



Comprehensive Needs Assessment (CNA)
Continuous School Improvement Plan (CSIP)

2026-2027



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Team Members	Name and Role
School Administrators	Tiffany Flanders, Meg Bobbitt, Kelly VanWyck-Smith
Teachers: (include subgroup)	Hearn (K), Freeman (1), Jones (2) Blake (3) Fears (4), Turner (4), Shivers (5)
Parents: (not employees of the school)	Shawna Koehler, Tiffany Kelley
Community Stakeholders	Tiffany Kelley (business owner), Mark Buzzotta (local church member), Pam Chester (community stakeholder)

Team Focus
DES will become a blue ribbon school for the highest gains in achievement over a 5 year period.

What is our current state?
Steady improvements over five years in ELA, Math and Science on Milestones Student growth consistently outperforms the national average for MAP for the past four years. Additionally, CCRPI Content Mastery is above the district and RESA averages. Finally, CCRPI progress component has been steadily increasing and is now above the state average.

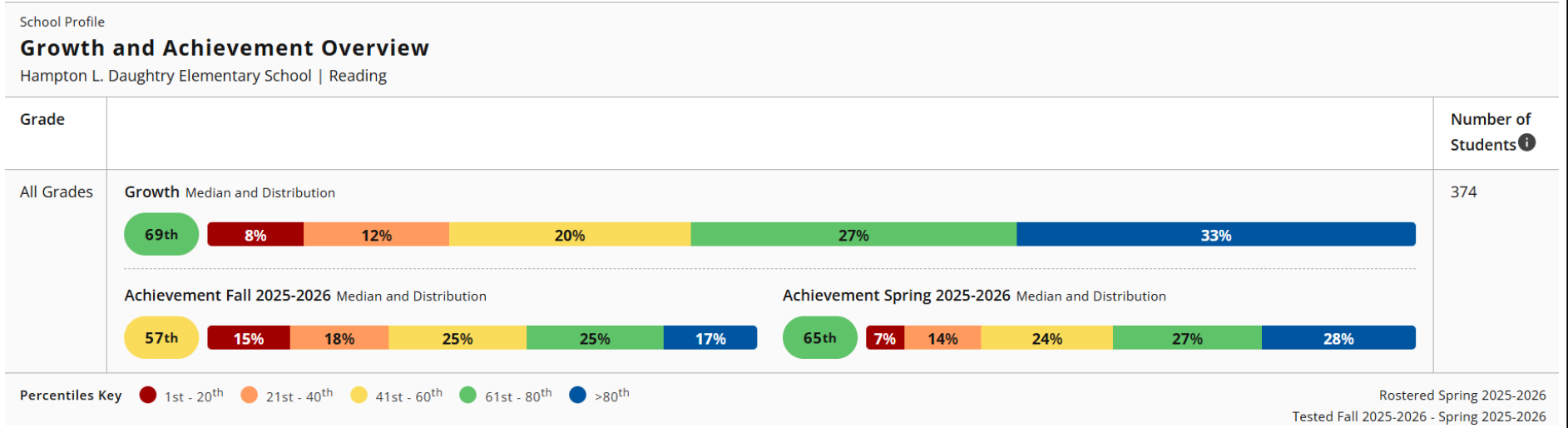
What is our desired state?
Steady improvements on the Milestones in ELA, Math and Science, in all tested grade levels year after year and steady improvements in the percentage of students meeting growth targets in Math and Reading on the MAP test.

Norms	
<u>Guiding Coalition Norms:</u> Engage and focus on the work. Be on time and prepared.	Norms Continued: Listen to learn and respect. Work productively and positively to accomplish the goal.

ELA Data Analysis

ELA and Reading Lagging Data Analysis FY 25 and FY 26 Data

2025-2026 Data has shown consistent improvements in ELA MAP (FY 26) and Milestones (FY 25). Our school wide achievement continues to grow.



MAP schoolwide achievement average is 65th percentile (all grades were 56th or higher, with our highest being achievement at 86th percentile) MAP schoolwide growth percentile 69th (all grades were 58th or higher in growth percentile, with our highest 87th percentile). MAP data is better than last year and has grown consistently in both growth and achievement over a 5 year trend. The MAP Reading Achievement of the school increased from the 57th percentile in fall to the 65th percentile in Spring. Two years ago in 2024-2025, our achievement improved from 47th- 51st, which means that we are making consistent steady gains in achievement, including gaining more achievement gains each year.

