



School Improvement Plan 2026 - 2027



Hall County
Flowery Branch Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Flowery Branch Elementary School
Team Lead	Heather Davis
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	The need for a rigorous, standards-aligned curriculum and targeted remediation to ensure students are proficient in core subjects.
Root Cause # 1	Current intervention systems do not consistently provide the level of targeted support needed to accelerate learning for students performing below or above grade level expectations.
Root Cause # 2	Students have had limited opportunities to engage in hands-on, inquiry-based science experiences that promote deeper understanding and application of science concepts assessed on Georgia Milestones.
Root Cause # 3	Families may not have sufficient opportunities, resources, or understanding of instructional expectations to effectively support student learning and achievement at home.
Root Cause # 4	Collaborative teams have not consistently utilized data, common planning processes, and PLC structures to identify student needs, monitor progress, and adjust instruction effectively.
Root Cause # 5	Students need access to appropriately leveled reading materials (leveled texts) in order to practice skills independently.
Root Cause # 6	Classroom instructional practices vary in rigor, differentiation, and responsiveness to student learning needs, resulting in inconsistent student experiences and achievement outcomes across grade levels and classrooms.
Goal	By the end of FY27, the overall CCRPI scores for Flowery Branch Elementary will increase by 2 points from the previous year's overall score, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, and readiness.

Action Step # 1

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach-Assess- Respond).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	MAP Growth Reports Module Assessments TKES observations PL sign-in sheets Lesson plans PL agenda
Method for Monitoring Effectiveness	increased Math scores on MAP
Position/Role Responsible	Admin Instructional Coach Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	Build consistent, data-driven collaborative practices, grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	MAP Growth Reports Lesson plans TKES observations PL sign-in sheets PL agenda
Method for Monitoring Effectiveness	Student's reading scores will increase on MAP.
Position/Role Responsible	Administrators Instructional Coach Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two-way communication and parent meetings, utilizing and providing access to family engagement resources, and building capacity to improve student achievement.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Students' goal setting folders/forms PL sign-in sheets PL agenda TKES
Method for Monitoring Effectiveness	MAP scores will increase in reading and math.
Position/Role Responsible	Instructional Coach Teachers Students
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step	Increase targeted instructional support by utilizing instructional extension, additional resources, and hiring instructional coaches, paraprofessionals, intervention, and class size reduction teachers to provide personalized learning and academic assistance.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans TKES observations

Action Step # 4

Method for Monitoring Effectiveness	MAP scores in reading and math will increase.
Position/Role Responsible	Intervention Teacher Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Increase Georgia Milestones Science scores by providing Science Enrichment Clusters to all students eight times throughout the year.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Summer School and Instructional Extension attendance sheets
Method for Monitoring Effectiveness	MAP scores
Position/Role Responsible	Administration Teachers
Timeline for Implementation	Yearly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student academic performance is low in reading and math.
Root Cause # 1	Teachers are implementing instructional strategies with varying levels of effectiveness, resulting in inconsistent opportunities for students to engage in rigorous, standards-aligned learning experiences that promote achievement and growth.
Root Cause # 2	Current intervention systems do not consistently provide the level of targeted support needed to accelerate learning for students performing below or above grade level expectations.
Root Cause # 3	Teachers need additional training, resources, and support to effectively identify student learning needs and provide targeted instruction that addresses skill gaps and extends learning opportunities.
Root Cause # 4	Students are not consistently engaged in monitoring their own academic progress, setting learning goals, and reflecting on performance, which can reduce motivation, engagement, and ownership of learning.
Root Cause # 5	Teachers need more access to high-quality instructional resources, intervention materials, and professional learning needed to effectively meet diverse student learning needs.
Goal	By the end of SY27, the percentage of students in the 41% and above will increase by 2% on the map Reading and Math on Spring 26 to Spring 27 data.

Action Step # 1

Action Step	Design and deliver high-quality math, literacy, goal setting and/or student discourse professional learning led by school teams with support from district instructional support staff to improve student outcomes by strengthening Tier 1 instruction and small group instruction
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation	PL Sign in Sheets PL Schedule Walkthrough Data
Method for Monitoring Effectiveness	MAP Data
Position/Role Responsible	Teachers Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- !-a=1--!-a=1--
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Action Step # 2

Action Step	Increase targeted instructional support by utilizing dedicated time each week for student intervention and enrichment through Tribe Time.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Master Schedule Walkthrough Data
Method for Monitoring Effectiveness	Student achievement
Position/Role Responsible	Administrators teachers

