



Approved Copy  
September 8, 2023

# School Improvement Action Plan



School Year:	2023-2024
School Name:	Birney Elementary School
Principal Name:	William C. Dills
Date Submitted:	June 22, 2023
Revision Dates:	July 23, 2023; August 2, 2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Birney Elementary School
<i>Team Lead</i>	William Dills
<i>Position</i>	Principal
<i>Email</i>	William.Dills@CobbK12.org
<i>Phone</i>	678-842-6824

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

X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"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 <b>ONLY</b>
	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 SY2023 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 SY2022 mid-year data. Through a series of meetings, we looked at achievement data from multiple sources and the Title I parent survey data to identify our strongest needs and promote action steps to address those needs.

## IDENTIFICATION of STAKEHOLDERS

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

Positions and Roles to consider when developing the SIP Committee.

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

## COMMITTEE MEMBERS SIGNATURE PAGE

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

Meeting Date(s):	March 24 <sup>th</sup> 2023 , May 3 <sup>rd</sup> 2023, May 8 <sup>th</sup> 2023, May 19 <sup>th</sup> , 2023 April 12 <sup>th</sup> and 13 <sup>th</sup> 2023, April 19 <sup>th</sup> and 20 <sup>th</sup> , 2023 August 25 <sup>th</sup> , 2023
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Position/Role	Printed Name	Signature
<i>March 24<sup>th</sup> 2023 , May 3<sup>rd</sup> 2023, May 8<sup>th</sup> 2023, May 19<sup>th</sup>, 2023 Team as follows:</i>		
Instructional Support Specialist K-2, ELA	Michelle Mullinax	
Instructional Support Specialist 3-5, ELA	Kourtney Jones	
Instructional Support Specialist Math	Celethia McCain-Francois	
Instructional Support Specialist Math	Amy Smith	
<i>April 12<sup>th</sup> and 13<sup>th</sup> 2023, April 19<sup>th</sup> and 20<sup>th</sup>, 2023 team as follows:</i>		
Instructional Support Specialist K-2, ELA	Michelle Mullinax	
Instructional Support Specialist 3-5, ELA	Kourtney Jones	
Instructional Support Specialist Math	Celethia McCain-Francois	
Instructional Support Specialist Math	Amy Smith	
K-5 Grade level teachers	Kindergarten team First grade team Second grade team Third grade team Fourth grade team Fifth grade team	

<i>August 25<sup>th</sup>, 2023 team as follows:</i>		
Instructional Support Specialists for ELA	Kourtney Jones Michelle Mullinax	
Instructional Support Specialists for Math	Celetheia McCain-Francois Amy Smith	

### Comprehensive Needs Assessment Evaluation of Goal(s)

*(References: Schoolwide Checklist 1.a.)*

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

<b>Previous Year's Goal #1</b>	The number of students reading on and above grade level will increase by at least 25% (177 of 710 students) during the 2022- 2023 school year as measured using the Next Steps Guided Reading Assessment tool that will be administered in August 2022 and May 2023.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>While growth in reading levels was reported at each grade level, no grade level met the targeted 25% increase. The Next Step Guided Reading Assessments (NSGRA) indicated the following:</p> <ul style="list-style-type: none"> <li>• Kindergarten increased by 1% (<i>increased from 33 students reading on grade level at the beginning of the year to 53 students at the conclusion of the year</i>)</li> <li>• First grade increased by 21% (<i>increased from 33 students reading on grade level at the beginning of the year to 57 students at the conclusion of the year</i>)</li> <li>• Second grade increased by 11% (<i>increased from 46 students reading on grade level at the beginning of the year to 57 students at the conclusion of the year</i>)</li> <li>• Third grade increased by 1% (<i>increased from 51 students reading on grade level at the beginning of the year to 59 students at the conclusion of the year</i>)</li> <li>• Fourth grade increased by 1% (<i>increased from 36 students reading on grade level at the beginning of the year to 39 students at the conclusion of the year</i>)</li> <li>• Fifth grade increased by 23% (<i>increased from 56 students reading on grade level at the beginning of the year to 85 students at the conclusion of the year</i>)</li> </ul>
<b>Reflecting on Outcomes</b>	

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> <li>• We will be offering professional learning opportunities aligned to the Science of Reading.</li> <li>• Additional training opportunities for the Lexia Core5 platform.</li> <li>• Implementation of a schoolwide phonics screener in K-5 to determine foundational phonics gaps to target instruction.</li> <li>• Professional learning focused on improving writing through integration of WriteScore as well continue to monitor one-to-one and small group conferring.</li> <li>• Targeted vocabulary instruction and training to support morphology instruction.</li> <li>• Small group reading instruction based on on-going data (i.e. UFLI, structured lesson plans, NSFGR, Lexia Core5 , etc...)</li> <li>• Lesson plan collaboration meetings with coaching support to address tier 1 literacy instruction.</li> <li>• CCC/PLC Data Team Meetings to support the creation and monitoring of grade level common assessments.</li> <li>• Family engagement activities that incorporate make and takes that support grade level curriculum and skills.</li> <li>• Systematic usage of Lexia school-wide as well as an incentive and recognition program for students.</li> <li>• Administrative instructional guidance and feedback (i.e. walkthroughs, debriefing conversations, consistent monitoring of the implementation of small group reading instruction as well as conferring)</li> <li>• Continue to implement coaching practices (modeling lessons, teacher feedback, professional learning)</li> <li>• Primary reading lab for K-2 supported by EIP teachers.</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>This goal was not met for the 2022-2023 school year.</p>

<p><b>Previous Year's Goal #2</b></p>	<p>The percentage of students performing at proficient or higher on the Math Inventory (MI) will increase by at least 25% (177 of 710 students) at each grade level from August 2022 to May 2023.</p>
<p style="text-align: center;"><b>Was the goal met?</b>      <input checked="" type="checkbox"/> <b>YES</b>      <input type="checkbox"/> <b>NO</b></p>	
<p>What data supports the outcome of the goal?</p>	<p>Birney's Math Inventory (MI) data shows that our goal of increasing the percentage of students performing at proficient or higher to increase by at least 25% (177 of 710 students) at each grade level from August 2022 to May 2023 was exceeded. The MI data is as follows:</p> <ul style="list-style-type: none"> <li>• Kindergarten increased by 46% (<i>went from 5 students to 66 students out of 127</i>)</li> <li>• 1<sup>st</sup> grade increased by 50% (<i>went from 8 students to 64 students out of 113</i>)</li> <li>• 2<sup>nd</sup> grade increased by 41% (<i>went from 9 students to 53 students out of 104</i>)</li> <li>• 3<sup>rd</sup> grade increased by 39% (<i>went from 6 students to 49 students out of 112</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade increased by 35% (<i>went from 9 students to 41 students out of 91</i>)</li> <li>• 5<sup>th</sup> grade increased by 41% (<i>went from 9 students to 61 students out of 125</i>)</li> </ul>
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	N/A
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>Action steps that aided in the increase of student performance on the Math Inventory include:</p> <ul style="list-style-type: none"> <li>• Bi-weekly math Professional Learning delivered by the Math Instructional Support Specialists</li> <li>• Team planning and collaboration</li> <li>• ESGI formative assessment tool (grades K-1)</li> <li>• CCC Data Team Meetings</li> <li>• Usage of DreamBox Learning</li> <li>• Family Engagement activities (Math Nights, parent checkout of materials)</li> <li>• Model lessons by the Math Instructional Support Specialists</li> <li>• Providing staff with hands-on learning utilizing math manipulatives</li> <li>• Math Interventionist support for 3<sup>rd</sup> and 5<sup>th</sup> grade students</li> <li>• Small class sizes</li> <li>• Implementation of three 360 Math classrooms</li> <li>• Math Lab as part of Specials rotation</li> </ul>

<b>Previous Year's Goal #3</b>	The number of discipline referrals for the 2022-2023 school year will decrease by 10% as reported at the end of the year Comprehensive Discipline Summary.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	The end of the year Comprehensive Discipline Summary indicates a 37% increase in discipline referrals from the 2022 school year to the current 2023 school year. The majority of referrals occurred in classrooms at 43%. The secondary location with the highest occurrences was the cafeteria with 18%.

