



School Improvement Action Plan



School Year:	2024-2025
School Name:	Birney Elementary
Principal Name:	William Dills
Date Submitted:	6/17/2024
Revision Dates:	8/8/24, 8/30/24

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Birney Elementary
<i>Team Lead</i>	William Dills
<i>Position</i>	Principal
<i>Email</i>	William.Dills@cobbk12.org
<i>Phone</i>	678-842-6824

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: The development of our SY2024 Title I School Improvement Plan included participation and input from school administrators, teachers, support personnel, and families. Our local school improvement team began with an analysis of data at the beginning of quarter 2. Through a series of quarterly meetings, we looked at achievement data from multiple sources and the Title I parent survey data to identify our strongest needs and promote action steps to address those needs.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**










Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

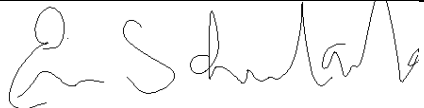
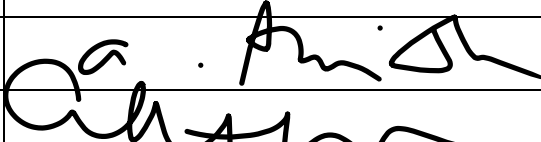
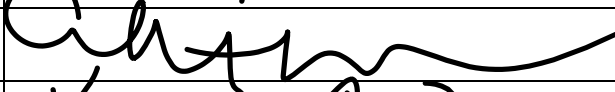


COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	November 9, 2023, January 4, 2024, January 9, 2024, April 30, 2024, May 14, 2024 May 30, 2024
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Position/Role	Printed Name	Signature
<i>January 4, 2024, April 30, 2024, May 14, 2024, May 20, 2024, May 30, 2024 Team as follows:</i>		
Instructional Support Specialist K-2 ELA	Michelle Mullinax	
Instructional Support Specialist 3-5 ELA	Kourtney Jones	
Instructional Support Specialist K-2 Math	Amy Smith	
Instructional Support Specialist 3-5 Math	Celetheia McCain-Francois	
<i>November 9, 2023, and January 9, 2024, 2024 Team as follows:</i>		
Instructional Support Specialist K-2 ELA	Michelle Mullinax	
Instructional Support Specialist 3-5 ELA	Kourtney Jones	
Instructional Support Specialist K-2 Math	Amy Smith	
Instructional Support Specialist 3-5 Math	Celetheia McCain-Francois	
K-5 Grade Level Teachers	Kindergarten team 1 st Grade team 2 nd Grade team 3 rd Grade team 4 th Grade team 5 th Grade team	

		<i>Done 1/2</i> <i>1/26</i>
<i>11/28/23 & 2/6/24 Team as follows:</i>		
Principal	Craig Dills	
Assistant Principal	Donna Durkee	<i>Donna Durkee</i>
Parent Liason	Lina Genao	<i>Lina Genao</i>
Office Clerk	Guillermina Medina	<i>Guillermina Medina</i>
Birney Teacher	Olivia Richardson	
Partner in Education	Susan Poolos	
Principal Advisory Council	Magdiel Pillado	
Principal Advisory Council	Leticia Florez	
Principal Advisory Council	Cecelia Vasquez	
Principal Advisory Council	Yesenia Reyes	
PTA President	David Toback	
<i>8/8/24</i>		
Title 1 Academic Coach	Kelly Bodner	<i>Kelly Bodner</i>
Instructional Support Specialist K-2 Math	Amy Smith	<i>A. Smith</i>
Instructional Support Specialist 3-5 Math	Celetheia McCain-Francois	<i>Celetheia McCain-Francois</i>
Instructional Support Specialist 3-5 ELA	Kourtney Jones	<i>Kourtney Jones</i>

Assistant Principal K-2	Erin Schularick	
8/30/24		
Instructional Support Specialist K-2 Math	Amy Smith	
Instructional Support Specialist 3-5 Math	Celetheia McCain-Francois	
Instructional Support Specialist 3-5 ELA	Kourtney Jones	
Instructional Support Specialist K-2 ELA	Michelle Mullinax	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	<p>The percentage of students in grades K-3 scoring on grade or above in reading as measured by the Quick Phonics Screener (QPS) will increase by at least 10% when comparing beginning of the year administration (August 2023) to end of the year administration (May 2024).</p> <p>The percentage of students in grades 3-5 performing proficient or higher on the Reading Inventory will increase by 15% from beginning of the year administration (August 2023) to end of the year administration (May 2024).</p>
Was the goal met? <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
<p>What data supports the outcome of the goal?</p>	<p>For grades K-3, we used data generated from the Quick Phonics Screener (QPS) that was administered 3 times during the 2023-24 school year (fall, winter and spring). Teachers administered this assessment and then entered the data into CTLS to generate data reports. QPS data is as follows:</p> <ul style="list-style-type: none"> • Kindergarten increased by 13% resulting in 66 students on grade level. • First grade increased by 34% resulting in 68 students on grade level. • Second grade increased by 26% resulting in 64 students on grade level. • Third grade increased by 2% resulting in 50 students on grade level. <p>For grades 3-5, we used data generated from the Reading Inventory that was also administered 3 times during the 2023-24 school year (fall, winter and spring). Students accessed this assessment using the electronic platform and data reports were generated for comparison.</p> <ul style="list-style-type: none"> • Third grade increased by 23% resulting in 47 students reading on or above grade level. • Fourth grade increased by 18% resulting in 51 students reading on or above grade level. • Fifth grade increased by 15% resulting in 47 students reading on or above grade level.
Reflecting on Outcomes	

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Both goals were met for all grade levels with the exception of 3rd grade performance on the Quick Phonics Screener (QPS). We did not increase the number of student reading on grade level as determined by the QPS.</p> <p>For the upcoming school year, the following actionable strategies will be implemented and targeted to 3rd grade.</p> <ul style="list-style-type: none"> - Teachers will engage in more consistent small group instruction based on the QPS data - Teachers will utilize the dedicated forty-five-minute small group time during the 120-minute literacy block to address student’s deficit areas. - Teachers in 3rd grade will be required to discuss grade level data a minimum of once per month in their CCC meetings.
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>We used intensive interventions in all grade levels that specifically targeted filling skills gaps with students. Intervention time was blocked off daily on the master schedule to ensure protected time. Skills gaps were identified using a variety of assessments with different focuses. For example, if students showed significant weaknesses in decoding/phonics, then they were administered a phonemic awareness assessment to determine if a deficit in this area might be impacting performance. By taking these steps, we were able to drill down to root causes of areas negatively impacting student’s reading performance. We also used assessments that are not typically utilized in higher grades such as phonics assessments. These assessments also allowed us to look at root causes behind delays in reading. Another impactful practice was intentional, on-going progress monitoring. Through continual progress monitoring, we were able to make shifts in instruction and continue to meet student's needs.</p> <p>Monthly professional learning provided teachers with opportunities to grow their understanding of advanced word study practices. Teachers implemented daily morphology lessons to support advanced word study. Teachers assessed student’s using the morphological awareness screener to determine and monitor students’ understanding of advanced word study skills.</p> <p>The master schedule also contributed to meeting our ELA goal this school year. The schedule was built to maximize intervention opportunities while prioritizing tier one instruction. Intervention blocks were staggered throughout the instructional day so that students would receive support services outside of their tier one instruction. By maximizing tier one instruction students were able to access more of the grade level content and standards thus increasing their ability to perform at higher levels on the Reading Inventory.</p> <p>Teachers began utilizing Expeditionary Learning as one of the primary Tier One resources to guide their reading instruction. They will continue this work in the coming school year and begin to utilize more of the knowledge building curriculum.</p>