Our only Milestones data that is available as of the June 30th, 2026 SIP deadline is older spring FY2025 data. In this data, we were higher than the state and district in 3s and 4s in all subject areas except Third grade ELA. Milestones data showed great improvement over a four year period in all subject areas. We have raised our CCPRI score from a low of 62 to a high of 86.7.

ELA and Reading Leading Data FY 26 Data

There was an area of need found from progress learning data in the areas of author’s purpose, context and different perspective and purpose across grade levels based on reading progress learning. We were strong in literacy days and writing competitions as well.

Guiding Questions

ELA Data Analysis

What is the data telling us?

Very, very strong, however we would like to increase our levels of 4 s on the Milestones. High achieving students are growing aspirationally, but we would like to see more getting 4s.

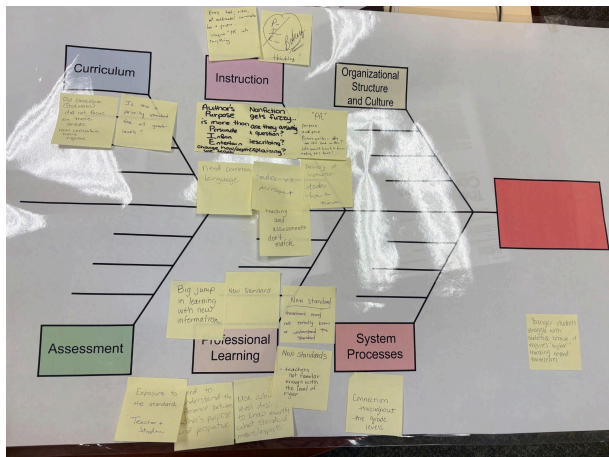
Are all subgroups performing at the optimal level? What trends and patterns are observed for all students and each subgroup?

GIFTED, SPED, ESOL: There were equally high levels of growth in co-taught, EIP and gifted classrooms. This year, we also had very few students predicted to get a 1 on Milestones in the SPED group. 2nd and 3rd grade ELA had some subgroup differences in regards to demographics, which is addressed in the plan.

What are the trends and patterns that will support the identification of student, teacher, and leader needs?

There was an area of need for all grade levels in the skills of author's purpose, perspective and context.

Fishbone Activity



Theory of Action

If we align our grade level expectations and provide professional learning and resources in the area of author's purpose, perspective and context, we can improve this area, thereby improving our overall reading scores.

Math Data Analysis

Math Lagging Data Analysis FY 25 and FY 26 Data

Schoolwide achievement percentile 71st percentile, school wide growth percentile is 77th. Our lowest achievement on a grade level was 62nd percentile, with our largest being 89th percentile. Our schoolwide growth year growth was 77th percentile with our lowest growth being 65th percentile.

Our highest grade level had 95th percentile growth. As far as our growth percentile, this is an increase of 13 points as compared to the 2024-2025 school year. We are greatly improving math growth.

Our only Milestones data that is available as of the June 30th, 2026 SIP deadline is older spring FY2025 data. In this data, we were higher than the state and district in 3s and 4s in all math areas. Milestones data showed great improvement over a four year period in all subject areas. We have raised our CCPRI score from a low of 62 to a high of 86.7.

Leading Data FY 26 Data

There was an area of need found in the area of complex math problems that require higher-level thinking skills are the struggle; how things correlate and relate (this moves from adding and subtracting to multiplication and division in the area of multiple step problems).

Guiding Questions

What is the data telling us?