## Reflecting on Outcomes

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> <li>• The current specials' rotation includes a Health class. Moving into next year, this class will focus some instruction on teaching Social Emotional Learning through implementation of Sources of Strength.</li> <li>• Consider including morning meeting time in the master calendar.</li> <li>• More consistent implementation of the Birney Big 3 throughout the school building by all adults serving children directly or indirectly (increased use of the language).</li> <li>• Consider community outreach in order to provide resources and education around parents supporting their children's social emotional learning needs.</li> <li>• Birney Bobcat of the Week program.</li> <li>• Consider Men of Birney as a mentoring program for male students at Birney.</li> <li>• Guiding Coalition will create and monitor behavior supports for problem areas throughout the building (specifically cafeteria).</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>N/A</p>



## Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources																		
<b>ELA</b>	<p>K-2 Balanced Literacy Framework implemented with fidelity.</p> <p>Students in grades 2<sup>nd</sup> – 5<sup>th</sup> surpassed end of the year goals on the Reading Inventory:</p> <ul style="list-style-type: none"> <li>• 9 kindergarten students met the threshold to advance from the FRA to the RI. Of these, 44% scored in the proficient to advanced range</li> <li>• 23% of first graders are performing in the proficient to advanced range</li> <li>• 39% of second graders are performing in the proficient to advanced range</li> <li>• 54% of third graders are performing in the proficient to advanced range</li> <li>• 39% of fourth graders are performing in the proficient to advanced range</li> <li>• 49% of fifth graders are performing in the proficient to advanced range</li> </ul> <p>We have worked closely with the Lexia representative to train teachers on how to use student data in order to provide remediation and enrichment.</p> <p>Teachers are increasing their knowledge base when it comes to teaching reading and phonics through</p>	<p>Grade level teams did not consistently focus CCC meetings on data (i.e., conversations around reading levels, phonics results in K-2, interim data, etc.)</p> <p>This is the approximate number of students reading below grade level:</p> <ul style="list-style-type: none"> <li>• Kindergarten 57% (70/123 students)</li> <li>• 1<sup>st</sup> Grade 49% (55/112 students)</li> <li>• 2<sup>nd</sup> grade 44% (45/102 students)</li> <li>• 3<sup>rd</sup> Grade 55% (53/96 students)</li> <li>• 4<sup>th</sup> Grade 39% (48/122 students)</li> <li>• 5<sup>th</sup> Grade 50% (55/110 students)</li> </ul> <p>There is a disparity between Lexia Core5 reading level data as compared to classroom reading level data (percentage of students reported as <i>on or above grade level</i> reported below):</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Classroom data</th> <th style="text-align: center;">Lexia data</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td>First grade</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td>Second grade</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">55%</td> </tr> <tr> <td>Third grade</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">53%</td> </tr> <tr> <td>Fourth grade</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">52%</td> </tr> </tbody> </table>		Classroom data	Lexia data	Kindergarten	59%	68%	First grade	46%	81%	Second grade	60%	55%	Third grade	45%	53%	Fourth grade	61%	52%	<p>Reading Inventory Beginning and End of the Year Reports</p> <p>Next Step Forward Assessment (K – 5<sup>th</sup> Reading Level Data)</p> <p>Lexia Core5 usage data</p> <p>Walk-through data</p>
	Classroom data	Lexia data																			
Kindergarten	59%	68%																			
First grade	46%	81%																			
Second grade	60%	55%																			
Third grade	45%	53%																			
Fourth grade	61%	52%																			

	<p>professional learning delivered by instructional support as well as resources such as Cox Campus online modules (increasing strategies aligned to the Science of Reading).</p> <p>The First-grade team has implemented an intervention block aligned to Science of Reading strategies. The team utilized data from the Quick Phonics Screener to identify specific phonics needs for individual students. Students were grouped accordingly based on their needs. Students were served three times per week and were delivered systematic and explicit phonics instruction using West Virginia Phonics.</p> <p>The Fourth-grade team has implemented an intervention block aligned to Science of Reading strategies. The team utilized data from the Core Phonics Survey to identify specific phonics needs for individual students. Students were grouped accordingly based on their needs. Students were served two times per week and delivered systematic and explicit phonics instruction using resources from the University of Florida Literacy Institute (UFLI).</p>	<table border="1" data-bbox="1062 82 1541 120"> <tr> <td data-bbox="1062 82 1276 120">Fifth grade</td> <td data-bbox="1276 82 1409 120">50%</td> <td data-bbox="1409 82 1541 120">55%</td> </tr> </table> <p>Implementing and utilizing Lexia school-wide has been a challenge. Currently, 53% of our school is currently meeting the usage goal (May 8<sup>th</sup>).</p> <p>In addition, there are a lot of competing requirements during the reading block and teachers have not mastered the best approach to successfully integrate and manage these needs.</p> <p>It is a challenge to schedule enough time in the day to allow for explicit grammar instruction.</p>	Fifth grade	50%	55%	
Fifth grade	50%	55%				
<p style="text-align: center;"><b>Math</b></p>	<p>Students in Kindergarten - 5<sup>th</sup> grades surpassed the end of year goal on the Math Inventory.</p>	<p>Based upon data from the end-of-year Math Inventory (MI), 50% of Birney's students in kindergarten through 5<sup>th</sup> grade are performing at basic or below basic proficiency levels. According to Birney's MI proficiency level data:</p> <ul style="list-style-type: none"> <li>• 27% of students are below basic (181/672 students)</li> <li>• 23% of students are basic (157/672 students)</li> </ul>	<p>Math Inventory Beginning of the Year &amp; End of Year Reports</p> <p>Teachers' collaborative conversations during Critical Needs Assessment</p> <p>Walk-through data</p>			
<p style="text-align: center;"><b>Science</b></p>	<p>Some teachers utilize the Cobb County Science Adoption Materials: Grades K,1, 2 - HMH Science Dimensions Grades 3, 4, 5- HMH Georgia Science.</p> <p>22% of our 5<sup>th</sup> grade students (28/126 students) scored Level 3 or Level 4 on the 2023 Science Milestones Assessment. This is an increase from 16% in 2022.</p>	<p>The master schedule currently does not allow enough time to dedicate specifically to science, so it makes it necessary to integrate science into other content areas. This has not been done effectively.</p> <p>Teachers are not utilizing the CTLS platform to access the online lesson plans consistently.</p>	<p>CCSD Interim Data</p> <p>2023 Science Milestones data for 5<sup>th</sup> grade</p> <p>Observational data as well as collaboration with teachers.</p>			