<p>Previous Year's Goal #2</p>	<p>The percentage of K-5 students performing proficient or advanced in math as measured by the Math Inventory (MI) assessment will increase from 50% (334 of 672 students) in May 2023 to 55% by May 2024.</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Birney started the 2023-2024 school year with 11% of students advanced or proficient on the Math Inventory assessment. The May 2024 administration of the Math Inventory resulted in 47% of students scoring advanced or proficient on the Math Inventory.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>In the 2024-2025 school year, we plan to continue professional learning for teachers to build their knowledge of the new Georgia math standards and understanding of conceptual teaching practices. We also plan to focus on building students' fluency with grade-appropriate math facts. This foundational understanding will support their development of math concepts. We can also look for ways to offer additional math support during the school day through intervention, daytime tutoring, and small group support.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>N/A</p>

<p>Previous Year's Goal #3</p>	<p>From the end of the 2023 school year to the end of the 2024 school year, the number of discipline referrals for students in grades K-5 will decrease by at least 10% as measured by the Comprehensive Discipline Summary Report.</p>
<p style="text-align: center;">Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>During the 2022-23 school year, 401 behavior referrals were made while 312 referrals were made during the 2023-24 school year. This resulted in 89 fewer referrals during the current school year which equates to a 22% decrease in overall behavior referrals.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>N/A</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The decrease in the number of referrals can be attributed to more consistency across the school using common language to address behaviors. We have implemented the Sources of Strength (SOS) curriculum in all grade levels and assigned two SOS coaches to support teachers with implementation. In addition, our master schedule allows time for daily morning meetings to build relationships and problem-solving skills in classrooms. Our counselors have also dedicated themselves to supporting small groups of students to address their needs. They chose a Bobcat of the Month who demonstrated exemplary behaviors for each grade level. Lastly, we have added Pawsitive Puffs as an incentive program to improve lunchroom behavior.</p>

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources																												
ELA	<p>Kindergarten, first grade and second grade met the end of the year goal of a 10% increase in students performing on grade level as measured by the Quick Phonics Screener. The following shows the increase in students reading on grade level as measured by the Quick Phonics Screener:</p> <ul style="list-style-type: none"> Kindergarten increased by 13% resulting in 66 students (70%) of kindergarten students reading on grade level. First grade increased by 34% resulting in 68 students (51%) reading on grade level. Second grade increased by 26% resulting in 64 students reading on grade level. <p>Overall, 70% of kindergarteners, 51% of first graders, and 52% of second graders are performing on grade level resulting in an average of 57% of K-2 students reading on grade level.</p> <p>In grades K-2, teachers consistently implement daily systematic, explicit Cobb phonics lessons.</p> <p>Third, fourth, and fifth grade exceeded the end of year SIP goal for RI by 11%.</p> <ul style="list-style-type: none"> Third grade increased by 23% resulting in 47 students reading on or above grade level. Fourth grade increased by 18% resulting in 51 students reading on or above grade level. Fifth grade increased by 15% resulting in 47 students reading on or above grade level. <p>Through on-going professional development, teachers have increased their knowledge base when teaching foundational skills in reading (i.e., phonemic awareness, phonics, vocabulary and morphology).</p>	<p>Third grade did not meet our goal of a 10% increase in students performing on grade level as measured by the Quick Phonics Screener. They saw a 2% increase in student performance equating to 51% of third graders demonstrating on grade level performance.</p> <p>There is a concern using the QPS alone as it does not assess students' ability to encode. In addition, teacher subjectivity during administration may be a factor in generating reliable data.</p> <p>Despite meeting our EOY goal, 30% of Kindergarteners, 49% of 1st graders, 48% of 2nd graders and 48% of 3rd graders are reading below grade level at the end of the year.</p> <p>Write Score data indicates that students are struggling in relation to writing in response to reading with the following scores:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Average score</th> <th style="text-align: center;">Idea development, organization and coherence</th> <th style="text-align: center;">Language usage and conventions</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td style="text-align: center;">2.57</td> <td style="text-align: center;">1.93</td> <td style="text-align: center;">.64</td> </tr> <tr> <td>First grade</td> <td style="text-align: center;">1.53</td> <td style="text-align: center;">.98</td> <td style="text-align: center;">.53</td> </tr> <tr> <td>Second grade</td> <td style="text-align: center;">1.55</td> <td style="text-align: center;">1.03</td> <td style="text-align: center;">.52</td> </tr> <tr> <td>Third grade</td> <td style="text-align: center;">1.09</td> <td style="text-align: center;">.59</td> <td style="text-align: center;">.51</td> </tr> <tr> <td>Fourth grade</td> <td style="text-align: center;">1.01</td> <td style="text-align: center;">.66</td> <td style="text-align: center;">.35</td> </tr> <tr> <td>Fifth grade</td> <td style="text-align: center;">2.39</td> <td style="text-align: center;">1.23</td> <td style="text-align: center;">1.16</td> </tr> </tbody> </table> <p>Inconsistencies in instruction were evidenced through walkthrough data. For example, teachers were not consistently:</p> <ul style="list-style-type: none"> on schedule engaged with students teaching lessons aligned with learning targets instructing small groups on a specific skill or strategy 		Average score	Idea development, organization and coherence	Language usage and conventions	Kindergarten	2.57	1.93	.64	First grade	1.53	.98	.53	Second grade	1.55	1.03	.52	Third grade	1.09	.59	.51	Fourth grade	1.01	.66	.35	Fifth grade	2.39	1.23	1.16	<p>Quick Phonics Screener (QPS)</p> <p>Quick Phonics Screener quick checks for progress monitoring</p> <p>Reading Inventory</p> <p>Write Score Assessment Data</p>
	Average score	Idea development, organization and coherence	Language usage and conventions																												
Kindergarten	2.57	1.93	.64																												
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Fourth grade	1.01	.66	.35																												
Fifth grade	2.39	1.23	1.16																												