Are all subgroups performing at the optimal level? subgroup data is similar to all students group

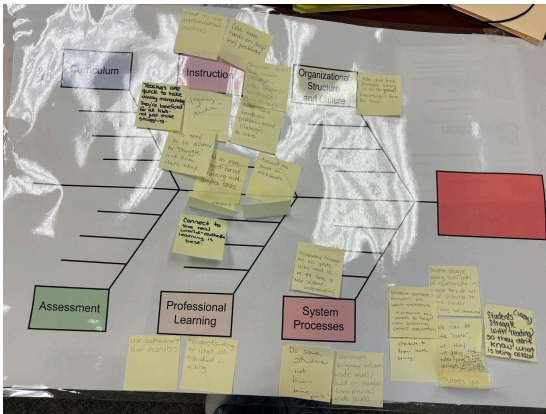
What trends and patterns are observed for all students and each subgroup?

What are the trends and patterns that will support the identification of student, teacher, and leader needs?

There was an area of need found in the area of Complex math problems that require higher-level thinking skills are the struggle; how things correlate and relate (this moves from adding and subtracting to multiplication and division in the area of multiple step problems).

Fishbone Activity

Math Data Analysis



Theory of Action

If we provide professional learning, grade level alignment, and resources in the area of multistep word problems and problem solving skills, we can improve in this area, thereby improving our overall math scores.

Science Data Analysis

Science Lagging Data Analysis FY 25 Data

There was a marked improvement in FY 25 Science Milestones achievement data (as compared to FY 24). Our only Milestones data that is available as of the June 30th, 2026 SIP deadline is older spring FY2025 data. In this data, we were higher than the district and the regional RESA in 3s and 4s in science and we were nearing the state average. Milestones data showed great improvement over a four year period in all subject areas. We have raised our CCPRI score from a low of 62 to a high of 86.7.

Leading Data FY 26 Data

Progress learning data showed areas of need in surface features and classification of plants.

Guiding Questions

Science Data Analysis

What is the data telling us?
 Are all subgroups performing at the optimal level?
 What trends and patterns are observed for all students and each subgroup? no subgroup data is available for science
 What are the trends and patterns that will support the identification of student, teacher, and leader needs?
 There was an area of need based on Progress Learning assessments in the areas of surface features and classification of plants.

Fishbone Activity

After analyzing the science progress learning assessment data, it was identified that classification of plants and surface features were areas of need for 5th grade students.

Theory of Action

If we provide a new resource (StemScopes) with professional learning for the new resource, along with grade level alignment, and targeted coaching support, we can improve in this area, thereby improving our overall science scores.

Graduation and Dropout Data

(Elem and MS need to get this data from high school- ELEM and MS are not expected to have a Fishbone or Theory of Action. It is important for Elem and MS to have a K-12 perspective.)

4- Year Graduation

The high school does not have this data available yet.

5- Year Graduation

The high school does not have this data available yet.

Dropout

The high school does not have this data available yet.

Pathway Completion

Graduation and Dropout Data

(Elem and MS need to get this data from high school- ELEM and MS are not expected to have a Fishbone or Theory of Action. It is important for Elem and MS to have a K-12 perspective.)

Guiding Questions

What is the data telling us?
 Are all subgroups performing at the optimal level?
 What trends and patterns are observed for all students and each subgroup?
 What are the trends and patterns that will support the identification of student, teacher, and leader needs?

Fishbone

Theory of Action

Attendance (Student and Teacher)

Administrator: by month *(Per HR- this admin section should not be completed for DES due to being a small number of people and therefore easy identifiers of confidential info)*

August, September, October, November, December, January
 February
 March
 April
 May

Teacher and Para- by month

Monthly number of days absent for teachers and paraprofessionals: Includes professional learning days
 August–37.5
 September–63.25
 October–60
 November–41
 December–24.25
 January–43
 February–63.5

Attendance (Student and Teacher)

March—44.25

April—31.5

May—41.5

Student: by month

Monthly percent in attendance by grade level:

August: PK- 96.35%; K- 96.72%; 1st- 96.95%; 2nd- 97.86%; 3rd- 96.35%; 4th- 97.84%; 5th- 97.76%
 September: PK- 94.29%; K- 95.96%; 1st- 94.09%; 2nd- 95.92%; 3rd- 96.05%; 4th- 96.38%; 5th- 96.41%
 October: PK- 96.94%; K- 95.06%; 1st- 94.42%; 2nd- 96.19%; 3rd- 96.89%; 4th- 95.06%; 5th- 96.24%
 November: PK- 93%; K- 93.25%; 1st- 95.4%; 2nd- 96.82%; 3rd- 95.9%; 4th- 94.54%; 5th- 94.53%
 December: PK-92.33%; K- 95.91%; 1st- 93.42%; 2nd- 95.17%; 3rd- 95.62%; 4th- 95.59%; 5th- 94.47%
 January: PK- 94.18%; K- 94.29%; 1st- 93.27%; 2nd- 94.2%; 3rd- 95.44%; 4th- 95.25%; 5th- 94.63%
 February: PK- 95.59%; K- 94.93%; 1st- 93.95%; 2nd- 94.71%; 3rd- 94.83%; 4th- 96.73%; 5th- 95.23%
 March: PK-93.75%; K- 93.45%; 1st- 93.55%; 2nd- 95.19%; 3rd- 94.29%; 4th- 95.19%; 5th- 95.68%
 April: PK- 95.59%; K- 95.07%; 1st- 95.37%; 2nd- 95.57%; 3rd- 96.77%; 4th- 96.22%; 5th- 97.14%
 May: PK- 91.88%; K- 91.25%; 1st- 93.67%; 2nd- 95.8%; 3rd- 93.04%; 4th- 93.77%; 5th- 94.11%

Student: 0-4, 5-9, 10-15, 16+

Attendance by grade level for the school year:

PK: 0 students with perfect attendance; 6 students with absences 10% or greater
 K: 3 students with perfect attendance; 9 students with absences 10% or greater
 1st: 2 students with perfect attendance; 15 students with absences 10% or greater
 2nd: 2 students with perfect attendance; 7 students with absences 10% or greater
 3rd: 6 students with perfect attendance; 6 students with absences 10% or greater
 4th: 4 students with perfect attendance; 6 students with absences 10% or greater
 5th: 10 students with perfect attendance; 10 students with absences 10% or greater

Subgroup

As far as we know, there is not a report in campus that will run attendance by male/female or race.

All grade levels monthly percent in attendance:

August: 97.18%
 September: 95.63%
 October: 95.74%
 November: 94.93%
 December: 94.74%
 January: 94.47%
 February: 95.09%

Attendance (Student and Teacher)

March: 94.33%
 April: 95.99%
 May: 93.47%

Excused

PK total absent days 394; excused 180
 K total absent days 602; excused 261
 1st total absent days 765; excused 308
 2nd total absent days 523; excused 226
 3rd total absent days 557; excused 269
 4th total absent days 524; excused 194
 5th total absent days 546; excused 227

Unexcused

PK unexcused days 214; percent in attendance 94.48%
 K unexcused days 341; percent in attendance 94.64%
 1st unexcused days 457; percent in attendance 94.44%
 2nd unexcused days 297; percent in attendance 95.78%
 3rd unexcused days 288; percent in attendance 95.53%
 4th unexcused days 330; percent in attendance 95.73%
 5th unexcused days 319; percent in attendance 95.60%

Fishbone

Our total percent of students in attendance for all students was 95.21% for the school year. Our lowest monthly percentage was May with 93.47% of students present.

Student survey data was reviewed and the top 5 reasons students noted for absences were:

Sick (76%); Doctors appointment (69%); Family emergency (44%); Bad weather (37%) and Family vacation (28%).

Teacher survey data was reviewed and the top 5 reasons teachers reported for absences were:

Personal illness (64%); Personal day (46%); Professional development (31%); Family emergency (18%) and Vacation or planned absence (10%).

Theory of Action

We need to target students that are chronically absent by reaching out to their families about absences. Our goal is to decrease our number of students considered chronically absent (59) by 14 students this year. We will continue to celebrate student and teacher attendance with monthly celebrations.