		<p>Teachers are not consistently giving the Science Interim assessments to all students for each unit.</p> <p>Average Percentage of Students Tested for each grade level:</p> <p>K- Not applicable</p> <p>1<sup>st</sup>- 60%</p> <p>2<sup>nd</sup>- 63%</p> <p>3<sup>rd</sup>- 91%</p> <p>4<sup>th</sup>- 55%</p> <p>5<sup>th</sup>- 65%</p> <p>78% of our 5<sup>th</sup> grade students (98/126 students) scored Level 1 or Level 2 on the 2023 Science Milestones Assessment.</p>	
<p><b>Social Studies</b></p>	<p>Some Teachers regularly use Studies Weekly to support grade-level standards.</p>	<p>The master schedule currently does not allow enough time to dedicate specifically to social studies, so it makes it necessary to integrate social studies into other content areas. This has not been done effectively.</p> <p>The CTLS bank of resources does not have adequate reading materials to integrate social studies during the reading block.</p> <p>Teachers are not effectively accessing the provided resources to support planning (i.e., Discovery Ed, etc...)</p> <p>Teachers are not consistently giving the Social Studies Interim assessments to all students for each unit.</p> <p>Average Percentage of Students Tested for each grade level:</p> <p>K- Not applicable</p> <p>1<sup>st</sup>- 63%</p> <p>2<sup>nd</sup>- 48%</p> <p>3<sup>rd</sup>- 78%</p> <p>4<sup>th</sup>- 55%</p> <p>5<sup>th</sup>- 92%</p>	<p>CCSD Interim Data</p> <p>Observational data as well as collaboration with teachers.</p>
<p><b>Discipline / School Climate Data</b></p>	<p>Some classroom teachers integrated and reviewed the school-wide discipline plan, Birney Big 3, consistently.</p> <p>Never Been Absent and Never Been Late recognitions held for students monthly.</p> <p>Positive office referrals were utilized by teachers to recognize good student behavior.</p>	<p>Teachers are not consistently holding morning meetings because time is not allotted in Master Schedule.</p> <p>The implementation of the committee-created school-wide discipline plan (Birney Big 3) to support positive learning environments was not done with fidelity school-wide.</p>	<p>Comprehensive Discipline Summary Reports</p> <p>Formative observations of classroom environments.</p>

	<p>Began a mentoring program, Birney Elevators, to support students in the top 10% of behavior referrals.</p> <p>Guiding Coalition Survey to assess school climate perceptions by students, parents, and staff.</p>	<p>Ineffective classroom management has resulted in discipline concerns, and a negative impact on instruction and student engagement.</p> <p>There have been 501 office referrals to date. Of these referrals, 78% of the violations were committed by male students.</p>	
<p><b>Professional Learning</b> What's been provided? What is the impact?</p>	<p>Bi-weekly professional development was provided to support the continued implementation of Next Step Forward in Guided Reading, the implementation of writing strategy groups, and individual student conferences.</p> <p>Bi-weekly professional learning to support Tier 1 math instruction encouraging the development of conceptual understanding and usage of manipulatives.</p> <p>Monthly Birney U sessions were delivered by the Academic Coaches for teachers who were new to Birney or have 3 years or less of teaching experience.</p> <p>Several Birney U sessions were differentiated to the needs of attending teachers.</p>	<p>It is a challenge to meet the individual needs of all teachers during the professional learning sessions.</p> <p>Need to consider further differentiation of Birney U topics and adjusting the schedule to offer extra support at the beginning of the year for teachers new to CCSD (particularly with CTLS usage).</p> <p>Consider using TTIS to support new teachers with CTLS</p>	<p>Foundational Reading Assessment (FRA)</p> <p>Reading Inventory (RI)</p> <p>Math Inventory (MI)</p> <p>ELA &amp; Math Interim Assessments</p> <p>Data meetings with grade-level teams</p>
<p><b>Other</b></p>	<p>CCCs were held weekly by grade-level teams.</p>	<p>Grade-level common assessments are needed to support the CCC process.</p>	

### Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
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<p style="text-align: center;"><b>ELA</b></p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>All subgroups tested increased the percentage of students in proficient and/or distinguished on the Reading Inventory. Birney's subgroup data is as follows:</p> <ul style="list-style-type: none"> <li>• African Americans grew by 29%</li> <li>• Hispanics grew by 25%</li> <li>• ELLs grew by 23%</li> <li>• SPED grew by 11%</li> <li>• Males grew by 23%</li> <li>• Females grew by 27%</li> </ul> <p>All subgroups decreased the number of students performing below basic on the Reading Inventory:</p> <ul style="list-style-type: none"> <li>• African Americans decreased by 29%</li> <li>• Hispanic students decreased by 25%</li> <li>• ELL students decreased by 24%</li> <li>• Males decreased by 24%</li> <li>• Females decreased by 27%</li> </ul>	<p>48% of Students with Disabilities continue to score below basic on the Reading Inventory.</p> <p>77% of first-grade students assessed on the RI are performing in the basic range on the Reading Inventory (RI). First-grade subgroup data for students falling in the basic range on the RI is as follows:</p> <ul style="list-style-type: none"> <li>• 65% of African American learners</li> <li>• 68% of Hispanic learners</li> <li>• 74% of ELL learners</li> <li>• 70% male learners</li> <li>• 67% of female learners</li> </ul> <p>61% of second-grade students are performing in the below basic and basic range on the Reading Inventory (RI). Second-grade subgroup data for students falling in the below basic/basic range on the RI is as follows:</p> <ul style="list-style-type: none"> <li>• 61% of African American learners</li> <li>• 61% of Hispanic learners</li> <li>• 63% of ELL learners</li> <li>• 63% of male learners</li> <li>• 56% of female learners</li> </ul> <p>46% of third-grade students are performing in the below basic and basic range on the Reading Inventory (RI). Third-grade subgroup data for students falling in the below basic/basic range on the RI is as follows:</p> <ul style="list-style-type: none"> <li>• 46% of African American learners</li> <li>• 50% of Hispanic learners</li> <li>• 59% of ELL learners</li> </ul>	<p>Reading Inventory (RI)</p>
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			<ul style="list-style-type: none"> <li>• 52% of male learners</li> <li>• 39% of female learners</li> </ul> <p>61% of fourth-grade students are performing in the below basic and basic range on the Reading Inventory (RI). Fourth-grade subgroup data for students falling in the below basic/basic range on the RI is as follows:</p> <ul style="list-style-type: none"> <li>• 58% of African American learners</li> <li>• 68% of Hispanic learners</li> <li>• 74% of ELL learners</li> <li>• 59% of male learners</li> <li>• 62% of female learners</li> </ul> <p>52% of fifth-grade students are performing in the below basic and basic range on the Reading Inventory (RI). Fifth-grade subgroup data for students falling in the below basic/basic range on the RI is as follows:</p> <ul style="list-style-type: none"> <li>• 55% of African American learners</li> <li>• 53% of Hispanic learners</li> <li>• 52% of ELL learners</li> <li>• 55% of male learners</li> </ul> <p>47% of female learners</p>	
<p style="text-align: center;"><b>Math</b></p>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>There is not an MI report that shows student scores from initial administration to end of the year administration for sub-groups in order to compare and track student progress.</p> <p>46% (57 of 123 students) of kindergarten students are performing in the proficient to advanced range on the Math Inventory (MI). Kindergarten subgroup data for students falling in the proficient to advanced range</p>	<p>There is not an MI report that shows student scores from initial administration to end of the year administration for sub-groups in order to compare and track student progress.</p> <p>54% (66 of 123 students) of kindergarten students are performing in the below basic and basic range on the Math Inventory (MI). Kindergarten</p>	<p>Math Inventory (MI)</p>

