



Approved Copy

September 2020

School Improvement Plan 2020-2021 Action Plan



BIRNEY ELEMENTARY SCHOOL

Monica Howard, Principal

Date Submitted

6.12.20

Date(s) Revised

6.23.20

10.19.2020

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #1	Our goal is for all students to read at proficient levels or above by May 2021. <ul style="list-style-type: none">The percentage of Kindergarten and 1st grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021.The percentage of 2nd -5th grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021.			
	Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
b. Method for Monitoring				
1. Teachers implement the CCSD Balanced Literacy instructional model with fidelity. The focus will be on the mini-lesson, guided reading components and closing using <i>The Next Step Forward in Guided Reading</i> resources.	Title I and Local School Funds	a. Beginning of August 2020; Daily instruction	Admin. Team, Academic Coaches, Teachers	
		b. Quarterly Walkthrough data using Guided Reading Teacher Reflection Checklist and Balanced Literacy Reading Workshop Teacher Reflection Checklist, informal and ongoing coaching/feedback, Admin. Team feedback		
2. K-2 teachers continue Early Literacy Framework and focus on the transfer of phonics skills to reading and writing.	Title I and CCSD funds	a. Beginning August 2020-ongoing instruction follows Early Literacy Instructional Sequence	Admin. Team, Academic Coaches, Teachers	
		b. Student data from formative assessments cycles (CTLs); Quarterly walkthrough data using CCSD K-2 phonics Instruction checklist		
3. Grade level teachers collaboratively plan engaged, standards-based learning in ELA, Science, and Social Studies ensure consistent implementation of instructional and assessment rigor.	Title I and CCSD funds	a. Beginning August 2020; Monthly	Admin. Team, Academic Coaches, CCSD Instructional Specialists, Teachers	
		b. Notes/Minutes from Grade level CCCs, Quarterly walkthrough data; using teacher reflection checklist; Informal, ongoing coaching/feedback, Admin. Team feedback, lesson plan evidence		
4. Teachers in K-1 implement formative assessment practices to monitor	Title I	a. August 2020; Monthly	Admin. Team, Academic	
		b. Usage reports; Bi-monthly data analyzes in CCCs		

student progress in reading skills using ESGI software.			Coaches, K-1 Teachers
5. Grade 3-5 Teachers utilize the Mentoring Minds program to support increased rigor of ELA instruction.	Title I	a. September 2020- May 2021; daily instruction	Admin. Team, Academic
		b. Student data reports	Coaches, 3-5 Teachers
6. Teachers use Arts Integration strategies to create engaging, standards-based lessons.	Title IV	a. August 2020-May 2021	Admin. Team, Academic
		b. Lesson plans, walk-through data	Coaches, Teachers, CCSD Instructional Specialist, Arts Now Specialists

EFFECTIVE LEADERSHIP			
GOAL #1	<p>Our goal is for all students to read at proficient levels or above by May 2021.</p> <ul style="list-style-type: none"> The percentage of Kindergarten and 1st grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021. The percentage of 2nd -5th grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021. 		
	Evidence Based Action Steps	Possible Funding Source(s) a. Timeline for Implementation b. Method for Monitoring	Position Responsible
1. Title I Academic Coaches support Balanced Literacy Instruction.	Title I	a. Summer 2020-ongoing b. Academic Coach Monthly Instructional Support Log, Meeting Agendas and Minutes.	Principal
2. Informal observation/feedback of the CCSD Balanced Literacy Instructional Model (minilesson, worktime, closing) and use of manipulatives.	Title I	a. Beginning August 2020-ongoing b. Walkthrough data	Admin. Team, Academic Coaches
	N/A	a. Summer 2020-ongoing revision as needed	

3. Create a Master Schedule that maximizes instructional time.		b. Master schedule, classroom schedules, Walkthrough data	Admin. Team
4. Provide protected time for CCCs and set clear expectations for implementation. Teachers facilitate data analysis to drive effective instruction.	N/A	a. Schedule for CCCs set by August 2020. Norms and expectations shared at first CCCs and reviewed throughout the year. b. CCC minutes	Admin. Team, Academic Coaches, Teachers
5. Administration and Coaches participate in scheduled Early Literacy Framework collaborative Skype meetings and use data and discussions to drive local learning strategies.	N/A	a. Beginning August 2020, ongoing throughout the year as scheduled by CCSD b. Skype Meeting Agendas/minutes, Professional Learning Agenda/minutes	Admin. Team, Academic Coaches