Discipline Data
Total of top 5 Referrals for your school
1. Repeated Offenses 2. Bus Referral 3. Aggressive Behavior 4. Student Incivility 5. Threat/Intimidation

ISS Data
Total number of events
201
Total number of students
48
Total number of days
172
Gender
Female: 8; Male: 40
Race
A: 0; B: 14; H: 1 ; M: 8 ; W: 25

OSS
Total number of events
40
Total number of students
17
Total number of days
70
Gender
Female: 1; Male: 16
Race
A: 0; B: 4 ; H: 3 ; M: 3 ; W: 7
Fishbone (all discipline)
Data analysis indicated that 90 students received 216 days of ISS for the 2024-25 school year. In 2025-26, there were 48 students who received 172 days of ISS. 4th grade had the highest number of office referrals (85) and the highest repeated offense referrals (52). An analysis of the data indicated that the majority of D.E.S. students with referrals (51) earned 3 or fewer repeated offense referrals during the school year. A total of 11 students accounted for 30 of the repeated offense referrals, and a records review indicated that 100% of these 11 students were provided additional academic and/or behavioral support this year through special education services, MTSS/RtI interventions or 504 accommodations. In review of total referrals by all problem behaviors, DES had 303 behavior incidents for this year compared to 402 for last school year, showing a significant decrease (25%) in the total number of problem behaviors annually. 79% of D.E.S. students had 0 referrals for the school year.
Theory of Action (all discipline)
Implementation of “Leader in Me” leadership opportunities for all students should help decrease office referrals. Due to repeat offenses remaining as our highest behavior category for referrals, professional learning for Tier 1 behavioral strategies will be implemented with all staff this year.

Perception Data (School Climate Data)

Student Survey

There was a notable improvement in the percentage of students who reported feeling safe on the playground. This is what we targeted with action steps during the 2025-2026 school year. This year an area of need was noted in the perception of students feeling safe in the restroom.

Parent Survey

Results are very strong throughout, with the only area not above state average is the question about how many times have you entered the school building this year. The lowest category, although still in the positive side, was that 55% of parents reported getting information on how to help their child at least once a week.

Staff Survey

Both teachers and staff rated very high levels of satisfaction with their job in the question at 69% (teachers) and 93% (staff) rating that as extremely satisfied or very satisfied, with 84% rating this as at least somewhat satisfied and no one rating not satisfied. Levels of support from leaders rating improved vs. 24-25. Areas of need still exist in the teacher concerns with a manageable number of new initiatives and being overwhelmed, as well as in having less time for individual planning. Additionally, teachers indicated less strong (however not very low) opportunities for teacher input and input for teacher PL. They also rated family and outside community support for teachers as an area of need .

SPED Survey

data is not yet available

Fishbone

Perception data was released after teachers were out for summer, so this will be completed in the fall. Admins completed needs assessments (as reflected above) and planned action steps.

Theory of Action

Increasing opportunities for teachers to provide input will help increase feelings of agency and could possibly decrease the overwhelm. However, it is difficult to control the amount of new initiatives, as almost all SIP goals are related to district guidance.

Teacher Retention Data

% of teachers returning

The turnover rate for the nation of teachers leaving their current school is 15%. DES had 7 teachers leaving by choice this school year. Of the seven, two retired, three relocated and 2 left by choice for reasons other than retirement and relocation. This is improved from 24-25, when five teachers left by choice for reasons other than relocation and retirement.

Fishbone

Perception data was released after teachers were out for summer, so this will be completed in the fall. Admins completed needs assessments (as reflected above) and planned action steps. The perception data will be part of the fishbone.

Theory of Action

Increasing input into PL choices, moving change slower, and increasing support for the many initiatives will yield continued improvements.

Professional Learning

Number of out-of-county PL opportunities administrators participated in

3 different opportunities

Number of out-of-county PL opportunities did teachers participate in

11 different opportunities

Results from PL (Effectiveness from PL Plan)

Professional Learning
Improvements in math, and ELA MAP data were the result.
Fishbone
n/a
Theory of Action

Community Involvement
List School Council Members
Shawna Kohler, Tiffany Kelley, Keith Merchant, Melinda Chambers, Staci Jones, Karen Anderson
Number/ List of events for parents
Curriculum Night, Literacy Night, Art Showcase, DES Fall Festival, DES Musical, Band (3), Chorus (3), Grandparents Night, Two Bingo Nights, Staff Talent Show, Walk a Thon, Field Day, Awards Day, K and 5th Graduation
Number/ List of events for the community
DES Festival, Farm Day, DES Musical
Number/ List of events the school participated in the community
Literacy Bus, Butts County Fall Festival
Fishbone