		<p>for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 45% of male learners (27 of 60 students)</li> <li>• 48% of female learners (30 of 63 students)</li> </ul> <p>54% (60 of 111 students) of first-grade students are performing in the proficient to advanced range on the Math Inventory (MI). First-grade subgroup data for students falling in the proficient to advanced range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 50% of male learners (28 of 56 students)</li> <li>• 58% of female learners (32 of 55 students)</li> </ul> <p>53% (55 of 104 students) of second-grade students are performing in the proficient to advanced range on the Math Inventory (MI). Second-grade subgroup data for students falling in the proficient to advanced range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 60% of male learners (34 of 57 students)</li> <li>• 45% of female learners (21 of 47 students)</li> </ul> <p>43% (49 of 114 students) of third-grade students are performing in the proficient to advanced range on the Math Inventory (MI). Third-grade subgroup data for students falling in the proficient to advanced range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 45% of male learners (26 of 57 students)</li> <li>• 40% of female learners (23 of 57 students)</li> </ul>	<p>subgroup data for students falling in the below basic/basic range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 55% of male learners (33 of 60 students)</li> <li>• 52% of female learners (33 of 63 students)</li> </ul> <p>46% (51 of 111 students) of first-grade students are performing in the below basic and basic range on the Math Inventory (MI). First-grade subgroup data for students falling in the below basic/basic range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 50% of male learners (28 of 56 students)</li> <li>• 42% of female learners (23 of 55 students)</li> </ul> <p>47% (49 of 104 students) of second-grade students are performing in the below basic and basic range on the Math Inventory (MI). Second-grade subgroup data for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 40% of male learners (23 of 57 students)</li> <li>• 55% of female learners (26 of 47 students)</li> </ul> <p>52% (59 of 114 students) of third-grade students are performing in the below basic and basic range on the Math Inventory (MI). Third-grade subgroup data for students falling in the below basic/basic range:</p> <ul style="list-style-type: none"> <li>• 53% of male learners (30 of 57 students)</li> <li>• 51% of female learners (29 of 57 students)</li> </ul>	
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		<ul style="list-style-type: none"> <li>• 39% ELL (15 of 38 students)</li> </ul> <p>43% (40 of 94 students) of fourth-grade students are performing in the proficient to advanced range on the Math Inventory (MI). Fourth-grade subgroup data for students falling in the proficient to advanced range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 45% of male learners (17 of 38 students)</li> <li>• 41% of female learners (23 of 56 students)</li> <li>• 49% of ELL (19 of 39 students)</li> </ul> <p>47% (61 of 129 students) of fifth-grade students are performing in the proficient to advanced range on the Math Inventory (MI). Fifth-grade subgroup data for students falling in the proficient to advanced range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 48% of male learners (32 of 66 students)</li> <li>• 46% of female learners (29 of 63 students)</li> <li>• 55% of ELL (35 of 64 students)</li> </ul>	<ul style="list-style-type: none"> <li>• 58% of ELL (22 of 38 students)</li> </ul> <p>49% (46 of 94 students) of fourth-grade students are performing in the below basic and basic range on the Math Inventory (MI). Fourth-grade subgroup data for students falling in the below basic/basic range for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 50% of male learners (19 of 38 students)</li> <li>• 48% of female learners (27 of 56 students)</li> <li>• 46% of ELL (18 of 39 students)</li> </ul> <p>49% (63 of 129 students) of fifth-grade students are performing in the below basic and basic range on the Math Inventory (MI). Fifth-grade subgroup data for the MI is as follows:</p> <ul style="list-style-type: none"> <li>• 47% of male learners (31 of 66 students)</li> <li>• 51% of female learners (32 of 63 students)</li> <li>• 45% of ELL (29 of 64 students)</li> </ul>	
<b>Science</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		Interim assessments were not given consistently enough to generate meaningful data about subgroups.	
<b>Social Studies</b>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant		Interim assessments were not given consistently enough to generate meaningful data about subgroups.	



<p><b>Discipline / School Climate Data</b></p>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Some classroom teachers integrated and reviewed the school-wide discipline plan, Birney Big 3, consistently.</p> <p>49% of Birney’s student population is Hispanic. However, this population comprised less than 5% of the top 3 discipline violations.</p>	<p>There have been 501 office referrals to date. Of these referrals, 78% of the violations were committed by male students. The three most frequently occurring violations were as follows:</p> <p>Insubordination 22%. This total can then be broken down to the % of the schools’ population committing the violations:</p> <ul style="list-style-type: none"> <li>• 31% Black (88/283)</li> <li>• 3% Hispanic (10/343)</li> <li>• 21% White (6/28)</li> <li>• 31% Multiracial (8/26)</li> <li>• 0% Asian (0/18)</li> <li>• 0% Other (0/4)</li> </ul> <p>Class disruption 20%. This total can then be further broken down to the % of the schools’ population committing the violations:</p> <ul style="list-style-type: none"> <li>• 28% Black (79/283)</li> <li>• &lt; 1% Hispanic (3/343)</li> <li>• 11% White (3/28)</li> <li>• 46% Multiracial (12/26)</li> <li>• 6% Asian (1/18)</li> <li>• 0% Other (0/4)</li> </ul> <p>Rough and boisterous 16%. This total can then be further broken down to the % of the schools’ population committing the violations:</p> <ul style="list-style-type: none"> <li>• 17% Black (48/283)</li> <li>• 8% Hispanic (26/343)</li> <li>• 14% White (4/28)</li> <li>• 8% Multiracial (2/26)</li> <li>• 11% Asian (2/18)</li> <li>• 0% Other (0/4)</li> </ul>	<p>Comprehensive Discipline Summary</p>
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<b>Professional Learning</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

<b>Statement of Concern #1</b>	<p>Based on the end of year Next Steps Forward in Guided Reading Assessment data more than 50% of students in grades K-5 are currently reading below grade level.</p>
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Data and research support the need to make shifts in teacher training to support reading instruction across all grade levels to support what we know about how the brain learns to read. Teacher knowledge of this collective research and best practices is lacking. Unless a teacher has taken the initiative to continue their own professional development, training has been limited.</p>
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>As some teachers have begun to implement research-based strategies based on how the brain learns to read, we have noticed a disconnect between the reading assessment tool, Next Step Forward in Guided Reading Assessment, that this goal and instruction was based on. Our shifted focus to instruction is heavily engrained in building a strong foundation of phonemic awareness and phonics instruction does not align with this assessment.</p>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Students display phonics gaps, lack foundational phonemic awareness, and have difficulty applying phonics and grammar skills that contribute to deficiencies with decoding and encoding as well as accuracy when reading. A lack of a schoolwide assessment plan for identifying these deficit areas has not been in place. This has impacted our ability to close these gaps for striving readers. In addition, grade levels inconsistently utilize the available data to drive instruction and decision-making in order to provide differentiated instruction within small groups as well as during independent work periods.</p>

