

School Improvement Plan

Title I, Part A



School Year:	2026 - 2027
School Name:	Elementary
Principal Name:	William Dills
Date Submitted:	
Revision Date(s):	8-5-26

<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 in This Plan (SWP Schools. 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 SY2027 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 individuals with valuable experiences and perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements for participating in 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.

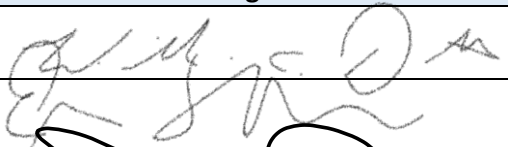
Required Stakeholders	Suggested Stakeholders
Administrative Team	Parent Facilitators
Content or Grade Level Teachers	Media Specialists
Local School Academic Coaches	Public Safety Officers
District Academic Coaches	Business Partners
Parent (a Non-CCSD Employee)	Social Workers

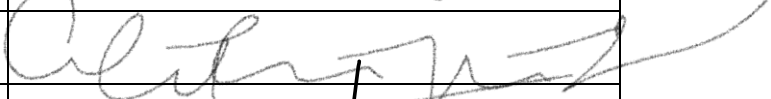
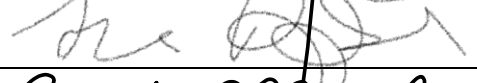
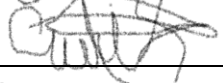
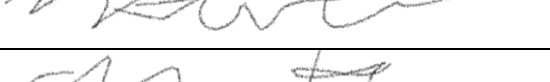
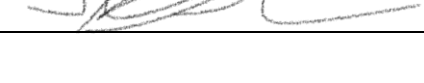
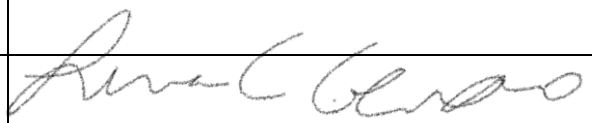
Student (Required for High Schools)	Community Leaders
Structured Literacy Coach (For CSI/ TSI Schools)	School Technology Specialists
MRESA School Improvement Specialist (For Federally Identified Schools)	Community Health Care Providers
	Universities or Institutes of Higher Education

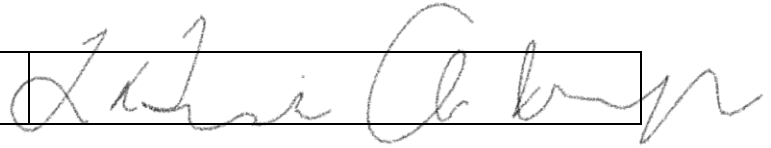
SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS - SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement plan (SIP) team consists of individuals 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 Dates:	4/20/26		
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Position/Role	Printed Name	Signature
Principal	William Dills	
Assistant Principal	Erin Schularick	
Assistant Principal	Donna Durkee	
Support and Services Administrator	Kristi Flood	

EIP teacher with flexibility	Kourtney Jones	
EIP teacher with flexibility	Celetheia McCain-Francois	
EIP teacher with flexibility	Michelle Mullinax	
Kindergarten Team Lead	Shannon Berenguer	
1 st Grade Team Lead	Cristin Moulton	
2 nd Grade Team Lead	Marie Luz	
3 rd Grade Team Lead	Lakeyda Davis	
4 th Grade Team Lead	Curtis Singleton	
5 th Grade Team Lead	Amber Heath	
SPED Lead	Brittney Farmer	
EIP Lead	Christy Hackney	
Para Lead	Diara Reynolds	
District Title 1 Supervisor	Dr. Patrice Jones	
District Title 1 Coach	Kelly Bodner	
District Title 1 Coach	Meta Rome	
Parent Facilitator	Lina Capellan-Genao	

Parent representative	LaTisa Codrington	
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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 School Improvement Plan (SIP).

Previous Year's Goal #1	During the 2025-2026 school year, 40% (82 out of 204) of students in 1st and 2nd grades will score prepared in the Foundations domain of the Spring ELA Beacon Assessment. During the 2025-2026 school year, 35% (118 out of 337) students in 3rd through 5th grade will score a level 3 or 4 on the ELA Milestones.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	The 1st and 2nd grade goal was not met. Beacon data indicates the number of primary grade students scoring prepared in the Foundations domain was 38% (75 out of 198). However, 1st grade did meet the goal with 40% scoring prepared with 2nd grade scoring 36%. Milestones data will not be available until November of 2026 for the 25-26 school year. Based on the previous year's Beacon Milestone performance scale scores 42% (139 out of 329) students score a spring ELA Beacon scale score equivalent to a level 3 or 4 on the ELA Milestones.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	The following actionable steps can be implemented to address the area of need: • Prioritize tutoring and/or EIP groups that include students that scored near target on the foundations domain of Beacon in 1st and 2nd grade • More consistent administration of formative phonics assessments • More consistent monitoring of formative phonics assessment data through grade-level data sheets

If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	
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Previous Year's Goal #2	- During the 2025-2026 school year, 15% (30 out of 204) of students in grades 1 and 2 will score prepared on the Spring Math Beacon assessment. - During the 2025-2026 school year, 12% (40 out of 331) of students in grades 3-5 will score level 4 on the Milestones Math assessment.
Was the goal met? ☐ YES ☐ NO ☒ Partially	
What data supports the outcome of the goal?	The Spring Beacon data showed 20% (39/198) of students in grades 1 and 2 scored Prepared Milestones scores show 10% (35/337) students scored a Level 4 on the assessment. 3rd grade 5% (6/129), 4th grade 16% (18/111) and 5th grade 11% (11/97)
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	- Prioritize tutoring for students that score Near Target on the Beacon assessment. - Intervention groups after the Fall administration of Beacon to target Domain/Standards deficits. - Targeted small-group activities to meet the needs of each learner. - i-Ready teacher led and independent lessons on targeted skills.

If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal?	More emphasis on common assessments and remediation of skills not mastered
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Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

ELA DATA			
ELA Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	22.9%	26%	Pending
4 th Grade	26.7%	35.9%	Pending
5 th Grade	43.4%	28.6%	Pending

Beacon ELA Data – Spring Administration	Foundations			Language			Texts			Interpreting Texts			Constructing Texts		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
1 st Grade	29%	31%	40%	27%	46%	27%	39%	40%	22%	28%	42%	30%	42%	40%	18%
2 nd Grade	29%	34%	36%	37%	35%	28%	41%	36%	23%	34%	35%	31%	40%	40%	20%

Beacon ELA Data – Spring Administration	Interpreting Texts												Constructing Texts								
	Texts: Context; Structure & Style			Texts: Techniques			Language: Vocabulary			Listening			Texts: Context; Structure & Style; Techniques			Texts: Research & Analysis			Language: Grammar Conventions		
	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P	SN	NT	P
3 rd Grade	21%	72%	7%	20%	69%	11%	18%	74%	8%	38%	58%	4%	17%	74%	9%	21%	69%	10%	28%	63%	9%
4 th Grade	23%	62%	15%	19%	64%	17%	20%	71%	9%	32%	48%	14%	22%	65%	13%	19%	67%	14%	27%	62%	11%
5 th Grade	25%	53%	22%	18%	60%	22%	17%	62%	21%	29%	48%	23%	15%	71%	14%	15%	67%	18%	30%	54%	15%

Source	Strengths	Weaknesses
FY26 ELA Milestones (Grade Levels & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): Assessment data is pending and will be available in November of 2026. EL: SWD:	For Grade Levels, ELs and SWD Grade Levels (all students): Assessment data is pending and will be available in November of 2026. EL: SWD:

Beacon Assessment – ELA (Grade Levels & Student groups)	<i>Grade Levels (all students):</i> Based on the 1st and 2nd grade Beacon overall results in ELA, our students have demonstrated strengths in the following areas: • Foundations: 71% (140 out of 198) scoring Near Target or Prepared. • Language: 68% (140 out of 198) scoring Near Target or Prepared. • Texts: 61% (140 out of 198) scoring Near Target or Prepared. • Interpreting Texts: 69% (140 out of 198) scoring Near Target or Prepared. Additionally, 66% of students (130 out of 198) demonstrated moderate to high overall growth. EL (1st grade): Based on the 1st grade Beacon overall results in ELA, our students have demonstrated strengths in the following areas: • Foundations: 50% (15 out of 30) scoring Near Target or Prepared • Language: 60% (18 out of 30) scoring Near Target or Prepared	<i>Grade Levels (all students):</i> Based on the 1st and 2nd grade Beacon overall results in ELA, our students have demonstrated weaknesses in the following areas: • Foundations: 29% (58 out of 198) scored Support Needed • Language: 32% (63 out of 198) scored Support Needed • Texts: 40% (79 out of 198) scored Support Needed • Interpreting Texts: 31% (61 out of 198) scored Support Needed • Constructing texts: 41% (81 out of 198) scored Support Needed Additionally, 32% of students (64 out of 198) demonstrated low overall growth. EL (1st grade): Based on the 1st grade Beacon overall results in ELA, our students have demonstrated weaknesses in the following areas: • Foundations: 50% (15 out of 30) scored Support Needed • Language: 40% (12 out of 30) scored Support Needed • Texts: 46% (14 out of 30) scored Support Needed
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	• Texts: 54% (16 out of 30) scoring Near Target or Prepared • Interpreting Texts: 57% (17 out of 30) scoring Near Target or Prepared Additionally, 63% of students (19 out of 30) demonstrated moderate to high overall growth. EL (2nd grade): Based on the 2nd grade Beacon overall results in ELA, our students have demonstrated strengths in the following areas: • Foundations: 67% (28 out of 42) scoring Near Target or Prepared • Language: 55% (23 out of 42) scoring Near Target or Prepared • Interpreting Texts: 60% (25 out of 42) scoring Near Target or Prepared • Constructing Texts: 52% (22 out of 42) scoring Near Target or Prepared Additionally, 64% of students (27 out of 42) demonstrated moderate to high overall growth. SWD (1st grade):	• Interpreting Texts: 43% (13 out of 30) scored Support Needed • Constructing texts: 63% (19 out of 30) scored Support Needed Additionally, 37% of students (11 out of 30) demonstrated low overall growth. EL (2nd grade): Based on the 2nd grade Beacon overall results in ELA, our students have demonstrated weaknesses in the following areas: • Foundations: 33% (14 out of 42) scoring Support Needed • Language: 45% (19 out of 42) scoring Support Needed • Texts: 52% (22 out of 42) scoring Support Needed • Interpreting Texts: 40% (17 out of 42) scoring Support Needed • Constructing Texts: 48% (20 out of 42) scoring Support Needed Additionally, 36% of students (15 out of 42) demonstrated low overall growth.
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	Based on 1st grade Beacon foundations domain, 63% (5 out of 8) students served through special education services scored Near Target or Prepared. Additionally, 50% of students (4 out of 8) demonstrated moderate overall growth. SWD (2nd grade): Based on 2nd grade Beacon foundations domain, 50% (2 out of 4) students served through special education services scored Near Target. Additionally, 50% of students (2 out of 4) demonstrated moderate to high overall growth. Grade Levels (3rd Grade) Based on the 3rd grade Beacon overall results in ELA, our students have demonstrated strengths in the following areas: • Interpreting Texts: 90% (113 out of 126) scoring Near Target or Prepared. • Techniques: 80% (101 out of 126) scoring Near Target or Prepared. • Vocabulary: 82% (103 out of 126) scoring Near Target or Prepared.	SWD (1st grade): Based on 1st grade Beacon foundations domain, 38% (3 out of 8) students served through special education services demonstrated weaknesses resulting in Support Needed. Additionally, 50% of students (4 out of 8) demonstrated low overall growth while no students demonstrated high growth. SWD (2nd grade): Based on 2nd grade Beacon foundations domain, 50% (2 out of 4) students served through special education services scored Support Needed. Additionally, 50% of students (2 out of 4) demonstrated low overall growth. Grade Levels (3rd Grade): Based on the 3rd grade Beacon overall results in ELA, our students have demonstrated weaknesses in the following areas: • Context: 31% (26 out of 126) scoring at Support Needed. • Listening: 35% (44 out of 126) scoring at Support Needed.
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	• Constructing Texts: 85% (105 out of 126) scoring Near Target or Prepared. • Structures and Styles: 85% (105 out of 126) scoring Near Target or Prepared. 4th Grade (All Students) Based on the 4th grade Beacon overall results in ELA, our students have demonstrated strengths in the following areas: • Interpreting Texts: 85% (94 out of 110) scoring Near Target or Prepared. • Techniques: 82% (90 out of 110) scoring Near Target or Prepared. • Vocabulary: 82% (90 out of 110) scoring Near Target or Prepared. • Research and Analysis: 83% (81 out of 110) scoring Near Target or Prepared. 5th Grade (All Students) Based on the 5th grade Beacon overall results in ELA, our students have demonstrated strengths in the following areas:	• Research and Analysis: 31% (26 out of 126) scoring at Support Needed. • Grammar and Conventions: 29% (36 out of 126) scoring at Support Needed. Grade Levels (4th Grade): Based on the 4th grade Beacon overall results in ELA, our students have demonstrated weaknesses in the following areas: • Context: 22% (24 out of 110) scoring at Support Needed. • Listening: 33% (36 out of 110) scoring at Support Needed. • Constructing Texts: 21% (23 out of 110) scoring at Support Needed. • Structures and Style: 22% (24 out of 110) scoring at Support Needed. • Grammar and Conventions: 26% (29 out of 110) scoring at Support Needed. Grade Levels (5th Grade):
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	• Interpreting Texts: 89% (83 out of 93) scoring Near Target or Prepared. • Techniques: 82% (76 out of 93) scoring Near Target or Prepared. • Vocabulary: 82% (76 out of 93) scoring Near Target or Prepared. • Constructing: 84% (78 out of 93) scoring Near Target or Prepared. • Research and Analysis: 84% (78 out of 93) scoring Near Target or Prepared. • Structures and Style: 85% (79 out of 93) scoring Near Target or Prepared. EL (3rd grade): Based on the 3rd grade Beacon overall results in ELA, our students demonstrated strengths in the following areas. • Interpreting Texts: 96% (51 out of 53) scoring Near Target or Prepared. • Techniques: 89% (47 out of 53) scoring Near Target or Prepared. • Vocabulary: 85% (45 out of 53) scoring Near Target or Prepared.	Based on the 3rd grade Beacon overall results in ELA, our students have demonstrated weaknesses in the following areas: • Constructing Texts: 25% (23 out of 93) scoring at Support Needed. • Listening: 30% (28 out of 93) scoring at Support Needed. • Grammar and Conventions: 16% (15 out of 93) scoring at Support Needed. EL (3rd grade): Based on the 3rd grade Beacon overall results in ELA, our students demonstrated weaknesses in the following areas. • Context: 21% (11 out of 53) scoring Support Needed • Listening: 34% (18 out of 53) scoring Support Needed • Research and Analysis: 21% (11 out of 53) scoring Support Needed • Grammar and Conventions: 30% (37 out of 53) scoring Support Needed EL (4th grade):
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	• Constructing Texts: 85% (45 out of 53) scoring Near Target or Prepared. • Structures and Styles: 85% (45 out of 53) scoring Near Target or Prepared. EL (4th grade): Based on the 4th grade Beacon overall results in ELA, our students demonstrated strengths in the following areas. • Interpreting Texts: 84% (43 out of 51) scoring Near Target or Prepared. • Techniques: 86% (44 out of 51) scoring Near Target or Prepared. • Vocabulary: 82% (42 out of 51) scoring Near Target or Prepared. • Constructing: 80% (41 out of 51) scoring Near Target or Prepared. • Research and Analysis: 84% (43 out of 51) scoring Near Target or Prepared. EL (5th grade): Based on the 5th grade Beacon overall results in ELA, our students demonstrated strengths in the following areas.	Based on the 4th grade Beacon overall results in ELA, our students demonstrated weaknesses in the following areas. • Context: 22% (11 out of 51) scoring Support Needed • Listening: 35% (18 out of 51) scoring Support Needed • Structures and Style: 22% (11 out of 51) scoring Support Needed • Grammar and Conventions: 27% (14 out of 51) scoring Support Needed EL (5th grade): Based on the 5th grade Beacon overall results in ELA, our students demonstrated weaknesses in the following areas. • Vocabulary: 24% (8 out of 34) scoring Support Needed • Listening: 29% (10 out of 34) scoring Support Needed • Structures and Style: 21% (7 out of 34) scoring Support Needed • Grammar and Conventions: 35% (12 out of 34) scoring Support Needed SWD (3rd grade):
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	• Interpreting Texts: 94% (32 out of 34) scoring Near Target or Prepared. • Context: 82% (28 out of 34) scoring Near Target or Prepared. • Techniques: 85% (29 out of 34) scoring Near Target or Prepared. • Constructing Texts: 85% (29 out of 34) scoring Near Target or Prepared. • Research and Analysis: 91% (31 out of 34) scoring Near Target or Prepared. SWD (3rd grade): Based on the 3rd grade Beacon overall results in ELA, our students demonstrated strengths in the following areas. • Interpreting Texts: 80% (8 out of 10) scoring Near Target or Prepared. • Techniques: 80% (8 out of 10) scoring Near Target or Prepared. • Structures and Styles: 80% (8 out of 10) scoring Near Target or Prepared. SWD (4th grade):	Based on the 3rd grade Beacon overall results in ELA, our students demonstrated weaknesses in the following areas. • Context: 30% (3 out of 10) scoring Support Needed • Vocabulary: 30% (3 out of 10) scoring Support Needed • Listening: 50% (5 out of 10) scoring Support Needed • Constructing Texts: 40% (4 out of 10) scoring Support Needed • Research and Analysis: 40% (4 out of 10) scoring Support Needed • Grammar and Conventions: 40% (4 out of 10) scoring Support Needed SWD (4th grade): Based on the 4th grade Beacon overall results in ELA, our students demonstrated weaknesses in the following areas. • Vocabulary: 31% (5 out of 16) scoring Support Needed • Listening: 44% (7 out of 16) scoring Support Needed • Constructing Texts: 44% (7 out of 16) scoring Support Needed • Structures and Styles: 50% (8 out of 16) scoring Support Needed
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	Based on the 4th grade Beacon overall results in ELA, our students demonstrated strengths in the following areas. • Techniques: 88% (14 out of 16) scoring Near Target or Prepared. SWD (5th grade): Based on the 5th grade Beacon overall results in ELA, our students demonstrated strengths in the following areas. • Vocabulary: 90% (9 out of 10) scoring Near Target or Prepared. • Structures and Style: 90% (9 out of 10) scoring Near Target or Prepared.	• Research and Analysis: 38% (6 out of 16) scoring Support Needed • Grammar and Conventions: 44% (7 out of 16) scoring Support Needed SWD (5th grade): Based on the 5th grade Beacon overall results in ELA, our students demonstrated weaknesses in the following areas. • Context: 50% (5 out of 10) scoring Support Needed • Listening: 50% (5 out of 10) scoring Support Needed • Grammar and Conventions: 50% (5 out of 10) scoring Support Needed
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • Lack of a true understanding of the new ELA standards. • Teachers struggled with planning using the new curriculum in order to prioritize Georgia-specific standards. • Teachers’ capacity to fully utilize all of the supports offered in the new curriculum. • Teachers struggled with shifting their mindset from genre-specific writing to writing using the techniques of the genres, specifically in response to texts. • On-going formative assessments that target identifying foundational gaps were not administered with fidelity in order to support small group instruction.	
ACCESS Scores (Grade Level Reading & Writing)	Grade Levels (all students): EL School Profile Data: Total # ACTIVE ELs as of Spring 2026-2026:	Grade Levels (all students): EL: • 24% of ELL students are not progressing