PROFESSIONAL CAPACITY			
GOAL #1	<p>Our goal is for all students to read at proficient levels or above by May 2021.</p> <ul style="list-style-type: none"> The percentage of Kindergarten and 1st grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021. The percentage of 2nd -5th grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide all teachers professional learning in <i>The Next Step Forward in Guided Reading</i> instruction and assessment facilitated by Literacy Matters.	Title I performance contract	a. Beginning in July 2020; September, November, January, March, May a. Schedules for Professional Learning sessions; Agendas/minutes	Academic Coaches
2. Provide professional learning for all co-teachers to support diverse learners (content area teacher, SWD, ESOL, and EIP)	Title I	a. Beginning in July 2020: Quarterly b. Schedules for CCCs; minutes/notes	Academic Coaches, CCSD Instructional Specialists

3. K-2 teachers participate in Title I and local professional learning supporting CCSD's Early Literacy Framework.	Title I/District	a. Beginning August 2020-June 2021	Principal, CCSD Instructional Specialists, Early Learning Supervisor, Academic Coaches
		b. Agendas, Sign-In Sheets	
4. Teachers attend local professional learning sessions to increase understanding of the CCSD Balanced Literacy model and guided reading.	Title I	a. Beginning July 2020 as scheduled by CCSD and/or local school	Admin. Team, Academic Coaches, CCSD Instructional Specialists
		b. Agendas and minutes, sign-in sheets	
5. Teachers attend local professional learning sessions to increase understanding of Arts Integration strategies to increase student engagement in ELA learning.	Title IV	a. September 2020; as scheduled by CCSD and/or local school monthly	Admin. Team, Academic Coaches, Teachers, CCSD Instructional Specialist, Arts Now Specialists
		b. Agendas and minutes; Sign in sheets	
6. Provide professional learning for staff on the use of Lexia to support ELA learning.	Title III / Title I	a. August 2020 b. Agendas, minutes and sign-in sheets.	Admin. Team, Academic Coaches, CCSD Instructional Specialists
7. Provide Units of Study Virtual Teaching Resources (including professional learning videos) to support professional learning in writing instruction.	Title I	a. October 2020 b. Agendas, minutes and sign-in sheets as well as program login data	Academic Coaches

SUPPORTIVE LEARNING ENVIRONMENT	
GOAL #1	Our goal is for all students to read at proficient levels or above by May 2021.

	<ul style="list-style-type: none"> The percentage of Kindergarten and 1st grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021. The percentage of 2nd -5th grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Utilize System44/Read 180 to address the needs of striving readers in grades 3-5.	Title I CCSD	a. Beginning August 2020 and ongoing throughout the year b. Program and Reading Inventory Data	Read180/ System 44 Teacher, Admin. Team
2. Implement and continue Early Literacy Framework instruction in grades K-2.	CCSD Title I	a. Beginning August 2020, Daily instruction follows Early Literacy Instructional Sequence b. Student data from formative assessment cycles (CTLs), quarterly walkthrough data using CCSD K-2 phonics Instructional Checklist	Grades K-2 Teachers, Academic Coaches, Admin. Team
3. Continue Cobb Collaborative Community (CCC) meetings to address student performance at all levels of learning. Teams focus on data to inform instruction, extension, and acceleration.	Title I	a. August 2020-ongoing b. Agendas and Meeting Minutes	Teachers, Academic Coaches, Admin. Team
4. Provide targeted reading instruction, extension, and acceleration with Lexia and other digital platforms.	Title III, Title I	a. August 2020-ongoing b. Data reports-usage and student progress	Teachers, Academic Coaches, CCSD Instructional Specialists
5. Provide targeted reading acceleration with tutors.	Title I	a. August 2020-ongoing b. schedules, observation data, RI data	Academic Coaches, Tutors, Admin. Team
6. Provide technology tools including laptops, iPads, and hotspots to support digital learning.	Title I	a. August 2020-ongoing b. bar code devices, sign-in/sign-out	Teachers, Academic Coaches, Admin. Team