Action Step # 2

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Purchase additional resources, including professional training for teachers, to support intervention and development of essential strategies, tools, and resources to provide Tier 1and Tier 2 instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations PL Sign-ins Purchase Orders
Method for Monitoring Effectiveness	MAP Data
Position/Role Responsible	Administration Teachers
Timeline for Implementation	Yearly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	During the 2024-2025 school year, FBES administration met with all teachers and staff members individually during End of Year conferences and discussed FBES' strengths and weaknesses. These ideas were recorded and referred to as decisions were made for the 25-26 school year. Assessment data was also reviewed during the summer at the FBES Leadership Retreat and during the school council meeting. The ideas from the individual conferences, from the retreat (based on data), and the school council meeting were used to formulate the SIP and action steps for this school year.!--a=1!--a=1!--a=1!--a=1--
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	FBES has one first grade teacher working under provisional certificates. This teacher is enrolling in a program to complete their Elementary Education certificates. All of the other teachers at FBES are all certified in their appropriate fields.!--a=1!--a=1!--a=1!--a=1--
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	FBES has a school-wide Title I model. We will focus on literacy and math instruction and achievement during the 25-26 school year. We will utilize Benchmark Workshop curriculum, leveled texts, interactive read-aloud kits, small groups, individual reading conferences, student goal setting, and tracking to improve student achievement/performance in literacy. In Math, we will use Eureka Squared Math Curriculum, small groups, and student goal setting and tracking to improve student performance. We had 35.5% of our students meet their projected growth goals in reading and 38.8% of students meet their projected growth goals in math on the MAP. Preliminary 20245EOG data indicate that we have 58.6% of our fifth-grade students reading on or above grade level based on the Lexile scores. We have 42.7% of our fourth-grade students reading on grade level, and 56.8% of our third-grade students reading on or above grade level based on GMAS reading scores, which is a slight decrease from last year. Our average percentage is 52.7%, which is a decrease from the 2024 school year when we had 58% of students in grades 3rd-5th reading on or above grade level based on GMAS scores. Our overall percentage of students scoring in the proficient and distinguished ranges of the ELA GMAS was 28.5%. These scores are similar to our ELA scores from the previous year. Overall, we had 28% of third graders scoring in the proficient and distinguished ranges in ELA. Our fourth graders had 31.6% of their students in the proficient and distinguished ranges in ELA. 25.9% of our fifth graders scored in the proficient and distinguished areas in ELA. Math EOG scores went up, with

	percentages of students in the developing, proficient, and distinguished levels ranging from 58% to 78% in the 22-23 school year, up from 62% to 73% in the 21-22 school year. Our MOY BAS data shows about 56% of our 1st-5th grade students reading on or above grade level, which is in line with our EOG reading scores. Our Kindergarten had 42% of their students reading on or above grade level at the end of the year. Our MAP data for our school shows the individual percentages for students who met or exceeded their math growth goals are listed here: K-51% met; 1st grade-42% met; 2nd grade-34% met; 3rd grade-37% met; 4th grade-37% met; and 5th grade-32% met. In Reading, we had 50% of our students meet their projected growth goals. The grade level individual percentages are as follows: 51% of Kindergartners, 38% of first graders, 17% of second graders, 38% of third graders, 33% of fourth graders, and 36% of fifth graders met the Math growth percentiles. !-a=1--!-a=1--!-a=1--!-a=1--
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4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	We do not have targeted assistance programs, but if we do, we will follow the Hall County procedures listed in the Hall County Manual. !-a=1--!-a=1--!-a=1--!-a=1--
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	FBES will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. The following strategies will assist with this transition: • Kindergarten teachers will assess children who register for Kindergarten to determine strengths and areas of need. They will use this information to determine instructional goals for students beginning their Kindergarten year. • Kindergarten teachers will host Kindergarten Registration in the spring. Parents can register their children early. This also gives the parents an opportunity to ask questions and share concerns about their young children. • Kindergarten teachers prepare and distribute a packet of information that contains kindergarten expectations, summer practice, and early reading materials. The children are able to work through the packet with their parents during the summer and become familiar with the type of information they will need to learn (i.e. Shapes, colors&hellip;). • Select teachers meet with PreK service providers for special education students transitioning to FBES. !-a=1--!-a=1--!-a=1--
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Not applicable- we are a K-5 school.!-a=1--!-a=1--!-a=1--

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	FBES supports the efforts of school staff to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. This year, FBES staff and students will reinforce being part of The FBES TRIBE (Thoughtful; Respectful; In Control; Being Responsible; Engaged) daily in school-wide areas and in the individual classrooms. Hopefully, reinforcing these expectations will help limit the need for disciplinary referrals. Teachers and staff work to build relationships in their classrooms to help reduce discipline issues. A school-wide discipline protocol was developed this past year and a list of appropriate classroom consequences was also developed and shared with teachers. This school-wide protocol will be used to guide teachers in the steps for handling discipline issues. PBIS Tier 2/3 is in place at FBES. We have a SEAD lab (Social Emotional Academic Development) that all of our students attend each week. Check-in/Check-out and SEAD groups will also continue next year to address students' internalizing and externalizing behaviors. This tier of PBIS will give more support to our students who need more than PBIS Tier 1. Removal from the classroom and from the school are last resorts as discipline practices at FBES. FBES will also increase the number of student recognitions/celebrations for students demonstrating our TRIBE expectations. !-a=1--!-a=1--!-a=1--
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The Flowery Branch SWP (schoolwide plan) was developed during a 1-year period in collaboration with parents, teachers, community members, and district Title I staff. The SWP is in effect for the FY25-26 school year and will be reviewed by all stakeholders in April 2026 in order to modify the plan according to the data and needs of the students at Flowery Branch Elementary School. The SWP will be continuously monitored by teachers, administration, parents, and district Title I staff. The SWP was developed in coordination with other Federal, State, and local resources in order to support all student needs at Flowery Branch Elementary. The Flowery Branch SWP is available on the school's website for all stakeholders and is available in print upon request. !-a=1--!-a=1--!-a=1--
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