	- Number of Dual-Served Students- 22 (10.7% of population) - Number of Long-Term ELs (LTEs): 8 (3.9% of population) - EL students approaching exit: 50 (24.3%)	
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • The overreliance on Microsoft translator for 4th and 5th grade students is impacting the ability to acquire the language. Students are relying heavily on the translator function which is impeding their opportunity to use and acquire the language. • Truancy and transiency have impacted the ELL population. • Teachers lack a strong knowledge base of strategies to effectively address the language needs of EL students. This has been particularly impactful in the innovative model classroom when serving newcomers. • The master schedule impeded the ability of the ESOL team to effectively serve students.	
ELA Common Assessments (i-Ready)	Grade Levels (all students): Kindergarten: Based on the spring administration of i-Ready, 102 kindergarten students were administered the i-Ready diagnostic. Those students demonstrated strengths in the following areas: Overall performance: 89% currently on or above grade level performance . • Phonological Awareness: 81% (82 out of 102 students) scoring on or above grade level	Grade Levels (all students): First Grade: Based on the spring administration of i-Ready, 99 first grade students were administered the i-Ready diagnostic. Those students demonstrated weaknesses in the following areas: • Overall performance: 48% (48 out of 99 students) are currently one grade level below while 10% (10 out of 99) are currently two grade levels below • Phonological Awareness: 37% (37 out of 99 students) are currently one grade level below while

	• Phonics: 84% (86 out of 102 students) scoring on or above grade level. This is an increase of 56% of students performing on or above grade level from the fall administration to the spring administration. • High-Frequency Words: 71% (72 out of 102 students) scoring on or above grade level • Vocabulary: 81% (82 out of 102 students) scoring on or above grade level • Overall comprehension: 86% (88 out of 102 students) scoring on or above grade level First Grade: Based on the spring administration of i-Ready, 99 first grade students were administered the i-Ready diagnostic. Those students demonstrated relative strengths in the following areas: • Phonics: 52% (52 out of 99 students) scoring on or above grade level. • High-Frequency Words: 55% (55 out of 99 students) scoring on or above grade level Second Grade: Based on the spring administration of i-Ready, 86 second grade students were administered the i-Ready	16% (16 out of 99) are currently two grade levels below • Vocabulary: 50% (50 out of 99 students) are currently one grade level below while 11% (11 out of 99) are currently two grade levels below • Overall comprehension: 58% (58 out of 99 students) are currently one grade level below while 8% (8 out of 99) are currently two grade levels below Second Grade: Based on the spring administration of i-Ready, 86 second grade students were administered the i-Ready diagnostic. Those students demonstrated weaknesses in the following areas: • Overall performance: 28% (24 out of 86 students) are currently one grade level below while 25% (22 out of 86) are currently two grade levels below • Vocabulary: 32% (28 out of 86 students) are currently one grade level below while 11% (9 out of 86) are currently two grade levels below • Overall comprehension: 36% (31 out of 86 students) are currently one grade level below while 25% (22 out of 86) are currently two grade levels below Third Grade:
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	diagnostic. Those students demonstrated strengths in the following areas: • Phonological Awareness: 75% (67 out of 89 students) scoring on or above grade level • Phonics: 59% (52 out of 89 students) scoring on or above grade level. • High-Frequency Words: 66% (59 out of 89 students) scoring on or above grade level Third Grade: Overall performance: Third grade increased their percentage of students on or above grade level below from 20% to 44% (56 out of 129 students). Based on the spring administration of i-Ready, 129 third grade students were administered the i-Ready diagnostic. Those students demonstrated strengths in the following areas: • High Frequency Words: 91% (117 out of 129 students) scoring on or above grade level. Fourth Grade:	Based on the spring administration of i-Ready, 129 third grade students were administered the i-Ready diagnostic. Those students demonstrated weaknesses in the following areas: Overall performance:29% (37 out of 129 students) are currently one grade level below while 28% (36 out of 129) are currently two or more grade levels below. • Phonics: 43% (55 out of 129 students) scoring on or above grade level. • Vocabulary: 35% (45 out of 129 students) scoring one grade level behind and 33% (43 out of 129 students) scoring two or more grade levels behind. • Comprehension: 35% (45 out of 129 students) scoring one grade level behind and 33% (43 out of 129 students) scoring two or more grade levels behind. Fourth Grade: Based on the spring administration of i-Ready, 105 fourth grade students were administered the i-Ready diagnostic. Those students demonstrated weaknesses in the following areas:
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	Overall performance: Fourth grade increased their percentage of students on or above grade level below from 20% to 44% (46 out of 105 students). Based on the spring administration of i-Ready, 105 fourth grade students were administered the i-Ready diagnostic. Those students demonstrated strengths in the following areas: • Phonics: 72% (76 out of 105 students) scoring on or above grade level. • High Frequency Words: 94% (99 out of 105 students) scoring on or above grade level. Fifth Grade: Overall performance: Fifth grade increased their percentage of students on or above grade level below from 21% to 38% (36 out of 94 students) Based on the spring administration of i-Ready, 94 fifth grade students were administered the i-Ready diagnostic. Those students demonstrated strengths in the following areas:	• Vocabulary: 37% (39 out of 105 students) scoring one grade level below and 25% (26 out of 105 students) scoring two or more grade levels below. • Comprehension: 36% (38 out of 105 students) scoring one grade level below and 25% (26 out of 105 students) scoring two or more grade levels below. Fifth Grade: Based on the spring administration of i-Ready, 94 fifth grade students were administered the i-Ready diagnostic. Those students demonstrated weaknesses in the following areas: • Vocabulary: 32% (30 out of 94 students) scoring one grade level below and 37% (35 out of 94 students) scoring two or more grade levels below. • Comprehension: 21% (20 out of 94 students) scoring one grade level below and 39% (37 out of 105 students) scoring two or more grade levels below.
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	• Phonics: 80% (75 out of 94 students) scoring on or above grade level. • High Frequency Words: 94% (88 out of 94 students) scoring on or above grade level.	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: • 1st grade: Poor performance in the area of phonemic awareness (53% of students one-two levels below grade level) may be contributing negatively to students' development of phonics skills as it is a strong predictor for whether or not a child will become a proficient reader. • Given the number of students reading below grade level expectations, focus has been on improving independent reading skills by filling reading gaps during small group time. This has left little to no time during small group instruction to heavily focus on other domains such as comprehension and vocabulary. • Lower scores in reading comprehension may be contributed to difficulty reading on grade-level passages with fluency that supports comprehension.	
ELA Common Assessments (grade-level common writing assessments)	Grade Levels (all students): Based on the K-2, Q3 post-writing assessment data indicates the following strengths: • 52% (155 out of 298 students)	Grade Levels (all students): Based on the K-2, Q3 post-writing assessment data indicates the following weaknesses:

	Kindergarten: • 32% (31 out of 98 students) scored a 3 indicating grade-level mastery • An additional 35% (34 out of 98 students) scored a 2 indicating they are making progress toward grade-level mastery First Grade: • 57% (56 out of 98 students) scored a 2 indicating they are making progress toward grade-level mastery Second Grade: • 64% (65 out of 102 students) scored a 2 indicating they are making progress toward grade-level mastery First and Second grade: • Decrease of 33% (66 students) scoring 1 when comparing Q1 post assessment to Q3 post Based on the 3-5, Q3 post-writing assessment data indicates the following strengths: Third Grade: • 53% (62 out of 117 students) scored a 2 indicating over half of our students are making progress towards grade level mastery.	• 19% (57 out of 298 students) scored a 3 indicating a small percentage have reached grade-level mastery • 29% (86 out of 298 students) scored a 1 indicating limited progress toward grade-level mastery Kindergarten: • 34% (33 out of 98 students) scored a 1 indicating limited progress toward grade-level mastery First Grade: • 16% (16 out of 98 students) scored a 3 indicating a small percentage have reached grade-level mastery • 29% (29 out of 98 students) scored a 1 indicating limited progress toward grade-level mastery Second Grade: • 16% (16 out of 102 students) scored a 3 indicating a small percentage have reached grade-level mastery • 26% (27 out of 102 students) scored a 1 indicating limited progress toward grade-level mastery Based on the 3-5, Q3 post-writing assessment data indicates the following weaknesses: • 31% (95 out of 308 students) scored a 1 and 50% (155 out of 308 students) scored a 2 indicating limited progress toward grade level mastery.
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	Fourth Grade: • 51% (56 out of 109 students) scored a 2 indicating over half of our students are making progress towards grade level mastery. Fifth Grade: • 45% (37 out of 82 students) scored a 2 and are demonstrating progress toward meeting grade level standards.	Third Grade: • 26% (31 out of 117 students) scored a 1 indicating limited progress toward grade level mastery. • 21% (24 out of 117 students) scored a level 3 indicating a small percentage have reached grade-level mastery. Fourth Grade: • 31% (34 out of 109 students) scored a 1 indicating limited progress toward grade level mastery. • 17% (19 out of 109 students) scored a level 3 indicating a small percentage have reached grade-level mastery. Fifth Grade: • 37% (30 out of 82 students) scored a 1 indicating limited progress toward grade level mastery. • 18% (15 out of 82 students) scored a level 3 indicating a small percentage have reached grade-level mastery.
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	• Lack of a true understanding of the new ELA standards. • Because writing data was collected and reported using an overall writing rubric score, it does not allow for clear identification of specific strengths or weaknesses within student writing. • Teachers struggled with planning using the new curriculum in order to prioritize Georgia-specific standards. • K–2 quarterly post-writing assessments do not allow for direct comparison, as each quarter’s extended writing assessment focused on a different genre. • K-2 Teachers found it difficult to balance time between writing in response to text while allowing time for extended writing. • K-2 End-of-year post-writing assessment data was not available at the time of data reporting. • K–2: Given the number of students reading below grade-level expectations, instructional focus during small-group time has been placed on strengthening independent reading skills to address gaps. As a result, there has been limited time to provide targeted small-group instruction addressing writing deficits. • Teachers found it challenging to align the new grammar standards with the curriculum and allocate dedicated time for grammar instruction. • Additional training is needed for teacher clarity with regard to best writing practices in foundational writing skills and the opinion writing genre.	
Other Summary Data ☒ Teacher Survey ☐ Parent Survey ☐ Professional Learning Survey ☐ _____	K-5 Writing Feedback Survey 67% of 1st grade teachers reported that the trait that their students demonstrated relative strengthens in Purpose and Organization as well as language usage and conventions as measured by the common grade level rubric. 100% of 2nd grade teachers reported that Purpose and Organization was a strength as measured by the common grade level rubric. 67% of third grade teachers reported that the trait that their students demonstrated strengthens in was the Evidence and Elaboration trait as measured by the common grade level rubric.	K-5 Writing Feedback Survey 50% of 1st grade teachers reported that the trait that their students demonstrated weaknesses in was Language and Conventions as measured by the common grade level rubric. 67% of second grade teachers reported that the trait that their students demonstrated significant weaknesses in was the Evidence and Elaboration trait as measured by the common grade level rubric. 50% of third grade teachers reported that the trait that their students demonstrated weaknesses in was the Purpose and Organization trait as measured by the common grade level rubric.

	67% of fourth grade teachers reported that the trait that their students demonstrated strengthens in was the Purpose and Organization trait as measured by the common grade level rubric. 100% of fifth grade teachers reported that the trait that their students demonstrated strengthens in was the Purpose and Organization trait as measured by the common grade level rubric.	67% of fourth grade teachers reported that the trait that their students demonstrated weaknesses in was the Evidence and Elaboration trait as measured by the common grade level rubric. 80% of fifth grade teachers reported that the trait that their students demonstrated weaknesses in was the Evidence and Elaboration trait as measured by the common grade level rubric.
Check the system that contributes to the root cause: ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation:	
	• A lack of understanding of the new ELA standards • Lack of an emphasis of foundational writing skills in the new curricular resources • Additional training is needed for teacher clarity with regard to best writing practices in foundational writing skills and the opinion writing genre. • Additional training is needed specific to ELA standards addressing evidence and elaboration and purpose and organization.	