<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<p>Scheduling issues this year have contributed to students missing parts of lessons due to leaving the classroom to receive supportive services such as Read 180 or System 44. Furthermore, Read 180 and System 44 only support students in grade 3 and 5. Students from grades 2 and 4 could benefit from these services as well. No interventionists currently serve K-1.</p> <p>Student attendance results in a loss of instructional time. During the 2022-23 school year, 6,154 absences occurred. Of these absences, 49% are unexcused. In addition, our school reports a high rate of tardiness (5,074 occurrences). These excessive absences result in a loss of instructional time for many students. The high occurrence of tardiness also negatively impacts student learning by causing them to miss integral parts of instruction such as the mini-lesson, work time and assessments.</p> <p>The county required Benchmark Phonics program is not a spiraled curriculum and the pacing does not allow for successful remediation in the foundational areas that many students exhibit as weaknesses. Additionally, the master schedule allowed for little to no time to devote to explicit grammar instruction.</p> <p>While the school provides quarterly learning opportunities to parents that offer tools to support learning at home, it is difficult to get the participation of all families. This leaves many students and families who do not have access to these same resources. Attendance at the events was as follows:</p> <p>Literatura attendance:</p> <ul style="list-style-type: none"> <li>• October Literatura= 64 families</li> <li>• February Literatura=113 families</li> </ul>
<p style="text-align: center;"><b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>In grades K-3, the percentage of students achieving on grade level performance will increase by 10% as measured by the Quick Phonics Screener (QPS) when comparing beginning of the year administration to end of the year administration.</p> <p>The percentage of students performing proficient or higher on the Reading Inventory will increase by 15% from August 2023 to 2024.</p>

<b>Statement of Concern #2</b>	<p>Based upon data from the end-of-year Math Inventory (MI), 50% of Birney’s students are performing at basic or below basic proficiency levels. According to Birney’s MI proficiency level data:</p> <ul style="list-style-type: none"> <li>• 27% of students are below basic</li> <li>• 23% of students are basic</li> </ul>
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers are lacking content knowledge in conceptual understanding of mathematical concepts. This leads to a deficit in authentic learning experiences for students such as performance tasks and real-world word problems that align to the level of rigor in the math standards.</p>
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers are not effectively progressing through the Concrete, Representational, and Abstract instructional continuum. This includes the regular use of manipulatives by students when learning new concepts rather than starting with representational or abstract. While Teachers understand the value of using manipulatives, Teachers are not yet comfortable with how to effectively incorporate manipulatives into their lessons, activities, and small groups. Additional Professional Learning on these topics is needed.</p>
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	<p>Teachers are not implementing differentiated small-group instruction based on classroom data and teacher observations. Teachers need additional support with how to use assessment data to create small group activities that are differentiated based on student needs. Small groups need to be implemented more consistently so Personal Learning will be given to help support this throughout the year.</p>
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	<p>Scheduling issues this year have contributed to a reduced amount of time for math instruction. Teachers have been challenged to fulfill the required amount of time for math instruction and student pull-outs for supports such as ESOL and Read 180 have reduced instructional time for math.</p> <p>Student attendance results in a loss of instructional time. During the 2022-23 school year, 6,154 absences occurred. Of these absences, 49% are unexcused. In addition, our school reports a high rate of tardiness (5,074 occurrences). These excessive absences result in a loss of instructional time for many students. The high occurrence of tardiness also negatively impacts student learning by causing them to miss integral parts of instruction.</p> <p>While the school provides quarterly learning opportunities to parents that offer tools to support learning at home, it is difficult to get the participation of all families. This leaves many students and families who do not have access to these same resources. Attendance at the events was as follows:</p> <ul style="list-style-type: none"> <li>• December Math Night= 57 families</li> <li>• March Math night= 33 families</li> </ul>

<p><b>Goal</b></p> <p><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of K-5 students performing proficient or advanced in math as measured by the Math Inventory (MI) assessment will increase from 50% (334 of 672 students) in May 2023 to 55% by May 2024.</p>
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<b>Statement of Concern #3</b>	<p>The end of the year Comprehensive Discipline Summary indicates a 37% increase in discipline referrals from the 2022 school year to the current 2023 school year. The majority of referrals occurred in classrooms at 43%. The secondary location with the highest occurrences was the cafeteria with 18%.</p>
<p><b>Root Cause #1 - (Within control)</b>  <b>Impacts which system(s):</b>  <input checked="" type="checkbox"/> Coherent Instruction  <input checked="" type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input checked="" type="checkbox"/> Supportive Learning Environment  <input type="checkbox"/> Family Engagement</p>	<p>Morning Meetings are not implemented with fidelity or differentiated to meet the needs of individual classrooms. Teachers have communicated that Social Emotional Learning (SEL) resources are lacking and guidance lessons alone are not meeting the needs of all learners.</p>
<p><b>Root Cause #2 - (Within control)</b>  <b>Impacts which system(s):</b>  <input checked="" type="checkbox"/> Coherent Instruction  <input checked="" type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input checked="" type="checkbox"/> Supportive Learning Environment  <input type="checkbox"/> Family Engagement</p>	<p>The implementation of the committee-created school-wide discipline plan (Birney Big 3) to support a positive learning environment was not done with fidelity school-wide. In addition, there is no behavior management plan being reinforced for the cafeteria. This could be due, in part, to a lack of training for lunchroom monitors.</p>
<p><b>Root Cause #3 - (Within control)</b>  <b>Impacts which system(s):</b>  <input checked="" type="checkbox"/> Coherent Instruction  <input type="checkbox"/> Professional Capacity  <input type="checkbox"/> Effective Leadership  <input checked="" type="checkbox"/> Supportive Learning Environment  <input type="checkbox"/> Family Engagement</p>	<p>Structured classroom rituals and routines are not implemented with fidelity in all classrooms resulting in behavior issues and a significant number of office referrals.</p>
<p><b>Contributing Factors</b>  <b>(Outside of control)</b></p>	<p>Students lack intrinsic motivation to follow established classroom and school rules and routines. In addition, there has been a lot of turn over with lunchroom monitors this year.</p>
<p><b>Goal</b>  <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>From the end of the 2023 school year to the end of the 2024 school year, the number of discipline referrals for students in grades K-5 will decrease by at least 10% as measured by the Comprehensive Discipline Summary Report.</p>

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

<b>Goal #1</b>	<p>The percentage of students in grades K-3 scoring on grade or above in reading as measured by the Quick Phonics Screener (QPS) will increase by at least 10% when comparing beginning of the year administration (August 2023) to end of the year administration (May 2024).</p> <p>The percentage of students in grades 3-5 performing proficient or higher on the Reading Inventory will increase by 15% from beginning of the year administration (August 2023) to end of the year administration (May 2024).</p>
<b>Goal #2</b>	<p>The percentage of K-5 students performing proficient or advanced in math as measured by the Math Inventory (MI) assessment will increase from 50% (334 of 672 students) in May 2023 to 55% by May 2024.</p>
<b>Goal #3</b>	<p>From the end of the 2023 school year to the end of the 2024 school year, the number of discipline referrals for students in grades K-5 will decrease by at least 10% as measured by the Comprehensive Discipline Summary Report.</p>