FAMILY AND COMMUNITY ENGAGEMENT			
GOAL #1	<p>Our goal is for all students to read at proficient levels or above by May 2021.</p> <ul style="list-style-type: none"> The percentage of Kindergarten and 1st grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021. The percentage of 2nd -5th grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021. 		
	Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring Position Responsible
1. Parent Facilitator coordinates and advocates for family involvement to facilitate student learning.	Title I	a. July 2020-ongoing b. Agendas, Parent Facilitator Log, sign-in sheets	Principal
2. Host Family Literacy and Technology Events to model and practice effective reading and writing strategies through in person and virtual learning.	Title I	a. Proposed Date: ongoing-throughout the school year b. Agenda, Family Sign-In Sheet, Family feedback survey data	Teachers, Academic Coaches, Parent Facilitator
		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

STUDENT GROUPS	
Goal #1	Our goal is for all students to read at proficient levels or above by May 2021.

	<ul style="list-style-type: none"> The percentage of Kindergarten and 1st grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) will increase by at least 10% at each grade level on the FRA assessment from August 2020 to May 2021. The percentage of 2nd -5th grade students scoring proficient or higher on the Reading Inventory (RI) will increase by at least 10% at each grade level on the (RI) Assessment from August 2020 to May 2021. 			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	Teachers focus on the CCSD Balanced Literacy instructional model which includes the minilesson, worktime, and closing.	Title I, local school funds	a. August 2020- ongoing	Teachers, Academic Coaches, Administration
			b. Walkthrough data, Reading level data, lesson plans	
			a.	
English Learners	Provide protected time for ESOL teachers and general education teachers to review ACCESS scores and collaborate to address weaknesses.	Title I	a. August 2020- ongoing	ESOL and General Education Teachers
			b. Meeting Minutes, lesson plans	
	Provide home/school communication in first language and interpreters at meetings.	N/A	a. August 2020-ongoing	Parent Facilitator, Administration
			b. Home/School Communication	
Race / Ethnicity	Analyze data by student group and address trends. Provide timely feedback on student progress.	N/A	a. August 2020-ongoing	Teachers, Academic Coaches
			b. CCC Minutes	
			a.	
Foster and Homeless	Counselors and Social Worker implement small groups and student goal setting, study skills, etc.	N/A	a. Beginning September 2020- ongoing as needed	Counselors, Social worker
			b. Small group lesson/activities	
Migrant	Provide additional assistance for students from 7:15-8:00 for migrant students to address learning gaps.	N/A	a. As needed for these students.	Teachers
			b. Lesson plans	
			a.	

			b.	
Students with Disabilities	Provide protected time for SWD teachers and General Education teachers to review IEP accommodations and collaborate for specialized instruction.	Title I	a. July 2020- ongoing	SWD Teachers, Gen Ed Teachers Admin. Team
			b. Meeting minutes, Lesson plans	
			a.	
			b.	

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #2	Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5 th grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2020 to May 2021.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Teachers implement the CCSD Balanced Math Instructional Model with fidelity. The focus will be on the mini-lesson, work time, and closing.	Title I (Instructional Materials/Books)	a. August 2020-ongoing	Admin. Team, Academic Coaches, CCSD Instructional Specialists, Teachers	
		b. Quarterly Walkthrough using Balanced Math Checklist, informal ongoing coaching/feedback, admin. team feedback		
2. Teachers utilize manipulatives and visuals consistently to support instruction and student learning.	Title I	a. Beginning August 2020-ongoing	Admin. Team, Academic Coaches, CCSD Instructional Specialists, Teachers	
		b. Quarterly walkthrough data using Balanced literacy Math Checklist, informal, ongoing coaching feedback/administrative feedback		
3. Grade level teachers collaboratively plan engaging, standards-based learning in Math, Science, and Social Studies ensure consistent implementation of instructional and assessment rigor.	Title I and CCSD funds	a. Beginning August 2020; monthly	Admin. Team, Academic Coaches, CCSD Instructional Specialists, Teachers	
		b. Notes/Minutes from Grade level CCCs, Monthly walkthrough data using teacher reflection Checklist; Informal coaching feedback; Admin. Team feedback, lesson plan evidence		
4. Teachers implement Number Talks to increase student fluency with numeracy and guide students to verbally explain their math thinking.	Title I	a. Beginning August 2020- ongoing, daily instruction	Admin. Team, Academic Coaches, CCSD Instructional	
		b. Quarterly walkthrough data using.... Informal, ongoing coaching/administrative feedback		