	<p>Daily intervention groups focused on deficit skill areas as determined by assessment data.</p> <p>On-going progress monitoring of the development of deficit skill areas.</p> <p>Expeditionary Learning, a knowledge-based curriculum, was utilized for a portion of the school year to support tier one instruction.</p> <p>Walk-through data indicated small group instruction was occurring 92% of the time.</p>	<p>Birney has a high transiency rate at 32% that negatively impacts student performance:</p> <ul style="list-style-type: none"> • Kindergarten= 43% • First= 29% • Second= 28% • Third= 38% • Fourth= 37% • Fifth= 26% 	
Math	<p>While we did not meet our goal of 55% proficient or advanced on the Math Inventory, we did see growth schoolwide. We had the following increases:</p> <ul style="list-style-type: none"> • 20% Advanced (0 to 132 students) • 18% Proficient (59 to 182 students) • 6% Basic (133 to 179 students) <p>We also had a decrease in the number of students at the Below Basic level:</p> <ul style="list-style-type: none"> • 41% (427 to 179 students) <p>According to Walkthrough data, math vocabulary terms were used by teachers and/or students in 67% of classrooms.</p>	<p>We did not meet the goal of 55% proficient or advanced on the Math Inventory. According to the May 2024 Math Inventory report the school-wide scores are as follows:</p> <ul style="list-style-type: none"> • 20% Advanced (132 of 672 students) • 27% Proficient (182 of 672 students) • 27% Basic (179 of 672 students) • 27% Below Basic (179 of 672 students) <p>Based on our Walkthrough data, we need to continue work in several areas:</p> <ul style="list-style-type: none"> • 38% of teachers were asking probing questions • 46% of teachers focused on math processes rather than correct answers • 33% of classrooms were not using math vocabulary terms • 47% of classrooms were using only abstract models, rather than concrete or representational. 	<p>Math Inventory Reports</p> <p>Collaborative Conversations during Critical Needs Assessment</p> <p>Walk Through Data</p>
Science	<p>Teachers in grades K-2 have worked to integrate Science content into the reading block using content related texts.</p> <p>Some teachers utilize the Cobb County Science Adoption Materials: Grades K,1, 2 - HMH Science Dimensions Grades 3, 4, 5- HMH Georgia Science.</p>	<p>The master schedule currently does not allow enough time to dedicate specifically to science, so it makes it necessary to integrate science into other content areas. This often results in little to no time to engage in hands on activities related to science. While our K-2 teachers began to make this shift, it is still an area that needs improvement.</p> <p>23% of our 5th grade students (24/105 students) scored Level 3 or Level 4 on the 2024 Science Milestones Assessment.</p>	<p>CCSD Interim Data</p> <p>2024 Science Milestones data for 5th grade</p> <p>Observational data as well as collaboration with teachers.</p>

		<p>Teachers are not utilizing the CTLS platform to access the CCSD provided lesson plans consistently.</p> <p>Teachers are not consistently giving the Science Interim assessments to all students for each unit.</p> <p>Average Percentage of Students Tested for each grade level: K- Not applicable 1st- 89% 2nd- 76% 3rd- 76% 4th- 61% 5th- 86%</p> <p>77% of our 5th grade students (81/105 students) scored Level 1 or Level 2 on the 2024 Science Milestones Assessment.</p>	
<p style="text-align: center;">Social Studies</p>	<p>Teachers in grades K-2 have worked to integrate Social Studies content into the reading block using content related texts.</p> <p>Some Teachers regularly use Studies Weekly to support grade-level standards.</p>	<p>The master schedule currently does not allow enough time to dedicate specifically to social studies, so it makes it necessary to integrate social studies into other content areas. While our K-2 teachers began to make this shift, it is still an area that needs improvement.</p> <p>Teachers are not effectively utilizing the provided CCCSD resources to support planning provided in CTLS (i.e., lesson plans, Discovery Ed, etc.).</p> <p>Teachers are not consistently giving the Social Studies Interim assessments to all students for each unit.</p> <p>Average Percentage of Students Tested for each grade level: K- Not applicable 1st- 85% 2nd- 68% 3rd- 57% 4th- 53% 5th- 72%</p>	<p>CCSD Interim Data</p> <p>Observational data as well as collaboration with teachers.</p>

<p>Discipline / School Climate Data</p>	<p>Some classroom teachers integrated and reviewed the school-wide discipline plan, Birney Big 3, consistently.</p> <p>Never Been Absent and Never Been Late recognitions held for students monthly.</p> <p>Positive office referrals were utilized by teachers to recognize good student behavior.</p> <p>“Paws”itive Puffs program implemented to support behavior in the cafeteria.</p> <p>Daily SEL block implemented to support the Sources of Strength curriculum.</p> <p>“Stop, Walk, and Talk” Bullying program implemented.</p>	<p>Teachers are not consistently holding morning meetings even with time allotted in Master Schedule for an SEL block daily.</p> <p>The implementation of the committee-created school-wide discipline plan (Birney Big 3) to support positive learning environments was not done with fidelity school-wide. p</p> <p>Ineffective classroom management has resulted in discipline concerns, and a negative impact on instruction and student engagement.</p>	<p>Comprehensive Discipline Summary Reports</p> <p>Formative observations of classroom environments.</p>
<p>Professional Learning What’s been provided? What is the impact?</p>	<p>Monthly Math professional learning focused on unpacking and understanding the new Georgia Math standards. Teachers were also given opportunities to practice using manipulatives and experiencing hands-on math activities to use with students. All of these experiences were intended to build teachers’ knowledge and understanding of how to develop conceptual understanding with their students.</p> <p>Monthly, differentiated professional learning has been delivered in grades K-5 during the 2023-24 school year. These opportunities have focused on educating teachers in strategies grounded in the Science of Reading. Examples include learning focused on the development of content-related vocabulary, morphology, foundational skills, and fluency.</p> <p>As a result of ELA professional learning, teacher efficacy has increased as evidenced through walk through data. In addition, the SIP goal was met for grades K, 1, 2, 4 and 5. The goal was partially met in 3rd grade (RI data). This could be contributed, in part, to an increase in foundational reading skills that allowed more students to successfully access on-grade level content.</p>	<p>Even when providing differentiated instruction, it is a challenge to meet the individual needs of all teachers during the professional learning sessions.</p> <p>Our support staff (EIP, ESOL, and SPED teachers) are unable to attend the majority of the PL sessions offered due to scheduling conflicts.</p> <p>Birney U was inconsistently implemented and needs a more clearly defined approach to meet the needs of our teachers.</p> <p>We were unable to allocate time and funds in order to allow classroom teachers to conduct learning walks.</p>	<p>Walk-through data</p> <p>QPS data</p> <p>RI data</p>

Other			
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Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>The Quick Phonics Screener did not allow for a demographic breakdown of findings for the fall administration. However, the spring administration does allow for a breakdown in the average score on the assessment per sub-group.</p> <p>In kindergarten, all student groups' average performance was in the developing or proficient range.</p> <p>In first grade, students in the following sub-groups scored in the developing or proficient range: non-ELL, non-EIP, and gifted. Males and females demonstrated similar average scores at 71% female and 72% male (developing range). In addition, the breakdown for ethnicities in the developing or proficient range is as follows:</p> <p>Black= average score of 77% (54 students)</p>	<p>Again, the QPS only allows for an average of performance.</p> <p>In first grade, students who receive the following additional supports are under performing and are demonstrating average scores in the beginning stages of skill acquisition:</p> <p>EIP= average score of 68% (117 students)</p> <p>ELL= average score of 58% (44 students)</p> <p>SWD= average score of 43% (12 students)</p> <p>Hispanic/Latino students scored average score of 63% (67 students) while two Asian students scored 48% as their average.</p>	<p>Quick Phonics Screener</p> <p>Reading Inventory</p>

Multi-racial= average score of 99% (6 students)

White= average score of 100% (3 students)

In second grade, most student groups' average performance was in the developing or proficient range.