ELA - IMPROVEMENT PLAN

GOAL #1: ELA	During the 2026-2027 school year, 40% (80 out of 200) of students in 1st and 2nd grades will score prepared in the Foundations domain of the Spring ELA Beacon Assessment. During the 2026-2027 school year, 40% (131 out of 329) students in 3rd through 5th grade will score a level 3 or 4 on the ELA Milestones.		
Root Cause(s) to be Addressed:	On-going formative assessments that target identifying foundational gaps were not administered with fidelity.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☒ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By December 2026, 100% of grade-level teachers will use ELA common assessment data to form targeted intervention groups every 2 weeks as evidenced by data sheet (K-2 focused on phonics assessments to identify foundational deficits and 3-5 focused on Wonders unit assessments). Implementation Plan: Preplanning: Review assessment expectations: All staff will receive training on how to complete the UFLI phonics placement assessment, progress monitoring requirements, fluency passages for assessment and directions for data entry on the schoolwide data sheet.	Evaluation Performance Target: By January 2027, 50% (50 out of 100) K students will perform on grade-level in the phonics domain as indicated by the mid-year i-Ready Diagnostic and 25% (50 out of 200) of 1st and 2nd grade students will score Prepared in Beacon foundations domain. Evaluation Tool(s): - i-Ready diagnostic - Beacon Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly	UFLI phonics placement assessment Wonders unit assessments 1-5 fluency passages (Wonders) i-Ready Beacon
Target Student Group			
☒ All Students ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. Teachers will use ELA common assessment data to form targeted intervention groups every 10-14 days.	August: - Administer initial phonics placement assessment will be administered for all students in grades K-2. Additionally, students in grades 3-5 that are identified as performing one or more grade levels below in the phonics domain of the i-Ready beginning of the year diagnostic will be screened. EIP teacher with flexibility and non-homeroom personnel will support with completing these assessments. - In 2nd through 5th, students will also be given grade-level fluency assessments. All data will be recorded on the schoolwide data sheet. September: - K-2 Each grade level will focus one CCC meeting on analyzing resulting phonics assessment data to form initial small groups. EIP teacher with flexibility will support discussions. October-May: <i>teachers will administer skill-focused progress monitoring checks for phonics to monitor and adjust small groups every 10-14 days.</i> November: - Each grade level will focus one CCC meeting to disaggregate data based on progress monitoring to look for common grade-level trends. Strategies will be shared and implemented by classroom teachers to address areas of concern. EIP teacher with flexibility will support.	☐ Every other month ☒ 3 times per year (i-Ready, Beacon) ☒ every 10-14 days (UFLI progress monitoring) Data Analysis Plan: CCC's: - Monthly disaggregation of on-going phonics progress monitoring data - Tracking of data through the schoolwide data sheet Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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	December: K-5th grade teachers will administer mid-year UFLI phonics placement assessment. 1st through 5th grade teachers will administer fluency passages. Data will be recorded on the schoolwide data sheet. January: • Each grade level will focus one CCC meeting to disaggregate data based on December assessment results to look for common grade-level trends as well as progress toward mid-year goal. • Additionally, classroom teachers will share the strategy they implemented in November and use the data to gauge impact and plan next steps. EIP teacher with flexibility will support. February-April: • Teachers will continue to focus one CCC meeting per month on data generated from on-going progress monitoring checks to share and gauge effectiveness of strategy implementation. EIP teacher with flexibility will support. May: • All teachers will administer final UFLI phonics placement assessment. • 1-5 teachers will administer final grade-level fluency passage. Artifacts to be Collected: • Grade-level data sheets • CCC minutes recording form		
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	Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/EIP Teachers with Flexibility Frequency of Monitoring: Plan implementation will be monitored a minimum of one time per quarter.		
Root Cause(s) to be Addressed:	- Dedicated time for Writing Connected to Text is not evident in lesson plans. - Focused CCC discussions on grade level specific writing trait deficits were not evident.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 100% of grade-level teachers will implement targeted instruction during the extended writing portion of the ELA block specific to their identified grade level trait by December 2026. Implementation Plan:	Evaluation Performance Target: 20 % of students in grades K-5 will score a level 3 in their identified trait on the common writing rubric by December. Grade level specific writing traits: K- Language, Usage, and Conventions 1 st – Language, Usage, and Conventions 2 nd - Evidence and Elaboration 3 rd - Evidence and Elaboration 4 th – Purpose and Organization 5 th – Evidence and Elaboration Evaluation Tool(s):	Common Writing Rubrics Common writing assessments Beacon performance band strategy recommendations aligned to each writing domain.
Target Student Group			
☒ Gen Ed ☒ EL ☒ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

2. K-5 teachers will implement targeted strategies to address grade level specific writing deficits aligned to their identified writing trait.	• August-September: CCCs will be dedicated to unpacking writing standards related to the weakest trait. CCCs dedicated to exploring, sharing, and modeling instructional strategies related to the weakest trait. • October-December: CCCs will analyze quarter 1 data and determine progress toward mid-year goal. They will discuss which instructional strategies have proven successful based on student data. The EIP teachers with flexibility will provide additional classroom modeling and training to support the implementation of successful strategies. • January-February: CCCs will analyze the data from the mid-year writing assessment and determine their progress toward the end of year goal. The EIP teachers with flexibility will provide additional classroom modeling and training to support the implementation of successful strategies. • March-April: CCCs will analyze the data from the mid-year writing assessment and determine their progress toward the end of year goal.	• Data generated from Common Writing Assessment and rubric • Beacon Assessments Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year - Using common rubric data - Beacon writing domain data ☐ _____ Data Analysis Plan: K Common Writing Assessments • Data point 1- January • Data point 2- March • Data point 3- May 1-2 Common Writing Assessments • Data point 1- October • Data point 2- January • Data point 3- March Beacon • Data point 1- August • Data point 2- December • Data point 3- March • Data point 4- Milestones 3-5 Common Writing Assessments • Data point 1- October • Data point 2- January	
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	The EIP teachers with flexibility will provide additional classroom modeling and training to support the implementation of successful strategies. - May: CCCs will analyze the final Artifacts to be Collected: - CCC minutes recording form - School-wide data sheet - Student writing portfolios Person(s) Monitoring Implementation: ☒ Principal ☒ Assistant Principals ☒ Academic Coaches/EIP Teachers with Flexibility ☒ CCC Leads Frequency of Monitoring: Plan implementation will be monitored at a minimum of one time per quarter.	- Data point 3- March Beacon/Milestones - Data point 1- August - Data point 2- December - Data point 3- March - Data point 4- Milestones Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches/EIP Teacher with Flexibility ☒ CCC Leads	
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MATH DATA

MATH Milestones Longitudinal Data	FY24 % of students scoring proficient & distinguished	FY25 % of students scoring proficient & distinguished	FY26 % of students scoring proficient & distinguished
3 rd Grade	28% (30/106)	28% (34/118)	29% (37/129)
4 th Grade	38% (44/115)	50% (54/107)	44% (49/111)
5 th Grade	30% (30/99)	23% (26/112)	40% (39/97)

Beacon Math Data – Spring Administration	Numerical Reasoning			Patterning & Algebraic Reasoning			Measurement & Data Reasoning			Geometric & Spatial Reasoning		
	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared	Support Needed	Near Target	Prepared
Kindergarten (Winter Administration)	21%	49%	32%	39%	49%	13%	37%	39%	25%	46%	38%	17%
1st Grade	20%	56%	22%	17%	53%	30%	10%	39%	51%	25%	50%	25%
2nd Grade	46%	39%	16%	41%	40%	20%	52%	34%	15%	35%	51%	14%
3rd Grade	10%	88%	2%	15%	85%	3%	17%	79%	4%	21%	77%	2%
4th Grade	33%	56%	11%	33%	61%	6%	33%	61%	6%	41%	53%	5%
5th Grade	47%	45%	6%	47%	49%	3%	39%	51%	11%	51%	43%	6%

Source	Strengths	Weaknesses
FY26 MATH Milestones (Grade Level & Student Groups)	For Grade Levels, ELs and SWD Grade Levels (all students): Based on the Milestones assessment results, our 3 rd grade students have demonstrated strength in Numerical Reasoning with 25% (32/129) haven Met the target	For Grade Levels, ELs and SWD Grade Levels (all students): Based on the Milestones assessment results, our 3 rd grade students have demonstrated weakness in Patterns and Algebraic Reasoning with 62% (80/129) below the target