			Specialists, Teachers
5. Grade 3-5 Teachers utilize the Mentoring Minds program to support increased rigor of Math Instruction.	Title I	September 2020-ongoing; daily instruction	Admin. Team, Academic Coaches, 3-5 Teachers
		b. Student data reports, CCC notes	
6. Teachers in K-1 implement formative assessment practices to monitor student progress in reading skills using ESGI software.	Title I	a. August 2020; Monthly	Admin. Team, Academic Coaches, K-1 Teachers
		b. Usage reports; Bi-monthly data analyzes in CCCs	

EFFECTIVE LEADERSHIP				
GOAL #2	Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5 th grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2020 to May 2021.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Title I Academic Coaches support Balanced Math Instruction.	Title I	a. Summer 2020- ongoing	Principal	
		b. Academic Coach Monthly Instructional Support Log, Meeting Agendas and Minutes.		
2. Provide informal observation/feedback of the CCSD Balanced Math Instructional Model (minilesson, worktime, closing), use of manipulatives, and Number Talk strategies.	N/A	a. Beginning August 2020-ongoing	Admin. Team, Academic Coaches	
		b. Walkthrough Data		
3. Create a Master Schedule that maximizes instructional time.	N/A	a. Summer 2020 ongoing revision as needed	Admin. Team	
		b. Master schedule, classroom schedules, Walkthrough data		
4. Provide protected time for CCC and set clear expectations for	Title I	a. Schedule for CCCs set by August 2020. Norms and expectations shared at first CCCs	Admin. Team,	

implementation. Teachers facilitate data analysis to drive effective instruction.		and reviewed throughout the year.	Academic Coaches
		b. CCC Agendas and Minutes	
5.		a. b.	

PROFESSIONAL CAPACITY			
GOAL #2	Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5 th grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2020 to May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide all teachers professional learning on Balanced Math Instructional Model, using manipulatives as well as concrete, representational, and abstract learning strategies.	Title I	a. August 2020- ongoing	Academic Coaches, CCSD Instructional Specialists, Teachers
		b. Agenda and Minutes	
2. Provide professional learning for all co-teachers to support diverse learners (content area teacher, SWD, ESOL, and EIP)	Title I	a. August 2020-December 2020	Admin. Team, Academic Coaches, CCSD Instructional Specialists, Teachers
		b. Meeting Minutes, Walkthrough Data	
3. Teachers attend local professional learning sessions to increase understanding of Arts Integration strategies to increase student engagement in math instruction.	Title IV	a. September 2020; as scheduled by CCSD and/or local school	Admin. Team, Academic Coaches, CCSD Instructional Specialists, Teachers
		b. Agendas and minutes; sign-in sheets	
	Title I	a. Beginning August 2020-ongoing	

4. Academic Coaches collaborate with teachers to attain math manipulatives and resources that create visuals to support math instruction.		b. Walkthrough data, Resource requests	Academic Coaches, Teachers
6. Provide professional learning for staff on the use of DreamBox Learning to support Math learning.	Title I and CCSD	a. July 2020 and ongoing b. Agendas, Minutes and sign-in sheets	Academic Coaches, CCSD Instructional Specialists

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL #2	Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5 th grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2020 to May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continue Cobb Collaborative Community (CCC) meetings to address student performance at all levels of learning. Teams will focus on data to	N/A	a. August 2020-ongoing	Admin. Team, Academic
		a. Agendas and Meeting Minutes	