In second grade, the following sub-groups fell in the beginning stages of skill acquisition:

White= average score of 56% (3 students)

SWD= average score of 47% (7 students)

The Reading Inventory data indicated the following:

3rd Grade

Category	Advanced	Proficient	Basic	Below Basic
Female	5% (2 students)	33% (13 students)	33% (13 students)	28% (11 students)
Male	9% (6 students)	43% (30 students)	20% (14 students)	28% (19 students)
ELL's	8% (3 students)	41% (15 students)	27% (8 students)	30% (11 students)
African American	5% (2 students)	36% (15 students)	26% (11 students)	33% (14 students)
Caucasian	50% (2 students)	25% (1 student)	-NA-	25% (1 student)
Hispanic	6% (3 students)	42% (22 students)	27% (14 students)	25% (13 students)
Asian	-NA-	50% (1 student)	50% (1 student)	-NA-
Two or More	14% (1 student)	57% (4 students)	14% (1 student)	14% (1 student)

4th Grade

4th Grade

Category	Advanced	Proficient	Basic	Below Basic
Female	13% (8 students)	38% (23 students)	30% (18 students)	18% (11 students)
Male	16% (9 students)	20% (11 students)	36% (20 students)	29% (16 students)
ELL's	7% (3 students)	36% (16 students)	33% (15 students)	24% (11 students)
African American	15% (7 students)	23% (11 students)	33% (16 students)	29% (14 students)
Caucasian	33% (1 student)	33% (1 student)	33% (1 student)	-NA-
Hispanic	13% (7 students)	33% (18 students)	33% (18 students)	22% (12 students)
Asian	25% (1 student)	50% (2 students)	25% (1 student)	-NA-

5th Grade

			<p>5th Grade</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Advanced</th> <th>Proficient</th> <th>Basic</th> <th>Below Basic</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>20% (10 students)</td> <td>30% (15 students)</td> <td>26% (13 students)</td> <td>24% (12 students)</td> </tr> <tr> <td>Male</td> <td>26% (12 students)</td> <td>21% (10 students)</td> <td>23% (11 students)</td> <td>30% (14 students)</td> </tr> <tr> <td>ELL's</td> <td>11% (5 students)</td> <td>32% (14 students)</td> <td>25% (11 students)</td> <td>32% (14 students)</td> </tr> <tr> <td>African American</td> <td>21% (8 students)</td> <td>18% (7 students)</td> <td>32% (12 students)</td> <td>29% (11 students)</td> </tr> <tr> <td>Caucasian</td> <td>63% (5 students)</td> <td>13% (1 student)</td> <td>13% (1 student)</td> <td>13% (1 student)</td> </tr> <tr> <td>Hispanic</td> <td>15% (7 students)</td> <td>34% (16 students)</td> <td>23% (11 students)</td> <td>28% (13 students)</td> </tr> <tr> <td>Asian</td> <td>(students)</td> <td>(students)</td> <td>(students)</td> <td>(students)</td> </tr> <tr> <td>Two or More</td> <td>50% (1 student)</td> <td>(students)</td> <td>(students)</td> <td>50% (1 student)</td> </tr> </tbody> </table>	Category	Advanced	Proficient	Basic	Below Basic	Female	20% (10 students)	30% (15 students)	26% (13 students)	24% (12 students)	Male	26% (12 students)	21% (10 students)	23% (11 students)	30% (14 students)	ELL's	11% (5 students)	32% (14 students)	25% (11 students)	32% (14 students)	African American	21% (8 students)	18% (7 students)	32% (12 students)	29% (11 students)	Caucasian	63% (5 students)	13% (1 student)	13% (1 student)	13% (1 student)	Hispanic	15% (7 students)	34% (16 students)	23% (11 students)	28% (13 students)	Asian	(students)	(students)	(students)	(students)	Two or More	50% (1 student)	(students)	(students)	50% (1 student)	
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<p>Math</p>	<p><input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant</p>	<p>The Math Inventory does not provide a report that shows student scores from initial administration to end of year administration for sub-groups to compare and track student progress.</p> <p>40% (37 of 93 students) of Kindergarten students scored in the proficient or advanced range on the Math Inventory.</p> <p>39% (53 of 134 students) of First Grade students scored in the proficient or advanced range on the Math Inventory.</p> <p>52% (63 of 121 students) of Second Grade students scored in the proficient or advanced range on the Math Inventory.</p> <p>50% (54 of 108 students) of Third Grade students scored in the proficient or advanced range on the Math Inventory.</p>	<p>The Math Inventory does not provide a report that shows student scores from initial administration to end of year administration for sub-groups to compare and track student progress.</p> <p>61% (56 of 93 students) of Kindergarten students scored in the Basis and Below Basic range on the Math Inventory</p> <p>61% (81 of 134 students) of First Grade students scored Below Basic range on the Math Inventory.</p> <p>48% (58 of 121 students) of Second Grade students scored in the Basis and Below Basic range on the Math Inventory.</p> <p>50% (54 of 108 students) of Third Grade students scored in the Basis and Below Basic range on the Math Inventory.</p>	<p>Math Inventory</p>																																													

		<p>52% (61 of 117 students) of Fourth Grade students scored in the proficient or advanced range on the Math Inventory.</p> <p>48% (46 of 97 students) of Fifth Grade students scored in the proficient or advanced range on the Math Inventory.</p>	<p>49% (56 of 117 students) of Fourth Grade students scored in the Basis and Below Basic range on the Math Inventory</p> <p>52% (51 of 97 students) of Fifth Grade students scored in the Basis and Below Basic range on the Math Inventory</p>	
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers are beginning to integrate Science into the ELA block. This is building students' background knowledge and understanding of Science-related concepts.	Interim assessments were not given consistently enough to generate meaningful data about subgroups.	
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers are beginning to integrate Social Studies into the ELA block. This is building students' background knowledge and understanding of Social studies-related concepts.	Interim assessments were not given consistently enough to generate meaningful data about subgroups.	
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Birney created a Morning Meeting time in the Master schedule to implement an SEL curriculum, Sources of Strength.</p> <p>Birney also implemented the Step, Walk and Talk anti-bullying lessons.</p> <p>Teachers taught and reviewed the Birney Big 3.</p> <p>Birney Big 3 posters displayed in each classroom as well as around the school to encourage common language.</p> <p>The "Paws"itive Puffs cafeteria incentive program was implemented.</p>	<p>There have been 312 office referrals this year. 77% of those violations were committed by male students. The ethnicity breakdown is as follows:</p> <ul style="list-style-type: none"> • 15% Hispanic (48 of 312) • 9% White/Caucasian (29 of 312) • 7% Multiracial (21 of 312) • 69% Black (214 of 312) <p>The three most frequently occurring violations were as follows: <u>Insubordination</u> 28% (87 of 312). This is the breakdown by percent of subgroups committing the violation:</p> <ul style="list-style-type: none"> • 10% Hispanic (9 of 87) • 3% Multiracial (3 of 87) • 18% White/Caucasian (16 of 87) 	Comprehensive Discipline Summary

			<ul style="list-style-type: none"> • 68% Black (59 of 87) <p><u>Rough or Boisterous Activities</u> 24% (75 of 312). This is the breakdown by percent of subgroups committing the violation:</p> <ul style="list-style-type: none"> • 24% Hispanic (18 of 75) • 12% Multiracial (9 of 75) • 6% White/Caucasian (5 of 75) • 57% Black (43 of 75) <p><u>Class Disruption</u> 23% (71 of 312). This is the breakdown by percent of subgroups committing the violation:</p> <ul style="list-style-type: none"> • 4% Hispanic (3 of 71) • 4% Multiracial (3 of 71) • 18% White/Caucasian (13 of 71) • 73% Black (52 of 71) 	
<p>Professional Learning</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>An ESOL consultant delivered professional development on Elevation resources to all staff. The ESOL also presented to staff twice during the school year.</p> <p>District-level leaders conducted Sources of Strength training twice during the school year.</p> <p>Approximately 8 teachers, including a member of the admin team, attended an ESOL conference.</p> <p>Teachers in grades 2-5 attended virtual conferences to build foundational reading skills knowledge, specifically with morphology.</p>	<p>We could not allocate time and funds to allow classroom teachers to conduct learning walks.</p> <p>It is a challenge to meet the individual needs of all teachers during the professional learning sessions.</p>	<p>Master Calendar</p>