	Based on the Milestones assessment results, our 4th grade students have demonstrated strength in Patterns and Algebraic Reasoning with 36% (40/111) haven Met the target Based on the Milestones assessment results, our 5th grade students have demonstrated strength in Numerical Reasoning with 36% (35/97) haven Met the target	Based on the Milestones assessment results, our 4th grade students have demonstrated weakness in Numerical Reasoning with 50% (56/111) below the target Based on the Milestones assessment results, our 5th grade students have demonstrated weakness in Patterns and Algebraic Reasoning with 57% (55/97) below the target
Beacon Assessment – Math (Grade Level & Student Groups)	K-2 (all students): - Based on the Beacon Math results, our Kindergarten students have demonstrated strengths in Numerical Reasoning, with 81% (80 out of 101) prepared or near target. - Based on the Beacon Math results, our First-Grade students have demonstrated strength in Measurement & Data Reasoning, with 90% (88 out of 96) prepared or near target. - Based on the Beacon Math results, our Second-Grade students have demonstrated strengths in Geometric and Spatial Reasoning, with 65% (66 out of 101) prepared or near target. 3-5 (all students): - Based on the Beacon Math results, our Third-grade students have demonstrated strength in Numerical Reasoning with 90% (116 out of 129) prepared or near target - Based on the Beacon Math results, our Fourth-grade students have demonstrated strength in Numerical	K-2 (all students): - Based on Beacon Math results, our Kindergarten students have demonstrated weaknesses in Geometric and Spatial Reasoning with 46% (46 out of 101) support needed. - Based on Beacon Math results, our First Grade students have demonstrated weaknesses in Geometric & Spatial Reasoning, with 25% (24 out of 96) support needed. - Based on Beacon Math results, our Second Grade students have demonstrated weaknesses in Measurement & Data Reasoning, with 52% (53 out of 101) support needed. 3-5 (all students): - Based on Beacon Math results, our Third, Fourth and Fifth-Grade students have demonstrated weaknesses in Geometric & Spatial Reasoning, with 36% (121 out of 333) support needed. EL:

	Reasoning and Measurement & Data Reasoning with 67% (75 out of 112) prepared or near target - Based on the Beacon Math results, our Fifth-grade students have demonstrated strength in Measurement & Data Reasoning with 62% (57 out of 93) prepared or near target EL: - Based on the Beacon Math results, 74% (53 out of 72) 1st and 2nd Grade EL students scored Prepared or Near Target. - Based on the Beacon Math results 75% (105 out of 140) Third, Fourth and Fifth Grade EL students scored Prepared or Near Target. SWD: - Based on the Beacon Math results 75% (6 out of 8) First Grade SWD students scored Prepared or Near Target. - There are currently no strengths for 3-5 SWD on the Beacon assessment.	SWD: - Based on the Beacon Math results 50% (6 out of 12) First and Second Grade SWD students scored Support Needed. - Based on the Beacon Math results 62% (23 out of 37) of Third, Fourth and Fifth Grade SWD students scored Support Needed.
	Root Cause Explanation:	

Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	• Common assessment items are not aligned with the rigor and expectations of the standard. • Lack of time for CCC Teams to discuss data from all common assessments and next steps	
MATH Common Assessments	For Grade Levels, ELs and SWD Grade Levels (all students): • Common Assessments were given for all grade levels Kindergarten • According to the i-Ready Spring data, 61% (62/102) of the Students in Kindergarten are On or Above Grade level, an increase of 51% from the beginning of the year 2nd Grade • 50% of the students in Grade 2 scored 70% or higher on their Unit 6 Common Assessment- 52% (53/102) assessments 4th Grade • According to the i-Ready Spring data, 52% (56/109) of the students in 4th grade are On or Above Grade level, an increase of 40% from the beginning of the year	For Grade Levels, ELs and SWD Grade Levels (all students): • Data for common assessments in math was collected by teachers and used to plan instruction but was not analyzed or discussed by grade-level teams adequately 1st Grade • According to the i-Ready Spring data, 67% (63/94) of the students in 1st grade are One or More Grade levels behind. 2nd Grade • According to the i-Ready Spring data, 75% (76/101) of the students in 2nd grade are One or More Grade levels behind. 3rd Grade • According to the i-Ready Spring data, 63% (82/126) of the students in 3rd grade are One or More Grade levels behind.

	50% of the students in Grade 4 scored 70% or higher on their Common Assessments based on CTLS data on Unit 4- 76% (86/113), and Unit 5- 94% (106/113) 5th Grade 50% of the students in Grade 5 scored 70% or higher on their Common Assessments based on CTLS data on Unit 3- 58% (62/94) and Unit 5- 57% (62/91) assessments	
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: - While teachers in grades K-2 gave common assessments, they did not record the data in a way that was consistent and trackable. - Teachers in grades 3-5 not consistently inputting student assessments in CTLS. - Teachers not using i-Ready teacher led lessons for skills students show a deficient on based on the diagnostic assessment.	
School Instructional Walks (Grade Level) What instructional practices / processes are consistently observed during walks?	- Teachers placed an emphasis on conceptual understanding in 73% (45 out of 62) of classroom observations. - Students were using mental math strategies in the classrooms observed 77% (53 of 69) of the time	Students explaining their answers decreased from 56% (16 of 39) of observations in 2024-2025 to 36% (32 of 88) of observations in 2025-2026.

• What instructional practices / processes are consistently missing or ineffective during walks?		
Check the system that contributes to the root cause: ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment	Root Cause Explanation: Teachers need additional training in proper Number Talks procedures. There were 2 PL sessions on Number Talks, one in the Fall and another in the Spring as well as an additional opportunity to attend an optional training in January but several teachers still struggle with how to conduct Number Talks and promote discourse with their students.	

MATH - IMPROVEMENT PLAN

GOAL #2: MATH	During the 2026-2027 school year, 20% (58 out of 291) of students in grades K- 2 will score prepared on the Spring Math Beacon assessment. During the 2026-2027 school year, 12% (40 out of 333) of students in grades 3-5 will score level 4 on the Milestones Math assessment.		
Root Cause(s) to be Addressed:	- Classroom instruction is not aligned with the rigor of the standards or assessments - Remediation not meeting the needs of the individual learners		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By February 2027, 100% of Teachers in grades 1-5 will use common formative assessments aligned to the rigor of the standards for each mathematics unit. All assessments will be entered in CTLS Implementation Plan: Preplanning: Teachers will meet in grade level teams to select math tasks that match the rigor of the Unit 1 assessments to use during instruction	Evaluation Performance Target: By December of 2026, 50% of students in grades 2-5 will score 70% or above on common Math assessments Evaluation Tool(s): - Grade Level Common Assessments - Beacon Assessment Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month	CTLS Common Assessments Ga. DOE Standards document-evidence of student learning
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. 1-5 teachers will utilize common formative assessments, aligned to the rigor of the standard, and uploaded to CTLS, for each math unit.	• August-September: CCC to discuss student performance on the Fall Beacon assessment to determine if the tasks are allowing students to show mastery of the standards • October-December: CCC to discuss Units 1-2 data and remediation plan for students not scoring 70% or higher • January-February: CCC to discuss student performance on the Winter Beacon assessment to determine if the tasks and remediation are allowing students to show mastery of the standards • March-April: Teachers will continue to implement common formative assessments aligned to the rigor of the standards for each unit. CCC to discuss Units 3-5 data and remediation plan for students not scoring 70% or higher • May: Teachers will reflect on the implementation of common formative assessments for mathematics. Artifacts to be Collected: Common formative assessments used by grade-level teams and Beacon assessment scores Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: After each unit	☒ 3 times per year ☒ At the end of each unit Data Analysis Plan: 5-8 assessments given throughout the year as students complete each unit 1st- 5 Units 2nd – 8 Units 3rd- 8 Units 4th- 6 Units 5th- 7 Units Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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Root Cause(s) to be Addressed:	Limited opportunities for students to engage in daily number sense routines to develop foundational skills for numerical reasoning.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: By October 2026, 100% of teachers will implement daily number sense routines as evidenced by lesson plans and walkthrough data. Implementation Plan: - Preplanning: EIP Teacher with flexibility will confirm that grade-level teams have resources to plan daily number sense routines. - August-September: Teachers will implement a daily number sense routine as indicated on their daily schedule. Daily number sense routine will be included in lesson plans. - October-December: Grade-level teams will use assessment data to sequence and plan number sense routines to develop foundational skills in areas of weakness. - January-February: EIP Teacher with flexibility will provide professional learning about meaningful discourse practices during number sense routines. Teachers will implement discourse practices with students.	Evaluation Performance Target: By January 2027, at least 20% of students in K-2 will score on or above grade level in the Numbers and Operations domain on the Winter Math iReady diagnostic assessment. By May 2027, at least 40% of students in K-2 will score on or above grade level in the Numbers and Operations domain on the Spring Math iReady diagnostic. By January 2027, at least 20% of students in 3-5 will score on or above grade level in the Geometry domain on the Winter Math iReady diagnostic assessment. By May 2027, at least 40% of students in 3-5 will score on or above grade level in the Geometry domain on the Spring Math iReady diagnostic. Evaluation Tool(s): - iReady Math diagnostic Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☐ Monthly ☐ Every other month ☒ 3 times per year	CTLS Number Talks grade level calendar i-Ready diagnostic reports CTLS Unit Assessments
Target Student Group			
☐ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			
2. K-5 teachers will implement daily number sense routines.			