inform instruction, extension, and acceleration.			Coaches, Teachers
2. Provide targeted Math instruction, extension, and acceleration with DreamBox Learning and other digital platforms.	Title I / CCSD	a. August 2020- ongoing	Academic Coaches, Teachers
		b. Data reports-usage and student progress	
3. Provide targeted math acceleration with in-school tutors.	Title I	a. August 2020-ongoing	Academic Coaches, Tutors, Admin. Team
		b. schedules, observation data, MI data	
4. Provide technology tools including laptops, iPads, and hotspots to support digital learning.	Title I	a. August 2020-ongoing	Teachers, Academic Coaches, Admin. Team
		b. bar code devices, sign-in/sign-out	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT			
GOAL #2	Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5 th grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2020 to May 2021.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
Parent Facilitator coordinates and advocates for family involvement to facilitate student learning.	Title I	a. Summer 2020- ongoing	Parent Facilitator
		b. Agendas, Parent Facilitator Log, sign-in sheets	
2. Host Family Math and Technology Events to model and practice effective reading and writing strategies through in-person and virtual learning.	Title I	a. Proposed Dates: ongoing-throughout the school year	Teachers, Academic Coaches, Parent Facilitator
		b. Agenda, Family sign-in sheet, Family feedback survey data	

3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

STUDENT GROUPS				
Goal #2	Our goal is for all students to perform at proficient levels and above in mathematics by May 2021. The percentage of Kindergarten – 5 th grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2020 to May 2021.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
Economically Disadvantaged	Teachers focus on the CCSD Balanced Math Instructional Model which includes the mini lesson, work time, and closing.	Title I, local school funds	a. August 2020- ongoing b. Walkthrough data, math level data, lesson plans	Teachers, Academic Coaches, Admin. Team
			a. b.	
English Learners	Provide protected time for ESOL teachers and general education teachers to review ACCESS scores and collaborate to address weaknesses.	Title I	a. August 2020- ongoing b. Meeting Minutes, lesson plans	ESOL and General Education Teachers
	Provide home/school communication is first language and interpreters at meetings.	N/A	a. August 2020-ongoing b. Home/School Communication	Parent Facilitator, Admin. Team
Race / Ethnicity	Analyze data by student group and address trends. Provide timely feedback on student progress.	N/A	a. August 2020-ongoing	Teachers, Academic Coaches, Admin. Team
			b. CCC Minutes	

			a.	
			b.	
Foster and Homeless	Counselors and Social Worker implement small groups and student goal setting, study skills, etc.	N/A	a. Beginning September 2020-ongoing as needed	Counselors, Social worker
			b. Small group lesson/activities	
Migrant	Provide additional assistance for students from 7:15-8:00 to address learning gaps.	N/A	a. As needed for these students.	Teachers
			b. Lesson plans	
			a.	
Students with Disabilities	Provide protected time for SWD teachers and General Education teachers to review IEP accommodations and collaborate for specialized instruction.	Title I	a. August 2020- ongoing	SWD Teachers, Gen Ed Teachers Admin. Team
			b. Meeting minutes, Lesson plans	
			a.	
			b.	

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #3	Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
1. Implement a school-wide Positive Behavior Intervention and Support Plan (Birney Big Three, Behavior Flow Chart...)		Title I	a. August 2020- ongoing	Teachers, Admin. Team, Birney Behavior Team, Counselors
			b. Behavior referral data, Agendas and minutes	
2. Teachers facilitate daily implementation of morning meetings in each class to build community and proactively teach social/emotional skills.		Title I	a. August 2020- ongoing	Teachers, Admin. Team, Birney Behavior Team, Counselors
			b. Lesson plans, walkthroughs	
3.			a.	
			b.	
4.			a.	
			b.	
5.			a.	
			b.	
6.			a.	
			b.	

EFFECTIVE LEADERSHIP

GOAL #3	Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Communicate clear expectations for morning meetings and positive behavior to promote social emotional learning (SEL).	Title I	a. August 2020-ongoing	Admin. Team
		a. Lesson plans, school climate survey	
2. Support Birney Behavior Team in implementation of school-wide recognition of positive behavior choices.	N/A	a. July 2020-ongoing	Admin. Team, Birney Behavior Team
		b. Agenda and minutes, sign-in sheets, teacher reports	
3..		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

PROFESSIONAL CAPACITY

GOAL #3	Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Facilitate professional learning of effective Morning Meeting strategies.	Title I	a. August 2020- ongoing	Teachers, Admin. Team
		b. Agendas, Sign-in Sheets walkthrough data	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL #3	Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.		
Evidence Based Action Steps		a. Timeline for Implementation	