<p style="text-align: center;">Other</p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Based on ACCESS scores, this year, we are exiting 37 students from the ESOL program, which is 16% of our ELL population.</p>	<p>We have 228 active English learners at Birney, which is 33% of our school's population. Of this group, 25 are newcomers to the country who speak very little or no English. Many of these newcomers have traveled long distances under difficult conditions and are also recovering from the trauma of those events.</p>	<p>ACCESS scores ESOL department</p>
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Statement of Concern #1	<p>According to the May 2024 Math Inventory assessment, 54% (358 of 672 students) of Birney students are performing at basic or below basic proficiency levels. The breakdown is as follows:</p> <ul style="list-style-type: none"> • 27% (179 of 672 students) scored in the basic range • 27% (179 of 672 students) scored in the below basic range
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>New Georgia math standards, along with the continued need to build content knowledge for teachers, are reflected in these scores. While most of our year was spent unpacking and understanding the new standards, there is still work to be done in this area. It is also clear that we must continue focusing on building teacher knowledge of authentic learning experiences for students such as performance tasks and real-world problems that build conceptual understanding.</p>
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>While teachers are becoming more comfortable with manipulatives, they continue to be underused when introducing concepts. Teachers also do not take the time to use them to create conceptual understanding and encourage student use throughout the math block.</p>
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Grade level fluency is also impacting our math proficiency. Efficiency, accuracy, and flexibility with grade-appropriate facts is a basic understanding that students need to tackle more challenging skills. Many of our students lack the basic fluency of facts needed to successfully master concepts as they progress and become more challenging.</p>

<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Scheduling issues continue to be a challenge for math instruction. Social-Emotional Learning and Intervention blocks were added to the schedule and caused many teachers to struggle to fit in 60 minutes for a math block. Most grade levels this year chose to focus their intervention blocks on reading/phonics support rather than math.</p> <p>The new Math Standards are also a contributing factor as they often assume mastery of standards that students were not taught in the previous grade due to the concept beginning this year.</p> <p>The rate of student transiency at Birney is 32%. This creates learning gaps for students entering and leaving school during the year. Students and teachers struggle to create cohesive learning environments with often changing classroom rosters. Students coming from states and school districts outside of Cobb have often not covered standards we have already taught causing additional gaps in learning moving forward.</p> <p>Birney has also experienced an increasing number of ELL Newcomers enrolling. We currently have 25 students who are new to the country and speak very little English. These students need several years to learn the language and reveal their full academic potential.</p> <p>Student attendance results in a loss of instructional time. During the 2023-24 school year, 7984 absences occurred. Of these absences, 44% are unexcused. In addition, our school reports a high rate of tardiness, but due to issues with our reporting system, we don't have an accurate number to report. These excessive absences result in a loss of instructional time for many students. The high occurrence of tardiness also negatively impacts student learning by causing them to miss integral parts of instruction.</p>
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>K-2 Math Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the Math Beacon Assessment will increase by 20%.</p> <p>3-5 Math Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the Number and Operations/Base 10 domain in Milestones will increase by 10%.</p>

<p>Statement of Concern #2</p>	<p>Although the K-2 QPS and 3-5 Reading Inventory goals were met, the following data indicated additional work is needed in foundational reading skills.</p> <p>*Note: 3rd grade did not meet their EOY QPS goal.</p> <p>According to the May 2024 QPS Data, 45% (204 of 453) Birney students in K-3 are performing below the grade level benchmark for QPS. The breakdown is as follows:</p> <ul style="list-style-type: none"> • Kindergarten has 30% (28 of 94) students performing below the grade level benchmark for QPS. • First Grade has 49% (65 of 133) students performing below the grade level benchmark for QPS. • Second Grade has 48% (58 of 122) students performing below the grade level benchmark for QPS. • Third Grade has 51% (53 out of 104) students performing below the grade level benchmark for QPS. <p>According to the May 2024 Reading Inventory Data, 55% (172 of 314) Birney Students perform at basic or below basic proficiency levels. The breakdown is as follows:</p> <ul style="list-style-type: none"> • Third Grade has 53% (57 of 101) Birney students performing at the basic or below basic level. • Fourth Grade has 56% (65 of 116) Birney students performing at the basic or below basic level. • Fifth Grade has 52% (50 of 97) Birney students performing at the basic or below basic level.
<p>Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>Data indicates that, while many teachers engage in small group instruction, it is often not clearly focused on specific skills and strategies. In addition, it is often not implemented with fidelity. Although walkthrough data indicated that 92% of teachers were conducting small groups, the quality of the small group instruction was determined to be a root cause according to walk-through data.</p>
<p>Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p>	<p>A large part of professional learning this year focused on utilizing resources and strategies in small group instruction grounded in research-based practices (science of reading). This has been a significant learning curve for some teachers and required a shift in thinking and philosophies. Teachers are becoming more comfortable and confident with the materials, but it takes time. Furthermore, we are also developing the knowledge base of novice teachers.</p>

<p>Root Cause #3 - (Within control)</p> <p>Impacts which system(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement 	<p>The schoolwide focus on QPS data has overshadowed the use of additional data available—for example, K-2 county phonics assessments, interims for all grade levels, and RI results. Grade levels inconsistently use these additional data points to make instructional decisions.</p> <p>As instructional practices shift, teachers in grades 3-5 are still addressing foundational skill deficits for many students. Professional learning has been split for these grade levels between building their capacity to address foundational deficits while also providing professional learning to develop their knowledgebase of strategies to support grade-level standards.</p>
<p>Contributing Factors (Outside of control)</p>	<p>High rate of teacher absences for specific classrooms.</p> <p>Scheduling conflicts have arisen throughout the year, resulting in CCC time being used for other endeavors. This has taken time away from teachers, and it could have been used for data dives more consistently, evaluating various assessments.</p> <p>Excessive absences, tardies, and a high transiency rate perpetuate gaps in student learning.</p>
<p>Goal</p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>K-2 ELA Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the ELA Beacon Assessment will increase by 20%.</p> <p>3-5 ELA Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the ELA Milestones will increase by 10%.</p>

Statement of Concern #3	According to the Comprehensive Discipline Summary, insubordination (G4) constitutes the largest number of policy violations at 22% (87/403).
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Some teachers struggle with behavior management strategies resulting in a higher number of insubordination policy violations.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Students do not have the appropriate academic behaviors to handle the school environment.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is a lack of consistent language and expectations for student behavior across the school.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Parents having lax discipline practices at home as well as a lack of involvement when it comes to their child’s education. In addition, many parents do not have the time and resources needed to be more involved and supportive of the school environment.
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	From the end of the 2024 school year to the end of the 2025 school year, the number of policy violations in the area of insubordination for students in grades K-5 will decrease by at least 10% as measured by the Comprehensive Discipline Summary Report.