	• March-April: Teachers will reflect on student understanding of math standards when probed with discourse questions to determine if understanding has increased and make adjustment based on their findings • May: Teachers will reflect on number sense routines to consider adjustments needed for the following year Artifacts to be Collected: Instructional Walk form Lesson Plan check forms Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches Frequency of Monitoring: Monthly Instructional Walks Monthly Lesson Plan Checks	☐ _____ iReady Math diagnostic will be given in August, December and May. Data Analysis Plan: Grade-Level teams will analyze data in CCC meetings after diagnostics are given. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☒ Academic Coaches ☒ CCC Leads	
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OTHER CONTENT AREA DATA/OTHER DATA

Source	Strengths	Weaknesses
(Birney Behavior Data) (Grade Levels & Student Groups)	40 (15%) policy violations were committed by female students 57 (22%) of all infractions were committed by Hispanic students	There have been 261 policy violations during the 2025-26 school year. The most frequently occurring infraction is R3: rough or boisterous with 37 infractions (14%). Of these infractions, 28 or 76% were committed by Black students. Additionally, the following infractions occurred: - G4: insubordination at 26 infractions (10%). Of these infractions, 19 (73%) were committed by Black students. - R10b: physical violence without harm at 29 infractions (11%). Of these infractions, 12 (41%) were committed by Multiracial students. - R4: physical altercation at 30 infractions (12%). Of these infractions, 26 (87%) were committed by Black students. - R9: battery on a student or a person who is not a District employee at 27 infractions (10%). Of these infractions, 16 (59%) were committed by black students. 163 (62%) of all infractions were committed by black students

		Furthermore, 221 policy violations were committed by male students (85%) while 113 violations (43%) were committed by students with disabilities (SWD).
Check the system impacted: ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment	Root Cause Explanation:	
	• Not all teachers clearly establish rituals and routines that remain consistent throughout the year. • The high percentage of violations committed by SWD could be contributed to the child's disability. • Possible lack of appropriate classroom supports and interventions. • Teacher subjectivity could play a role in referrals. • Skill deficits in social-emotional and self-regulation.	

OTHER CONTENT AREA DATA / OTHER DATA IMPROVEMENT PLAN

GOAL #3: Behavior	During the 2026-2027 school year, the number of discipline infractions will decrease by 15% (261 to 222).		
Root Cause(s) to be Addressed:	• Not all teachers clearly establish rituals and routines that remain consistent throughout the year. • Possible lack of appropriate classroom supports and interventions.		
Funding Source(s) <i>SWP Checklist 5.e</i>	☒ Title I Funds ☐ Local School Funds ☐ Other: _____		
Components	Implementation Plan <i>SWP Checklist 3.a 34 CFR § 200.26</i>	Evaluation Plan <i>SWP Checklist 3.b 34 CFR § 200.26</i>	Resources
Who? One Action (Verb) What? Frequency Data Collection	Implementation Performance Target: 85% of staff members will implement Tier 1 Positive Behavior Interventions and Supports (PBIS) systems, interventions, and structures with fidelity to support a 15% decrease in behavioral referrals by May 2027. Implementation Plan: Preplanning The school level PBIS team will facilitate staff training to introduce and review the PBIS components that will be implemented during the school year, including: • School-wide behavioral expectations • Behavior flowchart procedures (classroom-managed vs. office-managed behaviors)	Evaluation Performance Target: By December of 2026 student infractions will decrease by 7% from (121 to 112) the previous year. Evaluation Tool(s): • Schoolwide policy violations data • PBIS policy violation platform data Evaluation Plan: Students will be assessed: ☐ Every 2 weeks ☒ Monthly ☐ Every other month ☐ 3 times per year	PBIS platform for minor infractions Cobb Administrative referral portal for major infractions PBIS Platform
Target Student Group			
☒ Gen Ed ☐ EL ☐ SWD			
Action Step <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>			

1. Teachers will complete PBIS training and implement PBIS strategies and interventions to decrease the number of student infractions.	• Incentive systems (classroom-based and school-wide) August-September The school level PBIS team will provide teachers with lesson plans and resources to support student understanding of: • School-wide expectations • Expectations for various school settings and locations • Behavioral responses and consequences, including positive reinforcement and corrective steps • The school level PBIS team will host a PBIS kickoff celebration to review school expectations and build student and staff excitement and investment in PBIS initiatives. • The school level PBIS team will conduct monthly meetings to review behavioral data and monitor trends in student referrals and infractions. • The school level PBIS team will conduct monthly informal walkthroughs to assess the fidelity of the PBIS initiatives. October – December • The school level PBIS team will conduct monthly meetings to review behavioral data and monitor trends in student referrals and infractions. • The school level PBIS team will continue to create and provide lessons that are unique to problems identified in PBIS committee meetings. • The school level PBIS team will assess the students with infractions and the number of referrals to proceed in possible Tier 2 or Tier 3 interventions.	☐ _____ Data Analysis Plan: PBIS team will meet monthly to review data and create a precise problem statement to identify the following: who was involved, where the infractions occurred, what happened, when did it happen and why did it happen. Person(s) Collecting Evidence: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☐ CCC Leads ☒ PBIS coach ☒ PBIS facilitator	
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	• The school level PBIS will reward students who earned the Quarterly Birney expectations. January – February • The school level PBIS team will conduct monthly meetings to review behavioral data and monitor trends in student referrals and infractions. • The school level PBIS team will continue to create and provide lessons that are unique to problems identified in PBIS committee meetings. • The school level PBIS team will assess the students with infractions and the number of referrals to proceed in possible Tier 2 or Tier 3 interventions. March – April • The school level PBIS team will conduct monthly meetings to review behavioral data and monitor trends in student referrals and infractions. • The school level PBIS team will continue to create and provide lessons that are unique to problems identified in PBIS committee meetings. • The school level PBIS team will assess the students with infractions and the number of referrals to proceed in possible Tier 2 or Tier 3 interventions. • The school level PBIS will reward students who earned the Quarterly Birney expectations. May • The school level PBIS team will complete a yearly review of the PBIS fidelity tool to review with staff and district level representatives.		
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	• The school level PBIS team will conduct monthly meetings to review behavioral data and monitor trends in student referrals and infractions. • The school level PBIS team will continue to create and provide lessons that are unique to problems identified in PBIS committee meetings. • The school level PBIS team will assess the students with infractions and the number of referrals to proceed in possible Tier 2 or Tier 3 interventions. • The school level PBIS will reward students who earned the Quarterly Birney expectations. Artifacts to be Collected: • Behavior flow chart • Lesson plans • Walkthrough form • PBIS action plan Person(s) Monitoring Implementation: ☐ Principal ☐ Assistant Principals ☐ Academic Coaches ☒ PBIS coach ☒ PBIS facilitator Frequency of Monitoring: Monthly		
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Family Engagement Plan to Support School Improvement (<u>Required Components</u>)			
Family Engagement Activities (<u>*Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
1. Required: * Annual Title I Meeting – Deadline (September 30, 2026) 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.	September 3 rd , 2026		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required: * Fall Input Survey (secondary method) – Deadline (October 1 - November 3, 2026) Parents will have the opportunity to provide input and suggestions on the school policy and compact, how to spend our family engagement funds, and how to build staff capacity for family engagement.	October 1 st , 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required: * Spring Input Meeting (primary method) – Deadline (April 30, 2027) Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and participate in discussions about the family engagement funds.	March 4 th , 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required: Building Capacity for Engagement (Does not need to be listed in the Policy) Teachers 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. Deadline September 18, 2026 (Fall); Deadline February 12, 2027 (Spring)	September 18 th , 2026		☐ 1 ☐ 4 ☐ 2 ☐ 5
	February 12 th , 2026		☒ 3 ☐ 6
5. Required: * Transition Activities for parents of students entering or exiting our school (Multiple options, not just visiting the school). 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.	April 2027: Kindergarten orientation and 5 th grade Transition meeting		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide translated information related to school and parent programs/meetings in a format and language that parents can understand. <i>SWP Checklist 5.d</i>	<u>List documents translated for parents:</u> School-Family Compacts Flyers and Communication (e.g. CTLS Parent, social media, website, etc.)	<table> <tr> <td>☐ 1</td> <td>☐ 4</td> </tr> <tr> <td>☐ 2</td> <td>☒ 5</td> </tr> <tr> <td>☐ 3</td> <td>☐ 6</td> </tr> </table>	☐ 1	☐ 4	☐ 2	☒ 5	☐ 3	☐ 6
☐ 1	☐ 4							
☐ 2	☒ 5							
☐ 3	☐ 6							