	Possible Funding Source(s)	b. Method for Monitoring	Position Responsible
1.Continue Morning Meetings to promote Social Emotional Learning (SEL).	N/A	a. August 2020; Daily	Teachers, Admin. Team
		b. Lesson plans, walk throughs	
2. Birney Behavior Team implements a school-wide program that recognizes students for their positive behavior choices.	N/A	a. August 2020; Daily	Teachers, Admin. Team, Birney Behavior Team
		b. Office referral data	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT			
GOAL #3	Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.		
Evidence Based Action Steps		a. Timeline for Implementation	

	Possible Funding Source(s)	b. Method for Monitoring	Position Responsible
1. School and Family partnership that celebrates students for positive behavior choices.	Title I	August 2020-ongoing throughout the school year	Parent Facilitator, Birney Behavior Team, Counselors, Admin. Team, Families
2.			
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

STUDENT GROUPS	
Goal #3	Our goal is for all students to exhibit positive behavior choices within the learning environment. The number of office referrals for insubordination (G4) and class disruption (H1) behavior will reduce by 10% from the FY20 to FY21.

Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	Teach specific strategies for responsible behavior choices through morning meetings. Additional support provided as needed through small group mentoring.	Title I	a. August 2020: Daily	Teachers, Birney Behavior Team, Admin. Team, Counselors
			b. Lesson Plans, walkthroughs, discipline referral data,	
English Learners	Teach specific strategies for responsible behavior choices through morning meetings. Additional support provided as needed through small group mentoring.	Title I	a. August 2020: Daily	Teachers, Birney Behavior Team, Admin. Team, Counselors
			b. Lesson Plans, walkthroughs, discipline referral data,	
Race / Ethnicity	Teach specific strategies for responsible behavior choices through morning meetings. Additional support provided as needed through small group mentoring.	Title I	a. August 2020: Daily	Teachers, Birney Behavior Team, Admin. Team, Counselors
			b. Lesson Plans, walkthroughs, discipline referral data,	
			a.	
			b.	
Foster and Homeless	Teach specific strategies for responsible behavior choices through morning meetings. Additional support provided as needed through small group mentoring.	Title I	a. August 2020: Daily	Teachers, Birney Behavior Team, Admin. Team, Counselors
			b. Lesson Plans, walkthroughs, discipline referral data,	

Migrant	Teach specific strategies for responsible behavior choices through morning meetings. Additional support provided as needed through small group mentoring.	Title I	a. August 2020: Daily	Teachers, Birney Behavior Team, Admin. Team, Counselors
			b. Lesson Plans, walkthroughs, discipline referral data,	
			a.	
			b.	
Students with Disabilities	Teach specific strategies for responsible behavior choices through morning meetings. Additional support provided as needed through small group mentoring.	Title I	a. August 2020: Daily	Teachers, Birney Behavior Team, Admin. Team, Counselors
			b. Lesson Plans, walkthroughs, discipline referral data,	
			a.	
			b.	



FY20 TITLE I SIP REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)

The School Improvement Plan is developed during a one-year period (2020-2021) as outlined in **Sec. 114(b) (1-5) of ESSA**.

(Monitoring) The School Improvement Plan 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.

(SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers, district-wide and in the individual schools need to know and be able to do for their students. 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 evidence-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

References: Schoolwide Checklist (2.iii.d)

Birney Elementary School serves all students in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students.

We put in support measures to ensure that student learning difficulties are identified through CCC's, data teams, and RTI process, using current data. We ensure ongoing training for teachers in identifying learning challenges and provide appropriate assistance for implementing effective strategies. Putting measures in place to support student achievement requires a team approach involving the teacher, family, counselors, support staff, and administration.

Birney U provides a year-long induction as well as mentor teachers for new to the profession and new to Birney teachers. We set aside specific times each week for grade level teams to meet to plan engaging lessons and common formative assessments. Local and district coaches provide curriculum support. Finally, we provide frequent professional learning to address areas of concern based on informal walkthrough feedback for instruction in all content areas.

Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

Birney Elementary School will use Title I funds for the 2020-21 school year in a variety of ways. We have two academic coaches serving our school by providing professional development for our teachers in all content areas, with a specific emphasis on instructional best practices within reading and math. We also use funds for a full-time classified parent facilitator who specializes in family outreach initiatives focused on supporting and providing resources to supplement learning at home, specifically in reading and math.