Community Involvement

n/a

Goal Area 1

Excellence in Student Achievement

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase the percentage of students grades 3-8 that meet their Growth projection on MAP			
School SMART Goal: WIG: Yes ▾	Teachers, students and support staff will increase the percentage of students meeting projected growth on MAP in Reading: In 1st, 2nd and 5th grades by 3%, In 3rd and 4th grades by 5%			
LAG Data	MAP Data			
.January Update				
June	Met Not Met			
Lead Measure Strategies	Leader Responsible / Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
K-5 Teachers will engage in professional learning for the identified growth areas in reading (as described in needs assessment)	Principal, API Instructional Coach Teachers	Progress Learning	June 2027	sign in sheet and agendas
K-3 teachers will engage in professional learning in high impact routines	Principal, API Instructional Coach Teachers	Reading Horizons	June 2027	
2nd-5th grade teachers will receive professional learning in multisyllabic and morphology instruction	Principal, API Instructional Coach Teachers	NSGRA	June 2027	
Coaches and/or admin will support teachers' in aligning curriculum reading growth areas across grade levels	Principal, API Instructional Coach Teachers	Progress Learning	June 2027	sign in sheet and agendas alignment spreadsheet Progress Learning assessment scores

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase the percentage of students 3-8 demonstrating proficiency on Georgia Milestone EOG			
School SMART Goal: WIG: Yes ▾	3rd - 5th Teachers, students and support staff will increase the percentage of students demonstrating proficient or exceeding on the Georgia Milestones EOG Math by 3% from SY26: 3rd grade 55%, 4th grade 62%, 5th grade 46% ELA EOG goal will be set after FY 2026 data is shared			
LAG Data	Georgia Milestones EOG Math and ELA			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
CRA Professional Learning	Instructional Coach Principal API	Progress Learning Data	June 2027	Sign In sheet and agenda Lesson Plans Admin Walks
3rd-5th grade teachers will begin 2x per week Milestones review sessions using the Milestones review materials the week following MAP in December	Teachers/PLC Leader	Progress Learning Data	June 2027	TKES evaluations WIG graph Admin Walks Lesson Plans
3rd-5th grade teachers will track the WIG of 80% of students meeting their goal on progress learning assessments. Goals will advance progressively.	Teachers/PLC Leader	Progress Learning Data	June 2027	WIG chart Progress Learning assessment scores
Teachers will participate in cross grade level writing alignment project based on new EOG ELA requirements	Teachers/PLC Leader	Scored writing papers	June 2027	

Performance Objective: Ensure quality instruction for all students	
Initiative	Increase the % of students grades 3-8 showing readiness for the next level according to CCRPI Readiness indicators
School SMART Goal: WIG: YES	80% of students will read on grade level in all grade levels. 95% of Pre-K students will identify 40 or more letters. DES will increase the % of students reading at the 80th percentile or higher mark on MAP by 3%. DES will decrease the number of students with chronic absenteeism (state definition) by 3%
LAG Data	MAP achievement data
January Update	
June	Met Not Met

Performance Objective: Ensure quality instruction for all students				
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
K-5th grade teachers will teach using a Growing Readers described mixture of decodable text and leveled text to teach targeted skills in small groups based on Reading Horizon, NSGRA data, and Progress Learning Data	Teachers	Class at a glance	June 2027	
Pre-K teachers will teach letter recognition and sound connection progressively in small groups at least 2 times per week.	Teachers	Class at a glance	June 2027	
Attendance Celebration for students who have met less than the predetermined days	Counselor and Data Clerk	Attendance Initiative Admin Tracking	June 2027	Attendance Celebration Wall
Send letter to each child who missed more than 10 days last year, encouraging them to attend	Counselor and Data Clerk	Attendance Initiative Admin Tracking	June 2027	Scoreboard
Send letter to each child who met the goal of less than 10 days last year, thanking the parents for bringing them to school	Counselor and Data Clerk	Attendance Initiative Admin Tracking	June 2027	Scoreboard

Performance Objective: Data is used to make informed decisions				
Initiative	Create a true Professional Learning Community culture throughout BCSS			
School SMART Goal:	DES will continue analyzing data during meetings in weekly PLCs.			
WIG: No ▾				
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Continue conducting weekly PLCs.	n/a	n/a	continue perpetually	PLC Notes

Performance Objective: Data is used to make informed decisions	
Initiative	Increase the consistency of analyzing data across the system.
School SMART Goal:	DES will continue analyzing data during meetings in weekly PLCs.