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

Academic-Related and 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.	Staff Responsible
Bilingual Math and Literacy Nights	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Parent Facilitator EIP Teacher with flexibility Teachers Partners in Education Take-home materials	Title 1 Local School Funds District Partners in Education	November 6 th , 2026 April 1 st , 2027	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 EIP Teachers with flexibility Grade-level leads
Bilingual events that encourage parent participation and support of the education program (Sneak a Peek, Resource Room Open House, Fall and Spring Forums, October conferences, etc.)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Parent Facilitator/ Resource Room Classrooms	Title 1 Local School Funds	Sneak a Peek: 8/30/26 TBD: varies based on event	The Parent Facilitator will monitor attendance rosters to gauge family participation. Artifacts/Evidence: attendance rosters, flyers	Parent Facilitator Classroom Teachers ESOL Support
Fall and Spring Academic daytime parent events.	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Classrooms	Title 1 Local School Funds	TBD: varies based on grade levels and events	The homeroom teachers will monitor attendance rosters to gauge family participation. At the end of the Fall and Spring events parents will be asked to complete a survey created	Classroom Teachers

						by the EIP Teacher with flexibility. Artifacts/Evidence: attendance rosters, flyers, survey results.	
Teacher-created instructional videos for parents modeling how to correctly use strategies to support math and literacy.	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Instructional videos Classroom newsletters including links to videos	Title 1	First round videos should be available at the beginning of August	EIP teachers with flexibility will track the number of views generated by each video. Artifacts/Evidence: videos view count, and classroom newsletters.	EIP Teachers with flexibility Classroom Teachers

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's 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 has a half-time social worker along with two full-time counselors to support the needs of our students. Birney teachers have implemented the Stop, Walk, and Talk curricula provided by CCSD. For the 2026-27 school year, Birney will be launching a PBIS schoolwide behavior initiative. The school works with CCSD School Nutrition to provide a healthy breakfast and lunch for students daily. In addition, our cafeteria provides healthy snack food for ASP students. Our Wellness Team provides wellness tips to staff and students. Eleven staff members have already completed LETRS training, while four staff members are currently enrolled through CCSD with an additional to begin in Fall 2026. Birney offers daytime and after-school 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. <i>SWP Checklist 4</i>
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. <i>SWP Checklist 3(a)</i> SCHOOL RESPONSE: The Administration and EIP Teachers with flexibility will collaborate monthly to monitor school-wide data via the school-wide datasheet, CTLS Assess, and the State’s annual assessments to identify trends. CCC meetings and 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. <i>SWP Checklist 3(b)</i> SCHOOL RESPONSE: Birney’s school-wide data sheet will house the UFLI phonics placement results. Teachers in grades K-5 will administer these assessments at the beginning, middle and end of the year. Additionally, the results of on-going progress monitoring assessments will be recorded on individual grade-level sheets. The results of these assessments will be used to plan targeted interventions. In addition, formative assessments will be administered on 10-14 day assessment cycles in grades K-2 and striving students in grades 3-5. Additionally, K-5 teachers will monitor writing data through utilization of common assessments and scored rubrics. Data will be collected and entered on the schoolwide data sheet quarterly. Classroom teachers and support personnel will collaborate to address the trends in order to determine next steps in instruction. In addition, we will analyze data from Beacon and i-Ready ELA and math, 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. <i>SWP Checklist 3(c)</i>

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, EIP Teacher with flexibility, 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 student groups 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 use the following interventions to limit and reduce the number of disciplinary practices that remove students from their classroom environment:

- We will be launching our PBIS initiative at the beginning of the 2026-27 school year. Each teacher will participate in professional learning on the classroom lessons, behavior flow chart, Classroom Incident Documentation form, and research-based behavior strategies included in CCSD’s Teacher Toolbox.
- Positive Office Referral’s and Student of the Month incentives are provided to students who exhibit appropriate school behavior.
- 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)

On a consistent basis, teachers will meet with EIP Teacher with flexibility to receive professional learning based on regular data review and teacher voice. The ELA EIP Teacher with flexibility will conduct professional learning focused on research-based strategies. Additional differentiated professional learning will be implemented to address areas of need, as indicated by the data. Teachers will meet with the Math EIP Teacher with flexibility 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, parents and students are provided with a bag of resources to support summer learning along with suggested activities to prepare their kindergartener.

In the spring prior to new school year, several daycares bring their preschoolers to Birney to experience time in kindergarten classrooms. Then, at the start of the school year families can attend Sneak a Peek to meet their classroom teacher, tour their new classroom and learn specific information related to the procedures for that classroom.

In preparation for fifth grade transition to sixth 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*

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?
Classroom Teacher(s) 3 rd Grade	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ 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).
Academic Coach(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	N/A
Parent Facilitator(s)	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Family Engagement and Communication: The Parent Facilitator will establish strong communication channels with families, ensuring they are informed about school goals, programs, and student progress, which fosters a collaborative school-home partnership. Workshops and Support for Parents: The facilitator will coordinate with teachers and staff, to organize workshops and events that empower parents with tools and strategies to support their children's academic success, particularly in areas such as literacy, math, and social-emotional learning. Increased Parental Involvement: The facilitator will encourage and coordinate volunteer opportunities, parent involvement in decision-making, and active participation in school events, contributing to a positive school culture and community. Connecting Families with Resources: The Parent Facilitator will link families to community resources, support services, and school-based

			programs that help address barriers to student success, ensuring all students have the necessary support to thrive academically and socially.
Instructional Paraprofessional(s)	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ 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.

School Improvement Goals
Include goals on the parent compact and policy

Goal #1	During the 2026-2027 school year, 40% (80 out of 200) of students in 1st and 2nd grades will score prepared in the Foundations domain of the Spring ELA Beacon Assessment. During the 2026-2027 school year, 40% (131 out of 329) students in 3rd through 5th grade will score a level 3 or 4 on the ELA Milestones.
Goal #2	During the 2026-2027 school year, 20% (58 out of 291) of students in grades K- 2 will score prepared on the Spring Math Beacon assessment. During the 2026-2027 school year, 12% (40 out of 333) of students in grades 3-5 will score level 4 on the Milestones Math assessment.
Goal #3	During the 2026-2027 school year, the number of discipline infractions will decrease by 15% (261 to 222).

Goal #4	
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