In Literacy, we have chosen to implement the following instructional practices to address achievement:

- Personnel: 2 Academic Coaches & 1 Parent Facilitator
- Programs: Early Literacy Framework, Read 180/System 44, Lexia, and Mentoring Minds
- Professional Learning: Team Collaborative Planning, *The Next Step Forward in Guided Reading*
- Delivery Model: CCSD Balanced Literacy Instructional Model which includes mini-lesson, worktime (independent practice and guided reading) and closing.
- Families: Parent Facilitator, Parent Resource Center Materials/Workshops
- Summer Camps: Arts Integration Camp (rising 1-6 graders); Kindergarten camp (rising Kindergarteners)

In Math, we have chosen to implement the following instructional practices to address achievement:

- Personnel: 2 Academic Coaches & 1 Parent Facilitator
- Programs: DreamBox Learning and Mentoring Minds
- Professional Learning: Team Collaborative Planning; Number Talks; Concrete, Representational, Abstract Instruction
- Delivery Model: CCSD Balanced Math Instructional Model which includes mini-lesson, worktime (independent practice and guided math) and closing.
- Family: Parent Facilitator, Parent Resource Center Materials/Workshops
- Summer Camps: Arts Integration Camp (rising 1-6 graders); Kindergarten camp (rising Kindergarteners)

The Birney Behavior Team developed a positive, school-wide behavior management plan which includes common language, simple common rules for common areas, lesson plans for expected behaviors, a morning meeting framework, and a classroom/office discipline referral flow-chart. The counselors use the “Second Step” social/emotional program to teach classroom and small group lessons and share the home/school connections with parents after each lesson to continue discussions at home.

Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Currently, we do not have any students residing in local institutions for neglected or delinquent children.

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

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

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

- Daily Morning Meetings begin the day in each classroom. Morning Meetings build classroom community and create a positive climate that promotes respect. This is a safe place for students to express concerns, feelings, and learn to solve problems in a socially acceptable way. This is a place for students to recognize and appreciate each other's cultural, religious, and other differences. Teamwork activities are also a part of the Morning Meeting process and students learn to work together effectively for a common goal.
- Teachers greet students in the morning, as the research states that it supports the development of positive relationships and student engagement in the classroom.
- Teachers participate in professional learning to gain strategies to respond effectively to serious or persistent behavior problems and address the needs of students who are chronically disruptive, inappropriate, or violent. 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.

Transition:

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. [Sec. 1114(b)(7)(V)]

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]

References: Schoolwide Checklist 4c

We are a part of the CCSO K-2 Early Literacy Framework. Students in kindergarten receive thirty minutes a day of direct phonics instruction. Included in this phonics instruction is phonological awareness, phonemic awareness, letter discrimination, letter identification, and letter sound/symbol relationships. This direct instruction, small group instruction, and independent practice aid the development of skills that transfer to early reading and writing.

Local Pre-K childcare facilities are invited in for a special kindergarten orientation and a visit to kindergarten classrooms.

Our Parent Liaison, Mrs. Genao, invites local families with upcoming kindergarten students into the building for a workshop to discuss kindergarten preparation skills. Families participate in make-and-take activities they can use with their pre-kindergarten students at home to prepare them for formal learning at school.

We also host a summer Kindergarten Camp for one week prior to the beginning of the school year. Incoming kindergarten students participate, get to know the school and teachers, preview the kindergarten curriculum, and meet their classmates. We began the SY20 instructional year with Kindergarten Camp one week before pre-planning. This helped prepare students new to the grade level with a preview of literacy and math learning and beginning of the year assessments.

Students transitioning from grade 5 to grade 6 visit their local middle school. The fifth-grade counselor, Mrs. McLane, provides lessons to grade 5 classes on study skills, transitioning between classes, opening a locker, etc. The local middle school also hosts an upcoming grade 6 night for students and parents.

ADDITIONAL RESPONSES

Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

Books and other instructional resources purchased with Title I funds are inventoried and labeled, then given to teachers. At the end of the year, the inventory is checked and staff members sign a roster to confirm the resources are intact.

Technology devices are given bar codes from CCSD and Title I and inventoried twice a year by Title I personnel.

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).