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

*SWP Checklist 2.c(iv)*

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

<p style="text-align: center;"><b>GOAL #1</b></p>	<p>The percentage of students in grades K-3 scoring on grade or above in reading as measured by the Quick Phonics Screener (QPS) will increase by at least 10% when comparing beginning of the year administration (August 2023) to end of the year administration (May 2024).</p> <p>The percentage of students in grades 3-5 performing proficient or higher on the Reading Inventory will increase by 15% from beginning of the year administration (August 2023) to end of the year administration (May 2024).</p>					
<p style="text-align: center;"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p>Provide opportunities for collaboration to support lesson planning and instruction.</p>	<p>Lexia Core 5</p> <p>UFLI teacher manuals and resources</p> <p>CTLS Resources</p> <p>Early Literacy Framework (ELF)</p>	<p>Title 1</p> <p>Title 1</p> <p>District</p> <p>District</p>	<p>August 2023</p>	<p><b>Implementation:</b> <i>August 2023-May 2024</i> The master calendar will provide opportunities for bi-weekly collaborative planning with Instructional Support Specialists.</p> <p><b>Artifacts:</b> team lesson plans, data reports</p>	<p><b>Desired outcome:</b> Increased, quality collaborative opportunities will result in more consistency across grade levels in lesson planning that align to the standards as well as increased student performance towards reading proficiency.</p> <p><b>Evidence:</b> Team lesson plans, data</p>	<p>Classroom teachers</p> <p>Administration</p> <p>Instructional support specialists</p>
<p>K-5 teachers will implement small group and one-to-one writing instruction.</p>	<p>Write Score rubrics, and checklists.</p> <p>Writing Strategies text by Jennifer Serravallo</p> <p>Writing Conferences by Carl Anderson</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>	<p>September 2023</p>	<p><b>Implementation:</b> <i>September 2023-May 2023-</i> Teachers will use Write Score lessons to support the delivery of tier one writing instruction. <i>September 2023-May 2024-</i> Teachers will implement small group and individual writing conferences. <i>January 2024-May 2024-</i> Teachers will support writers with targeted handwriting interventions utilizing Handwriting Without Tears</p>	<p><b>Desired outcome:</b> The number of students scoring in the proficient range in writing will increase as evidenced on the Write Score rubric.</p> <p><b>Evidence:</b> Student writing samples, writing lesson plans and conferencing notes, Write Score assessments and Milestone data</p>	<p>Classroom teachers</p> <p>Administration</p> <p>Instructional Support Specialists</p>

	Handwriting Without Tears			<b>Artifacts:</b> lesson plans, Write Score assessments, conference documentation		
Utilize common assessments to analyze student needs and drive instruction and intervention.	Write Score subscription for grade K-5  CTLS Assess  Quick Phonics Screener  Morphological Awareness Screener taken from Morpheme Magic  County phonics assessments	Title 1  District  N/A  Title 1  N/A	August 2023	<b>Implementation:</b> Teachers will consistently utilize data generated through implementing common assessments to drive instruction. <b>September-May 2023-</b> All teachers will assess all students using the Quick Phonics Screener (K-5) and the Morphological Screener (3-5) to plan for small group instruction and intervention <b>October-May 2023-</b> All teachers will create and utilize common assessments as evidenced by CTLS Assess data as well as classroom formative assessments. <b>January-May 2023-</b> All teachers will utilize results of Write Score scored pieces to differentiate and adjust writing instruction.  <b>Artifacts:</b> scored student writing samples, data generated from common assessments such as QPS, interims, and grade-level common assessments, CCC agendas and minutes	<b>Desired outcome:</b> Data conversations will become part of weekly CCC meetings. These conversations will result in the delivery of more quality differentiated instruction. This will support increased student performance towards reading and writing proficiency as well as meaningful interventions.  <b>Evidence:</b> CCC meeting notes, data from multiple sources such as county phonics assessments, grade-level common assessments, and Write Score scored writing pieces	Classroom teachers  Administration  Instructional support specialists  Support staff

<p>Provide tiered instruction and targeted interventions to support students in mastering ELA standards.</p>	<p>UFLI Morpheme Magic Heggerty Mentor Texts Read 180/System 44 Quick Phonics Screener/Cor e Phonics Screener StoryWorks Subscription for grades 4-5 Novel Effects</p>	<p>Title 1 Title 1 Title 1 Title 1 District Local School Title 1 Title 1</p>	<p>September 2023</p>	<p><b>Implementation:</b> Teachers will provide daily intervention for students to meet their phonics, vocabulary, and comprehension needs.</p> <p><b>September to May</b> Utilize ELA resources to plan for and implement targeted interventions.</p> <p><b>Artifacts:</b> intervention lesson plans, common assessment data, phonics cycle data, and common assessment data from common grade level comprehension assessments.</p>	<p><b>Desired outcome:</b> Daily intervention will increase students' ability to decode, increase their RI scores, and increase their comprehension skills.</p> <p><b>Evidence:</b> common assessment data, phonics cycle data, and common assessment data.</p>	<p>Classroom teachers Administration Instructional Support Specialist</p>
<p>Provide professional learning opportunities aligned to the Science of Reading research in order to explicitly teach morphology, vocabulary-based instruction, phonemic awareness, phonics instruction, dictation/encoding, and comprehension. In addition, Birney U will provide differentiated support to teachers in their first through third year of education as well as those new to Birney.</p>	<p>LETRS training Morpheme Magic Lexia Core 5 UFLI</p>	<p>District Title 1 Title 1 Title 1</p>	<p>August 2023</p>	<p><b>Implementation:</b> <b>August 2023-May 2024</b>-Teachers will participate in bi-weekly professional learning based on a variety of strategies engrained in the Science of Reading. Instructional Support Specialist will support implementation through modeling and observation and feedback cycles. Classroom teachers in grades K-5 will implement Lexia Core5 as part of their daily reader’s workshop instruction. <b>October-May 2024:</b> Walk through data will be collected and utilized to monitor implementation of</p>	<p><b>Desired outcome:</b> Teachers will develop a better understanding of best practices aligned to the Science of Reading. In addition, they will utilize these strategies during daily instruction resulting in increased student performance towards reading proficiency. Increase the percentage of teachers implementing PL with fidelity in each grade-level.</p> <p><b>Evidence:</b> performance data for Lexia Core5, walkthrough data</p>	<p>District personnel Instructional Support Specialists</p>

				<p>strategies presented and modelled during PL's.</p> <p><b>Artifacts:</b> PL sign-in sheets, PL calendar, presentation materials</p>		
<p>Implement Write Score lessons, assessments, rubrics, and resources to strengthen tier one writing instruction across all grade levels.</p>	<p>Write Score subscription grade K-5. (1 scored assessment)</p>	<p>Title 1</p>	<p>Write Score subscription for grades K-5</p>	<p>October- May Provide training on implementation of the Write Score resources. as evidenced by professional learning documentation.</p> <p><b>September 2023- May 2023</b> Grades K-5 teachers will implement Write Score lessons, assessments, rubrics, and resources as evidenced by walkthrough data to improve tier one instruction.</p> <p><b>September 2023-May 2023-</b> Teachers will use Write Score lessons to support the delivery of tier one writing instruction.</p> <p><b>Artifacts:</b> PL sign-in sheets, PL calendar, presentation materials, lesson plans, and walk-through data.</p>	<p><b>Desired Outcome:</b> Increased consistency across all grade levels to ensure a common writing language, scoring practices, and tier one instruction.</p>	<p>All K-5 teachers.</p> <p>ELA Instructional Support Specialist</p> <p>Administration</p>
<p>Implement daily small group reading instruction in all K-5 classrooms targeting skills identified using common assessments.</p>	<p>Decodable texts</p> <p>Quick Phonics Screener</p> <p>Morphological Screener</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>	<p>August 2023</p>	<p><b>Implementation:</b> <b>September 2023-May 2024-</b> Teachers will utilize data generated from screeners to plan and deliver small group instruction differentiated to students' needs. Teachers will implement targeted instruction in the areas of word</p>	<p><b>Desired outcome:</b> increased student achievement in reading</p> <p><b>Evidence:</b> student achievement data, walkthrough data</p>	<p>All K-5 teachers.</p> <p>ELA Instructional Support Specialist</p>

				study and vocabulary development <b>Artifacts:</b> small group lesson plans, walkthrough data		
Employ two grade-level Title I Teachers to provide class size reduction which will allow increased frequency of classroom strategies (i.e., small group instruction, conferencing 1:1, etc.)	Instructional Support Specialists	Title 1	July 2023	<b>Implementation:</b> Title 1 Teachers will conference with students weekly and take anecdotal records in a conferencing notebook. <b>Artifacts:</b> lesson plans, conferencing notebooks, conferencing schedule	<b>Evaluation of Impact:</b> increased student achievement due to the reduced class size. <b>Evidence:</b> student achievement data	Title 1 teachers Instructional Support Specialist

