School Improvement Plan Review

Aaron Cohn Middle School
Dr. Stefan Lawrence – Principal
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School Improvement Plan (SIP)

FY24 – FY26

Previous SIP Goal #1: FY24 – FY26

- **By May 2026, 100% will be trained in Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs and Personalized Learning Self Assessments.**

Supporting Data:

- **100% of faculty and staff completed Personalized Learning training** by May 2026.
- **Classroom walkthrough data** demonstrated implementation of Personalized Learning strategies at or above the targeted **85% fidelity rate**.
- **Personalized Learning Self-Assessments** indicated that teachers were implementing key Personalized Learning practices in their classrooms.
- Walkthrough and self-assessment data were used to provide **ongoing feedback and professional learning** to strengthen implementation.
- Evidence from classroom observations demonstrated increased opportunities for students to experience **student agency, differentiated learning pathways, choice, collaboration, and instruction responsive to individual student needs.**
- **Overall Evaluation:** The goal was successfully achieved, with ACMS meeting both the professional learning target of **100% staff training** and the implementation target of **85% fidelity**. Moving forward, the focus will shift from initial implementation to **sustaining and deepening Personalized Learning practices** and examining the impact of these practices on student engagement, achievement, and ownership of learning.

Previous SIP Goal #2: FY24 – FY26

By May 2026, 90% of teachers will implement school wide and classroom PBIS expectations by utilizing the PBIS Rewards App, and incentivize positive behavior as measured by SWIS and or Infinite Campus.

- This goal was successfully met and exceeded. Aaron Cohn Middle School demonstrated full implementation of school-wide and classroom PBIS expectations, with 100% of teachers consistently implementing PBIS practices as evidenced through administrative walkthroughs and teacher interviews. Additionally, 94.46% of teachers actively utilized the PBIS Rewards application to recognize and reinforce positive student behavior, surpassing the established goal of 90%.
- Beyond classroom implementation, 100% of teachers participated in school-wide PBIS celebrations and recognition events, fostering a consistent culture of positive behavior reinforcement across the campus. This collective commitment to PBIS implementation contributed to improved school climate and behavioral outcomes.
- The effectiveness and fidelity of Aaron Cohn Middle School's PBIS framework were further validated through the school's recognition by the Georgia Department of Education. At the conclusion of the 2024–2025 school year, Aaron Cohn Middle School was the only secondary school in MCSD to earn the Distinguished recognition as a GaMTSS/PBIS school, reflecting high levels of implementation fidelity and positive student outcomes.

Comprehensive Needs Assessment (CNA)

Spring 2026

Overarching Need 1

Need – Performance on Science 8 GMAS

Root Causes: Overreliance on teacher perception has resulted in a failure to remove students who are better suited for the Science 8 GMAS, additionally, there needs to be adjustments in the Tier 1 instruction

Overarching Need 2

Need – Student Mental Health

Root Causes: Increased academic, personal, and social-emotional stressors, exposure to mental health and self-harm content through social media, peer conflict and social isolation, limited student coping skills, inconsistent awareness of available mental health resources, and negative stigmas surrounding mental health.

Overarching Need 3

Need – PTO

Root Causes: Change in leadership coupled with a new principal who did not have a firm grasp on the innerworkings of the organization

School Improvement Plan (SIP)

FY27 – FY29

FY27 – FY29 Instructional Goal

- By May 2029, ACMS will increase the percentage of students achieving proficiency on the GMAS by 10% through consistent, high-quality Tier 1 instruction in 80% of classrooms.

Instructional Goal: Action Steps

- **2026-2027:** The departments will establish a consistent data-driven instructional cycle that includes standards-based common assessments, quarterly data reviews, identifying and removing of students who would be better served in non-advanced courses, implementing common grading practices, targeted intervention, and enrichment opportunities. Teachers will identify and address foundational content gaps.
- **2027-2028:** Teachers will implement common instructional strategies focused on higher-order thinking, reasoning, constructed responses, analysis of data and models, and application of concepts to real-world situations. Professional learning communities will regularly examine assessment data and student work to identify trends, address instructional gaps, and share effective practices
- **2028-2029:** Teachers will use ongoing formative and summative assessment data to provide timely interventions and enrichment, with a particular emphasis on moving students from Developing toward Proficient and from Proficient toward Distinguished performance.

FY27 – FY29 Climate Goal

- Increase student awareness and help-seeking by 15%.

Climate Goal: Action Steps

- **2026-27:** Utilize Sources of Strength, lessen the load of the school counselor, familiarize students with the new school social worker. Establish a consistent schoolwide mental health referral, risk assessment, safety planning, and follow-up process; ensure 100% of identified high-risk students receive appropriate intervention and follow-up.
- **2027-28:** Increase student awareness and help-seeking by implementing at least four mental health and/or prevention initiatives and demonstrating measurable improvement in student survey responses related to mental health.
- **2028-29:** Sustain a comprehensive prevention and intervention system, demonstrate a measurable reduction negative reports in mental health and interactions at school.

FY27 PD Day Focuses

- Pre-Planning Date (if applicable)
- 9/25/26 – PLC Protocol
- 1/4/27 - Classroom management practices that promote mental health
- 2/11/27 – At-risk and Tier II focus