WIG: No ▾				
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Continue conducting weekly PLCs.	n/a	n/a	continue perpetually	PLC notes

Performance Objective: Frequent monitoring and shared accountability to support all students				
Initiative	Increase the monitoring of all subgroups and accountability for all sub-groups success.			
School SMART Goal: WIG: No ▾	After analyzing sub-group data for MAP reading and math assessments, the following were areas of growth: 2nd grade reading and math growth percentile for the ethnicity subgroups 3rd grade reading growth percentile for the ethnicity subgroups			
LAG Data	MAP scores			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
2nd teachers will present reading and math subgroup data weekly during PLC meetings. 3rd grade teachers will present reading subgroup data during PLC meetings.	Teachers, team Leaders	Progress Learning assessments, Reading Horizons Assessments	June 2027	PLC agenda, PLC notes
2nd and 3rd grade teachers will present early phonics assessment data to IC, AAP, or Principal and plan for pacing Reading Horizons lessons, as well as attention to multisyllabic and morphology instruction.	Teachers, API, Principal	n/a	June 2027	
2nd and 3rd grade teachers will increase progression of phonics planning based on Blevins assessment, to insure that students advance in phonics, instead of repeating material previously taught in Reading Horizons	Teachers, Team Leaders	n/a	June 2027	

Goal Area 2

Excellence in our BCSS Team

Performance Objective: Invest in professional growth				
Initiative	Implement opportunities to build capacity in staff members			
School SMART Goal: WIG: No ▾	Daughtry will implement quarterly professional learning in the areas of classroom management, reading perspectives, author's purpose, and/or math problem solving.			
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Teachers will receive differentiated PL in classroom management, reading perspective, author's purpose, high impact routines and math problem solving	Staff/Student Leadership Focus team Teachers	n/a	June 2027	PL Agendas and sign in sheets

Performance Objective: Recruit and retain quality employees				
Initiative	Retain highly qualified effective teachers and staff			
School SMART Goal: WIG: Yes ▾	Daughtry will improve retention of highly qualified effective teachers by 3% from FY26 to FY27.			
LAG Data	retention data			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Teachers will complete a staff choice survey every other month.	Staff/Student Leadership Focus team Teachers	n/a	June 2027	Survey results, next steps plan
The Staff/Student Leadership Focus team will analyze the faculty choice survey to create next steps.		n/a	June 2027	

Performance Objective: Recruit and Retain quality employees				
Initiative	Recruit Highly qualified effective teachers and staff			
School SMART Goal: WIG: No ▾	Continue to recruit quality effective teachers and staff.			
LAG Data	In FY 2026 90% of new to DES teachers met normative student growth in math and 100% met normative student growth in reading. Most had growth numbers that were much higher than that. Recruitment is solid and is this is not an area of need.			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Administrators will attend 2 job fairs.	n/a	n/a	June 2027	Gordon Sign Up sheet

Goal Area 3

Excellence in Operations

Performance Objective: Ensure a safe well-maintained facility for all stakeholders				
Initiative	Monitor and improve safety, cleanliness, and overall appearance of facilities.			
School SMART Goal: WIG: Yes ▾	Daughtry Elementary will increase the student perception data of feeling safe in the restroom by 3%. Daughtry Elementary will increase the student perception data of school cleanliness by 3%.			
LAG Data	Student survey data for feeling “very safe” and “extremely safe” will increase from 45% to 48%. Student survey data for how clean the school is as “very clean” and “extremely clean” will increase from 46% to 49%.			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Daily grade-level class bathroom schedules will be implemented.	Teachers APD	track each time schedule survey completed	June 2027	Copy of bathroom schedules
Implement a student LIM leadership role for bathroom monitors for each classroom. The	Teachers APD	n/a	June 2027	Bathroom Monitor Cleanliness Checklist