<b>GOAL #2</b>	The percentage of K-5 students performing proficient or advanced in math as measured by the Math Inventory (MI) assessment will increase from 50% (334 of 672 students) in May 2023 to 55% by May 2024.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
To increase teacher efficacy by expanding content knowledge in conceptual understanding of mathematical concepts	Math manipulatives Instructional supplies Instructional Support Specialists CTLS Math Interventionist District Personnel Title 1 Personnel GloSS Data	District / Title 1 District / Title 1 District District CARES Act District Title 1 District	August 2023	<b>Implementation:</b> The Instructional Support Specialists will deliver math professional learning on instructional strategies to support conceptual understanding of grade-level math standards.  <b>Artifacts:</b> learning walks, professional learning agendas, professional learning sign-in sheets	<b>Evaluation of Impact:</b> Teachers will deliver engaging lessons to students using manipulatives and real-world situations to increase understanding and problem-solving ability  Teachers will design and deliver math instruction that supports the development of conceptual understanding in students.  <b>Evidence:</b> summary of learning walk data findings, Math Inventory data, Interims	Instructional Support Specialists Classroom Teachers Administration Math Interventionist
To increase the use of manipulatives in math classrooms utilizing the Concrete-Representational- Abstract continuum	Math Manipulatives Instructional Supplies Instructional Support Specialists	District/Title 1 District/ Title 1 District	August 2023	<b>Implementation:</b> The Instructional Support Specialists will support teachers will implementing the use of manipulatives in math instruction.  <b>Artifacts:</b> learning walks, professional learning sign-in sheets and agendas	<b>Evaluation of Impact:</b> Using manipulatives for instruction will add multisensory elements in math and will make abstract concepts concrete for all students. This will increase student understanding of mathematical concepts.  <b>Evidence:</b> summary of learning walk data findings, Math Inventory data	Instructional Support Specialists Classroom Teachers Administration Math Interventionist

Teachers in K-5 will continue to implement formative assessment practices to monitor student progress on math skills	CTLs	District	August 2023	<p><b>Implementation:</b> Teachers will create and administer formative assessments using CTLs.</p> <p><b>Artifacts:</b> Unit plans, Collaborative planning sessions,</p>	<p><b>Evaluation of Impact:</b> Teachers will consistently use CTLs to formatively assess students. Data will be used to inform instruction, intervention, and small groups.</p> <p><b>Evidence:</b> CTLs assessment reports</p>	Administration K-5 Teachers
Continued implementation of a 360 Math classroom to support student engagement and understanding	<p>360 Math trained teachers</p> <p>Instructional Support Specialists</p> <p>Consumable supplies</p> <p>Math manipulatives</p> <p>Instructional supplies</p> <p>District Personnel</p>	<p>District / Title 1</p> <p>District</p> <p>District / Title 1</p> <p>District / Title 1</p> <p>District / Title 1</p> <p>District</p>	August 2023	<p><b>Implementation:</b> Participating teachers will utilize 360 Math boards in their classrooms to increase engagement, as formative assessment and for student feedback during classroom instruction.</p> <p><b>Artifacts:</b> learning walks, formative assessments</p>	<p><b>Evaluation of Impact:</b> To increase the engagement and understanding of the students utilizing the 360 Math classrooms.</p> <p><i>Learning Walks data will indicate that 100 % (8 out of 8) of teachers are implementing Math 360.</i></p> <p><b>Evidence:</b> students' thinking that is visible on the dry-erase boards within the Math360 classroom(s), Math Interim Assessment data, Math Inventory data</p>	<p>Math360 Teachers</p> <p>Instructional Support Specialists</p> <p>Administration</p>
Continued allocation of a teacher to run a Math Lab as part of the K-5 specials rotations.	<p>Math Lab Teacher</p> <p>Instructional Support Specialists</p> <p>Consumable supplies</p> <p>Math manipulatives</p> <p>Instructional supplies</p>	<p>District</p> <p>District</p> <p>District / Title 1</p> <p>District / Title 1</p> <p>District / Title 1</p>	August 2023	<p><b>Implementation:</b> The Principal will allocate one teacher to run the K-5 Math Lab specials rotation. All students will attend Math Lab as part of their Specials rotation. Instruction will focus on grade-level priority standards.</p> <p><b>Artifacts:</b> learning walks, lesson plans</p>	<p><b>Evaluation of Impact:</b> Students will gain math proficiency of priority standards. The percentage of students performing at proficient or higher on the Math Inventory will increase by at least 25% in all grade levels.</p> <p><b>Evidence:</b> Math Interim Assessment data, Math Inventory data</p>	<p>Math Lab Teacher</p> <p>Instructional Support Specialists</p> <p>Administration</p>





<b>GOAL #3</b>	From the end of the 2023 school year to the end of the 2024 school year, the number of discipline referrals for students in grades K-5 will decrease by at least 10% as measured by the Comprehensive Discipline Summary Report.					
<b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Start Date</b>	<b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i>	<b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i>	<b>People Responsible</b>
Implement the schoolwide behavior plan in K-5 homerooms with fidelity (i.e., Birney Big 3).	Birney Big 3 lesson plans  Birney Big 3 anchor charts  Sources of Strength curriculum	N/A  Local School  District	August 2023	<b>Implementation:</b> Staff will integrate the language of the Birney Big 3 throughout the day in all areas. Additionally, anchor charts created collaboratively with students will be displayed in classrooms to explain expected behaviors that align with the Birney Big 3. Sources of Strength is a SEL curriculum available to all staff.  <b>Artifacts:</b> lesson plans, observations, anchor charts, learning walks	<b>Evaluation of Impact:</b> decrease the number of discipline referrals by 10%  <b>Evidence:</b> data generated from the Comprehensive Discipline Report	Birney Staff/Guiding Coalition  Administration  Instructional Support Specialists  District personnel
Implement an incentive program for the lunchroom.	Student Incentives	Local school  Partners in Ed	August 2023	<b>Implementation:</b> Guiding coalition will meet to design an incentive program targeted in improving lunchroom behavior.  <b>Artifacts:</b> minutes generated from guiding coalition meeting, copy of the plan	<b>Evaluation of Impact:</b> improve the behaviors exhibited in the lunchroom as evidenced by a decreased number of office referrals occurring in the lunchroom  <b>Evidence:</b> data from the Comprehensive Discipline Report	Guiding Coalition
Provide professional learning for teachers and staff in the following areas: <ul style="list-style-type: none"> <li>• Positive Behavior Supports</li> <li>• Tier One Classroom Management strategies</li> <li>• Tier two and three behavior management strategies</li> </ul> Sources of Strength curriculum	Professional Learning Calendar  Sources of Strength curriculum	N/A  District	August 2023	<b>Implementation:</b> Professional learning will be provided throughout the school year to address the SEL needs of our students.  <b>Artifacts:</b> Training agendas, sign-in sheets, classroom walkthroughs	<b>Evaluation of Impact:</b> Decrease the number of discipline referrals by 10%.  <b>Evidence:</b> Data generated from the Comprehensive Discipline Report.	District personnel  Instructional support specialists  Administration  RTI Facilitator  Health teacher