School Improvement Goals
Include goals on the parent compacts and policy.

Goal #1	<p>K-2 ELA Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the ELA Beacon Assessment will increase by 20% (64 students as of 8/2/24).</p> <p>3-5 ELA Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the ELA Milestones will increase by 10% (34 students as of 8/2/24).</p>
Goal #2	<p>K-2 Math Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the Math Beacon Assessment will increase by 20% (64 students as of 8/2/24)</p> <p>3-5 Math Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the Number and Operations/Base 10 domain in Milestones will increase by 10%. (34 students as of 8/2/24)</p>

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator will improve the collaboration between parents, school personnel, and community members; increase parent involvement in the educational process of their child; help close the achievement gap between students in Title I and non-Title I schools; improve the communication among school personnel and non-English speaking parents; and assist with the facilitation of School Improvement Plan goals.
1 st Grade Class Size Reduction Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	A class size reduction teacher will provide a smaller class of students, allowing teachers to meet more frequently during small group instruction (literacy block, math block).
2 nd Grade Class Size Reduction Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	A class size reduction teacher will provide a smaller class of students, allowing teachers to meet more frequently during small group instruction (literacy block, math block).
Kindergarten Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The Instructional Paraprofessional will collaborate with the teacher to implement lessons supporting classroom instruction. This includes running small groups, completing formative assessments and checklists, and helping to monitor classroom behaviors to provide a supportive learning environment.

<p align="center">GOAL #1</p>	<p>K-2 ELA Goal During the 2024-2025 school year, the number of primary grade students scoring prepared on the ELA Beacon Assessment will increase by 20%. (64 students)</p> <p>3-5 ELA Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the ELA Milestone will increase by 10%. (34 students)</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2. a, 2. b, 2. c(i), 2. c(ii), 2. c(iv), 2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5. e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p align="center">People Responsible</p>
<p><i>K-2 grade classroom, EIP and classroom teachers will implement phonics and phonemic awareness strategies as evidenced by readiness scores and benchmark assessments.</i></p>	<p>Instructional materials</p> <p>UFLI</p> <p>QPS</p>	<p>Title 1 District</p> <p>Title 1</p> <p>N/A</p>	<p>September 2024</p>	<p>Implementation Performance Target: K-2 grade classroom and EIP teachers will implement phonic awareness strategies monthly.</p> <p>Implementation Plan: August 2024: Teachers will administer the Beacon and the iReady diagnostic assessment to create skill-focused groups. In addition, teachers in K-2 will be administering quarterly ELF assessments. Teacher professional development provided by Academic Coaches; including how to use the assessment results to plan for student instruction and group students to meet specific needs.</p> <p>September 2024: Teachers will implement daily, direct phonics instruction in small groups.</p> <p>September-April 2024: Monthly walk-through data focused on observing phonics instruction.</p>	<p>Evaluation Performance Target: By January, 50% of students in grades K-2 will be performing on grade level as indicated by the post ELF assessment for Q2. By May, 70% of K-2 students will reach grade level performance as indicated by the ELF post-assessments for Q4.</p> <p>Evaluation plan: Teachers will administer pre- and post-ELF assessments, along with formative assessments throughout each quarter. Data will be evaluated and discussed during CCC meetings.</p> <p>Evidence: Data collected from:</p> <ul style="list-style-type: none"> • ELF phonics student data • ELF Walk-Through Data 	<p>Classroom teachers</p> <p>EIP teachers</p> <p>Instructional Support Specialists</p>

				<p>October-April 2024: Teachers will conduct progress monitoring on the targeted phonics skill and regroup students as needed. Instructional support specialists will support this process during monthly CCC meetings.</p> <p>Artifacts: K-5:</p> <ul style="list-style-type: none"> • CCC minutes • ELF Walk-Through Form • iReady & Beacon assessment 		
<p>3-5 classroom and EIP teachers will implement daily direct small group reading interventions that are focused on identified skill deficit areas as indicated by monthly instructional walks.</p>	<p>Instructional materials</p> <p>UFLI</p> <p>QPS</p>	<p>Title 1 District</p> <p>Title 1</p> <p>N/A</p>	<p>September 2024</p>	<p>Implementation Performance Target: 3-5 grade classroom and EIP teachers will implement phonemic awareness strategies monthly.</p> <p>Implementation Plan: August 2024: Administrators will provide examiner professional development for I-Ready. Teachers will administer the I-Ready diagnostic to create skill-focused groups. Teacher professional development provided by Academic Coaches on how to read the data reports, use the data to drive instructional practices and differentiate to meet student needs.</p> <p>September: Teachers will implement daily, direct phonics instruction in small groups.</p> <p>October-April 2024: Teachers will conduct progress monitoring on the targeted phonics skill and regroup students as needed.</p>	<p>Evaluation Performance Target: By January 50% of students will reach grade level performance as indicated by the Beacon assessment.</p> <p>Evaluation plan: Teachers will administer Beacon three times per year. Results will be analyzed during CCC meetings. Adjustments to instruction will be noted in CCC minutes.</p> <p>Evidence: Data collected from:</p> <ul style="list-style-type: none"> • Beacon Student assessment data • Walkthrough form data based on 120-minute ELA block 	<p>Classroom teachers</p> <p>EIP teachers</p> <p>Instructional Support Specialists</p>

				<p>Instructional support specialists will support this process during monthly CCC meetings.</p> <p>September-April 2024: Monthly walk-through data focused on observing phonics instruction.</p> <p>Artifacts:</p> <p>K-5:</p> <ul style="list-style-type: none"> • CCC minutes • iReady & Beacon Assessment • Walkthrough form 		
Classroom teachers and support personnel will provide direct instruction in writing during the ELA block aligned to student deficit areas as indicated by monthly instructional walks.	Instructional materials	Title 1	September 2024	<p>Implementation Performance Target:</p> <p>Classroom teachers and support staff will provide daily direct instruction in writing.</p> <p>Implementation Plan:</p> <p>August: (Grades 1 and 2) Teachers will administer and score a writing pre-assessment using a common scoring rubric.</p> <p>(Grades 3-5) Teachers will administer and score a writing diagnostic to determine skill deficit areas.</p> <p>Teacher professional development provided by Academic Coaches (see PL roll-out plan).</p> <p>Beginning of September: (Grades 1-5) Teachers will use the results of the writing pre-assessment and diagnostic to support small-group</p>	<p>Evaluation Performance Target:</p> <p>By September 30 all teachers will implement daily direct instruction in writing aligned to student deficit areas as measured by monthly walk-through data.</p> <p>Evaluation plan:</p> <p>Teachers will administer quarterly pre and post assessments. Results will be analyzed during CCC meetings and adjustments to instruction will be noted in CCC minutes.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Walk-through Data • Student data on pre- and post-writing assessments 	<p>Classroom teachers</p> <p>Instructional Support Specialists</p>

