This plan will be adjusted and reused as necessary based on the needs identified during these meetings.

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 accessible to all stakeholders on our school website, in the Front Office, and in the Sharpsburg Building Office. We will also provide the plan to all parents in a language they can easily 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 through a three-tiered approach designed to identify and support students based on their specific needs for intervention. Elevate plays a crucial role on campus, focusing on identifying and addressing the needs of our economically disadvantaged students and their families. Additionally, we offer career and technical education programs to help students achieve their career goals and aspirations.

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.

Throughout the academic year, we will systematically monitor progress toward our established goals using the HMH Reading Growth Measure, content-specific common assessments, and Progress Learning checks. In addition to these tools, horizontal teams will utilize a weighted proficiency data sheet to input summative assessment results and track real-time proficiency levels across standards. This data sheet allows teams to clearly visualize current mastery levels and identify trends, gaps, and instructional priorities by standard.

During horizontal team meetings, the data sheet serves as a central tool for collaboration, guiding professional dialogue around instructional strategies, examining similarities and differences in student performance, and promoting shared accountability for student growth. These structured conversations, combined with ongoing data analysis, ensure that instructional practices and interventions are continuously adjusted to meet student needs and remain aligned with our SY26 Schoolwide Plan goals. This responsive, team-based approach supports both timely decision-making and long-term academic improvement.

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.

Throughout the academic year, we will systematically monitor progress. An in-depth analysis of fall EOC scores was conducted, with a specific focus on identifying performance trends among students furthest from achieving content mastery.

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

Stakeholders within the school are actively reviewing current data and collaborating to develop plans that will support continuous improvement for the 2025–2026 school year. Their feedback will inform targeted strategies that align with both identified needs and the school's overarching goals.

[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

East Coweta 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?