						Guiding Coalition
Implement the Birney Bobcat of the Week program	Student incentives	Partners in Education Local School	September 2023	<p><b>Implementation:</b> A student will be chosen each week from each grade level. Teachers will be assigned weeks and on their assigned week that teacher will choose the student. Small group special education teachers will be included in the grade level rotations to ensure equitable distribution.</p> <p><b>Artifacts:</b> certificates, teacher assignments and student's names (Excel)</p>	<p><b>Evaluation of Impact:</b> Decrease the number of discipline referrals by 10%.</p> <p><b>Evidence:</b> Data generated from the Comprehensive Discipline Report.</p>	Instructional Support Specialist

**Actions to Support Student Groups in Meeting School Improvement Goals**

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

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

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

Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> <u>Annual Title I Meeting – Deadline October 6, 2023</u>                      Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 7, 2023		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 3, 2023</u>                      Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 20, 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline May 3, 2024</u>                      Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	April 25, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>                      Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school  <u>Deadlines:</u> PL#1 9/23/23   PL#2 12/8/23   PL#3 2/16/24   PL#4 4/29/24</p>	September 5, 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	November 7, 2023		
	January 30, 2024		
	March 5, 2024		
<p><b>5. Required</b> <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <b><u>Briefly describe the transition activities here:</u></b> We support the transition to middle school by offering in-school time for students to learn about key stakeholders and general school information. In the spring we host a Kindergarten Orientation and host an Open House.</p>	July 2023 (Kindergarten Camp)  September 7, 2023 (Open House)  April 2024 (5 <sup>th</sup> grade transition and Kindergarten Orientation)		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><b><u>List documents translated for parents:</u></b></p> <p>School – Family Compacts</p> <p>Flyers and communication (e.g. CTLS Parent, social media, website, etc.)</p> <p>Monthly Birney Bulletin School Newsletter</p>	<p><input checked="" type="checkbox"/> 1    <input checked="" type="checkbox"/> 4</p> <p><input checked="" type="checkbox"/> 2    <input checked="" type="checkbox"/> 5</p> <p><input checked="" type="checkbox"/> 3    <input type="checkbox"/> 6</p>
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**School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)**

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Bilingual Math and Literacy Nights	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Partners in Education  Instructional Support Specialists  Parent Facilitator	Partners in Education  Local School Funds  Title 1	10/5/2023  03/07/2024	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.  <b>Artifacts/Evidence:</b> attendance rosters, parent surveys, copies of materials/resources provided	Parent Facilitator  Instructional Support Specialists
Bi-lingual events that encourage parent participation and support of the education program (Open House, Sneak a Peek, Meet and Greet, Resource Room Open House, Fall and Spring Forums, etc.)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Parent Facilitator  Parent Resource Room	Local School Funds  Title 1	7/28/2023  9/7/2023	The Parent Facilitator will monitor attendance rosters to gauge family participation.  <b>Artifacts/Evidence:</b> attendance rosters, flyers	Parent Facilitator  Classroom teachers  ESOL support
Bi-lingual monthly newsletter for curriculum initiatives, volunteer opportunities, and resources.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Smore  Administration	Title 1  District	Monthly beginning August 2023	The newsletter will be distributed via CTLs and Administration will pull reports to gauge how many families are reading the newsletters.  <b>Artifacts/Evidence:</b> newsletters	Administration
ESOL parent workshops to provide support for those parents.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Parent Facilitator	Title 1  District Title III	1 per semester (Fall and Spring)	Following each workshop, attendees will be asked to complete a survey to help determine the impact of the event and the materials and resources provided to parents.  <b>Artifacts/Evidence:</b> attendance rosters, parent surveys, copies of materials/resources provided	Parent Facilitator  ESOL support  District Personnel



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

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

<b>School Improvement Plan Required Questions</b>
<b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>
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. <b>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)</b>
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. <b>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)</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. <b>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)</b>
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. <b>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)</b>

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:**

Title I will be providing Lexia Core5 and Write Score to support literacy and writing instruction. Birney works with the CCSD School Nutrition department to provide healthy breakfast and lunch for students daily. In addition, our cafeteria provides healthy snack food for ASP students. Our Wellness Team provides weekly wellness tips to staff and students. We partner with Children’s Healthcare of Atlanta to bring the Strong 4 Life team to assist in teaching life-long healthy habits. Birney actively participates in the Early Literacy Framework. We are sending six staff members to LETRS training provided through the District. Also, we have two Read180 and System 44 intervention labs to serve students as well as a math interventionist that supports third and fifth-grade students.

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

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

*SWP Checklist 4*

**Evaluation of the Schoolwide Plan - 34 CFR § 200.26**

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

**SCHOOL RESPONSE:**

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

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

**SCHOOL RESPONSE:**

CTLS will house the Quick Phonics Screener (QPS) assessments. Teachers in grades K-5 will administer these assessments as pre and post-tests administered at the beginning and end of the year. The results of these assessments will be used to plan targeted interventions. In addition, formative assessments will be administered on 15 day assessment cycles in grades K-3 and striving students in grades 4 and 5. Data will be collected and analyzed for effectiveness. This data will be sorted by subgroups to analyze and address trends across multiple assessment measures. Classroom teachers and support personnel will collaborate to address the trends in order to determine the next steps in instruction. In addition, we will analyze data from Lexia Core5, DreamBox Learning, phonics, Reading Inventory, GloSS, the Math Inventory, as well as local and district formative and summative assessments to determine enrichment opportunities for thriving learners as well as supports for striving learners.

Grade-level Cobb Collaborative Community (CCC) meetings will occur weekly. During collaboration teams will desegregate data and use Cobb's CCC guiding questions to support student growth.

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

**SCHOOL RESPONSE:**

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

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

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

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

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

**SCHOOL RESPONSE:**

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

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

We developed and used a behavior program that focuses on the Birney Big Three: Be Respectful, Be Responsible, and Be Kind. The plan focuses on common language throughout each classroom and rules for common areas (cafeteria, hallway, bus, bathroom, and playground). Each teacher participates in

professional learning on the behavior flow-chart, which defines teacher-managed versus administrator-managed behaviors and positive strategies for teachers to use in the classroom. We provided lessons to teach the Birney Big Three and rules for the common areas.

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

ALL teachers and staff practice motivating students through self-management strategies, providing positive role models, and building healthy relationships.

The administration follows the CCSD progressive discipline policy to support chronic student behaviors.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

**SCHOOL RESPONSE:**

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

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

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

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

The ELA Instructional Support Specialists will conduct professional learning focused on research-based strategies. Additional differentiated professional learning will be implemented to address areas of need as indicated by data. Teachers will meet with the Math Instructional Support Specialists to deepen their understanding of math standards, increase rigor and student collaboration, learn more about supporting the development of fact fluency, and receive professional learning on concrete, representational and abstract ways to teach the standards.

Each quarter every grade level will receive release time to collaboratively plan for the upcoming quarter.

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, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> grade. *SWP Checklist 2.c(v)*

**SCHOOL RESPONSE:**

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

The school will provide a bi-lingual Kindergarten Orientation and tour. At this time, parents will be provided with a supply bag that provides home learning activities to help support kindergarten readiness. Our Parent Facilitator, in conjunction with the Instructional Support Specialists, will work with these families to discuss kindergarten preparation skills as well as review the contents of the bag. Modeling and practice will be utilized as well.

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. This will help 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 provides articulation lessons to support the transition to middle school. The local middle school also hosts a grade 6 orientation night for students and parents.

**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*