				<p>lesson planning during CCC meetings.</p> <p>October-April Teachers will administer and score a pre- and post-assessment using a common scoring rubric. They will then meet to desegregate the data and plan next steps monthly. Instructional support specialists will support collaborative conversations around resulting data monthly. Instructional support specialists will provide PL on calibrating the use of the scoring rubrics for each grade-level.</p> <p>October-April Instructional Support Specialists will provide monthly professional learning opportunities to support the implementation of targeted writing interventions.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Walk-through form • Writing diagnostic • Pre and Post writing assessments • Common scoring rubrics • CCC Minutes 		
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<p>GOAL #2</p>	<p>K-2 Math Goal During the 2024-2025 school year, the number of primary grade students scoring Prepared on the Math Beacon Assessment will increase by 20%. (64 students)</p> <p>3-5 Math Goal During the 2024-2025 school year, the percentage of students increasing at least one achievement level on the Number and Operations/Base 10 domain in Milestones will increase by 10%. (34 students)</p>					
<p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p>Resources</p>	<p>Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p>Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p>People Responsible</p>
<p>Students in grades 1-5 will build fluency with grade-appropriate math facts through weekly strategy lessons and practice as evidenced by common fluency assessments.</p>	<p>Instructional Supplies</p> <p>Origo Fluency Kits</p> <p>CTLS</p> <p>Building Fact Fluency Kits</p>	<p>Title 1</p> <p>District</p> <p>District</p> <p>Title 1</p>	<p>September 2024</p>	<p>Implementation Performance Target: By September 30, 2024 all 1st-5th grade classroom and EIP teachers will teach the weekly strategy lessons.</p> <p>Implementation Plan: August: Provide teachers with training on administering assessments and the interpretation of math common fluency assessment reports. The training will include using assessment data to drive instruction and differentiate strategies to meet the unique needs of the students.</p> <p>September- April: All students will practice fact fluency weekly as evidenced in small group plans.</p> <p>September- December: Teachers will use assessment data to group students for targeted fluency lessons.</p>	<p>Evaluation Performance Target: By December 30, 2024, 70% of students in grades 1st-5th will score at the proficient level on grade-appropriate math facts as evidenced through common fluency assessments.</p> <p>Evaluation plan: By December 30, 2024, Grade-level teachers will administer common fluency assessments, discuss the results during their CCC meetings, and record the scores on their grade-level ccc minutes.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Common Fluency Assessment Data 	<p>Instructional Support Specialists</p> <p>Classroom Teachers</p> <p>Math Interventionist</p>

				<p>Artifacts:</p> <ul style="list-style-type: none"> • Common fluency assessment • Building Fact Fluency Classroom Kits • Origo Fluency Kits 		
<p>The Instructional Support Specialists will provide teachers with professional learning on grade-level standards to build content knowledge evidenced by professional learning agendas.</p>	<p>Instructional Support Specialists</p> <p>Instructional Supplies</p> <p>CTLS</p>	<p>District</p> <p>Title 1</p> <p>District</p>	<p>August 2024</p>	<p>Implementation Performance Target: By August 2024, 100% of teachers will participate in monthly professional learning provided by the academic coaches.</p> <p>Implementation Plan:</p> <p>Preplanning: Instructional Support Specialists will collaborate on supporting teachers with best practices and strategies for math instruction including the use of manipulative, questioning strategies and math discourse</p> <p>August: The Instructional Support Specialist will develop an instructional walkthrough form to include a look-for form.</p> <p>September- December: Instructional Support Specialists will deliver monthly professional learning focused on strategies to support upcoming standards. Teachers will implement strategies from professional learning during their math block.</p> <p>Artifacts:</p> <ul style="list-style-type: none"> • Walkthrough form 	<p>Evaluation Performance Target: By December 30, 2024, 100% of teachers will use strategies and best practices from professional learning as evidenced in the monthly instructional walkthroughs.</p> <p>Evaluation plan:</p> <p>By August 2024, the Instructional Support Specialist will create and share an instructional walkthrough form</p> <p>Quarterly: Review the findings of the instructional walkthroughs with teachers</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Walkthrough form data • Student common assessment data 	<p>Administration</p> <p>Instructional Support Specialists</p> <p>Classroom Teachers</p>

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Work with MUST Ministries to provide a food pantry for needy families. Students will be provided with school supplies, backpacks, and 2 sets of school uniforms on an as-needed basis.</p> <p>Half of an instructional allotment is being utilized to provide a full-time School Social Worker at Birney.</p>	<p>Tutoring supplies</p> <p>School Counselors</p> <p>School Social Worker</p> <p>Partners In Education</p> <p>Parent Facilitator</p>	<p>Title I / Partners In Education (PIE)</p> <p>District</p> <p>District</p> <p>Partners In Education</p> <p>Title 1</p>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Analyze data by student groups and address trends.</p> <p>Provide home-school communication in students’ first language and interpreters at meetings as needed.</p> <p>Provide protected time for ESOL teachers and general education teachers to collaborate and address students’ strengths and weaknesses.</p> <p>Collaborate with the International Welcome Center (IWC) to secure translators as needed throughout the school year.</p> <p>Provide parent workshops to support learning.</p> <p>Incorporate Imagine Learning for ELL newcomers identified as striving with English language development by the WIDA screener and ACCESS scores.</p>	<p>CTLS Assess</p> <p>Parent Facilitator</p> <p>Master Schedule</p> <p>International Welcome Center</p>	<p>District</p> <p>Title 1</p> <p>Local School</p> <p>District Title III</p>

<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Analyze data by student groups and address trends.</p> <p>Provide timely feedback to parents/guardians regarding student progress.</p> <p>Provide literature that represents diversity and is culturally responsive for read-alouds, mentor texts, guided reading, and classroom libraries.</p>	<p>CTLs Assess</p> <p>Foundational Reading Assessment, Reading Inventory, Math Inventory data</p> <p>Classroom libraries</p> <p>Schoolwide Bookroom</p> <p>Progress Reports</p>	<p>District</p> <p>District</p> <p>District / Title 1</p> <p>District / Title 1</p> <p>N/A</p>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	<p>Counselors and Social Workers will implement small groups that address individual student needs.</p> <p>Contact the Homeless Education Program to provide needed resources as appropriate.</p> <p>Collaborate with International Welcome Center (IWC) to identify any migrant students and provide support to students and families as needed.</p>	<p>Guidance Counselors</p> <p>School Social Workers</p> <p>Parent Facilitator</p> <p>International Welcome Center</p>	<p>District</p> <p>District</p> <p>Title 1 District</p>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Analyze data by student groups and address trends.</p> <p>Special Education teachers will consistently collaborate with their co-teachers to ensure students' instructional needs are being addressed.</p> <p>Special Education Case Managers will meet with families at a minimum of once a school year to provide learning progress on Individualized Educational Program (IEP) Goals and to provide strategies for academic success.</p>	<p>CTLs Assess</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Services and Support Administrator</p>	<p>District</p> <p>District</p> <p>District</p> <p>District</p>

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2024</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 5, 2024		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 3, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2025</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 18, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p>	September 3, 2024		
	November 12, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	January 7, 2025		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	March 4, 2025		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. Briefly describe the transition activities here: We support the transition to middle school by offering in-school time for students to learn about key stakeholders and general school information. We also encourage families to attend incoming 6th grader nights at our feeder Middle Schools. In the spring we host a Kindergarten Orientation for incoming students. We also host a summer camp for incoming Kindergartners and Open House for all incoming students.</p>	July 15-18, 2024 Kindergarten Camp September 5, 2024 Open House April 2025 5 th grade transition and Kindergarten orientation		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> School – Family Compacts Flyers and communication (e.g. CTLS Parent, social media, website, etc.) Monthly Birney Bulletin School Newsletter</p>		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for “Shall’s” 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	“Shall” Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Bilingual Math and Literacy Nights	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Partners in Education Instructional Support Specialists Parent Facilitator	Partners in Education Local School Funds Title 1	10/3/24 3/4/25	Following each event, attendees will be asked to complete a survey to help determine the impact of the event and the materials and resources provided to parents. Artifacts/Evidence: attendance rosters, parent surveys, copies of materials/resources provided	Parent Facilitator Instructional Support Specialists
Bi-lingual events that encourage parent participation and support of the education program (Open House, Sneak a Peek, Meet and Greet, Resource Room Open House, Fall and Spring Forums, etc.)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Parent Facilitator Parent Resource Room	Local School Funds Title 1	7/30/24 9/3/25	The Parent Facilitator will monitor attendance rosters to gauge family participation. Artifacts/Evidence: attendance rosters, flyers	Parent Facilitator Classroom teachers ESOL support
Bi-lingual monthly newsletter for curriculum initiatives, volunteer opportunities, and resources.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Smore Administration	Title 1 District	Monthly beginning August 2024	The newsletter will be distributed via CTLS and Administration will pull reports to gauge how many families are reading the newsletters. Artifacts/Evidence: newsletters	Administration
ESOL parent workshops to provide support for those parents.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Parent Facilitator	Title 1 District Title III	1 per semester (Fall and Spring)	Following each workshop, attendees will be asked to complete a survey to help determine the impact of the event and the materials and resources provided to parents. Artifacts/Evidence: attendance rosters, parent surveys, copies of materials/resources provided	Parent Facilitator ESOL support District Personnel

GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)
1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of 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 the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)
2. Cobb County’s schoolwide plans are 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. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)
3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, 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. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)
4. Cobb County’s schoolwide plans are available to the local education 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. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)

5. Describe how the schoolwide plan has been 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. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

Birney employs a full-time social worker along with two full-time counselors to support the needs of our students. Birney teachers have implemented the Sources of Strength and Stop, Walk, and Talk curriculums provided by CCSD. The school works with CCSD School Nutrition to provide healthy breakfast and lunch for students daily. In addition, our cafeteria provides healthy snack food for ASP students. Our Wellness Team provides weekly wellness tips to staff and students. Birney actively participates in the Early Literacy Framework which support K-2 phonics instruction. Five staff members have already completed LETRS training, while seven staff members are currently enrolled through CCSD. Also, we have two Reading Intervention labs and a Math Interventionist that support third through fifth-grade students. Birney offers daytime and afterschool tutoring to support student learning and close instructional gaps.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute 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. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors 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. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

The Administration and Instructional Support Specialists will collaborate monthly to monitor school-wide data via the school-wide datasheet, CTLS Assess, and the State’s annual assessments to desegregate trends. Learning walks will provide additional data to monitor the implementation of the School Improvement Plan.

8. Describe how the school determines 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. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

CTLS will house the Quick Phonics Screener (QPS) assessments. Teachers in grades K-5 will administer these assessments as pre and post-tests administered at the beginning and end of the year. The results of these assessments will be used to plan targeted interventions. In addition, formative assessments will be administered on 15-day assessment cycles in grades K-3 and striving students in grades 4 and 5. Data will be collected and analyzed for effectiveness. This data will be sorted by subgroups to analyze and address trends across multiple assessment measures. Classroom teachers and support personnel will collaborate to address the trends in order to determine the next steps in instruction. In addition, we will analyze data from Zearn, DreamBox Learning,

phonics, GloSS, as well as local and district formative and summative assessments to determine enrichment opportunities for thriving learners as well as supports for striving learners.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

The plan is a living document and will be revised as needed based on data collection, learning walks, and staff and community input. The Administration, Instructional Support Specialists, and Guiding Coalition will collaborate to make necessary changes based on the aforementioned criteria.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: 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 - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your 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.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

We have a full-time RTI Facilitator who will coordinate the school-wide Multi-Tiered Systems of Support (MTSS) process to collaborate with teachers to provide interventions in academics and behavior.

We use the following interventions to limit and reduce the number of disciplinary practices which remove students from their classroom environment:

We developed and used a behavior program that focuses on the Birney Big Three: Be Respectful, Be Responsible, and Be Kind. The plan focuses on common language throughout each classroom and rules for common areas (cafeteria, hallway, bus, bathroom, and playground). Each teacher participates in professional learning on the behavior flow-chart, which defines teacher-managed versus administrator-managed behaviors and positive strategies for teachers to use in the classroom. We provided lessons to teach the Birney Big Three and rules for the common areas.

- Daily Morning Meetings begin the day in each classroom. Morning Meetings build classroom community and create a positive climate that promotes respect. This is a safe place for students to express concerns, and feelings, and learn to solve problems in a socially acceptable way. This is a place for students to recognize and appreciate each other’s cultural, religious, and other differences and similarities. Teamwork activities are also a part of the Morning Meeting process and students learn to work together effectively for a common goal.

- Staff greets students in the morning, as the research states that it supports the development of positive relationships and student engagement in the classroom.
- Teachers participate in professional learning to gain strategies to respond effectively to serious or persistent behavior problems and address the needs of students who are chronically disruptive, inappropriate, or violent. Parent-teacher conferences support partnerships as families and teachers work together to create a positive behavior plan so students can feel successful and remain available for learning in the classroom.

ALL teachers and staff practice motivating students through self-management strategies, providing positive role models, and building healthy relationships. The administration follows the CCSD progressive discipline policy to support chronic student behaviors.

14. Describe 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. SWP Checklist 2.c(iv)

SCHOOL RESPONSE:

Cobb Collaborative Communities: Focused professional development based on rigorous teaching and learning is essential to increasing student achievement. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Ongoing professional learning
- Targeted student outcomes and goals
- Collaborative planning
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math, and physical education)

At Birney Elementary, we support non-tenured teachers and those new to Birney through monthly Birney U (Birney University) professional learning in classroom management, procedural routines, best practices, and classroom setup. Novice teachers will be provided with a mentor teacher.

On a consistent basis, teachers will meet with Instructional Support Specialists to receive professional learning based on regular data review and teacher voice.

The ELA Instructional Support Specialists will conduct professional learning focused on research-based strategies. Additional differentiated professional learning will be implemented to address areas of need as data indicates. Teachers will meet with the Math Instructional Support Specialists to deepen their understanding of math standards, increase math discourse and student collaboration, learn more about supporting the development of fact fluency, and receive professional learning on teaching the standards to build conceptual understanding.

Each quarter every grade level will receive release time to collaboratively plan for the upcoming quarter and create a curriculum map.

In addition, we receive support from Title 1 and district-level coaches for professional learning and more.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. SWP Checklist 2.c(v)

SCHOOL RESPONSE:

New students entering Kindergarten are provided with various opportunities to prepare for their transition to school. Prior to enrollment, families are invited to attend a Kindergarten orientation in the spring, where information about the school environment is shared and a tour of the Kindergarten classrooms is provided. Additionally, a Kindergarten camp is held in July to help students become familiar with a typical school day, practice skills such as cafeteria etiquette, and learn hallway procedures. Throughout the school year, families can attend events such as Sneak a Peek and Open House.

In preparation for their transition to Sixth grade, our Fifth-grade students learn more about Middle School through visits from Middle School Counselors, trips to the Middle Schools, and family information nights hosted at our feeder Middle Schools.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware 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. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers 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 State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*