monitors will check for bathroom cleanliness and safety during the class scheduled breaks.				
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Performance Objective: Ensure a safe and well-maintained facility for all stakeholders				
Initiative	Schools and facilities will be safe and inviting places for students, parents, staff, and community members			
School SMART Goal: WIG: No ▾	Improve teacher ratings on the survey for “are you proud of how the school looks” from 70% to 73% for very proud and extremely proud. Improve student ratings on the survey for “are you proud of how the school looks” from 63% to 66% for very proud and extremely proud.			
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
The front entrance of D.E.S. will be repainted.	Admin Team Maintenance Team	n/a	June 2027	Pictures of Facility Improvements
The playground fence will be replaced.	Admin Team Maintenance Team PTO	n/a	June 2027	Pictures of Facility Improvements
New visitor chairs for the front office, new conference room chairs and new reception seating will be ordered.	APD, Principal	n/a	June 2027	Pictures of Facility Improvements

Performance Objective: Ensure a safe and well-maintained facility for all stakeholders				
Initiative	Schools and facilities will have technology that provides for better learning experiences, safety monitoring, and appropriate infrastructure for accessibility.			
School SMART Goal: WIG: No ▾	Daughtry will increase the number of new smartboards in classrooms by 20.			
LAG Data	Inventory list for the school.			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence

Staff will be trained on the use of the new smartboard technology.	School IT Support Specialist Teachers Admin Team	n/a	June 2027	Agenda Meeting Sign-in Sheet
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Performance Objective: Define and Communicate procedures				
Initiative	Routinely review and revise BCSS procedures			
School SMART Goal: WIG: No ▾	Daughtry will continue to update the student and staff handbooks at yearly intervals.			
LAG Data	Completed handbook			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
The Culture Focus Team will review the handbooks and make revisions for BCSS procedural updates as needed.	Admin Team Culture Focus Team	n/a	June 2027	Agenda from meetings

Performance Objective: Define and communicate procedures				
Initiative	Review, revise, and disseminate BCSS procedures for students and parents.			
School SMART Goal: WIG: No ▾	100% of students will review the student handbook and behavioral expectations with an administrator and counselor team quarterly.			
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
APD and counselor will review age appropriate student handbook knowledge and BCSS code of conduct with students quarterly during grade-level specials.	APD School Counselor	n/a	June 2027	Agenda

Performance Objective: Be responsible and transparent stewards of taxpayers' money				
Initiative	Prioritize renovations of instructional spaces, administrative buildings, athletic venues and other facilities			
School SMART Goal: WIG: No ▾	Daughtry will replace 100% of seating in the school reception waiting area.			
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
New school office reception area furniture will be ordered.	Admin Team	n/a	June 2027	Receipts

Goal Area 4: Excellence in Culture and Climate

Performance Objective: Create an “Everyone can be a Leader” mentality across the district					
Initiative	BCSS will use the Sean Covey, “Leader In Me” framework to drive a change in mindset across the district.				
School SMART Goal: WIG: Yes ▾	D.E.S. will reduce the number of office referrals for repeat offenses by 3%.				
LAG Data	Needs Assessment: Big 7 Behavior Report for 2025-26 school year showed 141 referrals for repeated offenses (collection of minor incidents). Mastery would be 137 or less referrals by this behavior area for the 2026-27 school year Big 7 Behavior Report.				
January Update					
June	Met Not Met				
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence	
Teachers and Staff will receive PL in “Leader in Me”.	Admin Team Staff/Teachers	n/a		Agenda Sign-in sheets	
Students will create leadership binders.	APD, Teachers, Principal, Students	n/a	June 2027		
Grade-level classes with the fewest office referrals will receive a monthly celebration.	APD School Counselor	Behavior Wall	June 2027	Posted behavior chart	
Students with repeated office referrals will be referred to the school MTSS/RtI process.	Admin team Teachers	High Flyers Data Sheet	June 2027	MTSS/RtI forms	

Performance Objective: Intentionally build authentic, positive relationships with all stakeholders					
Initiative	Improve relationships and interactions with stakeholders.				
School SMART Goal: WIG: No ▾	Daughtry will increase the student perception rating of adult relationships by 3%.				
LAG Data					
January Update					
June	Met Not Met				
Lead Measure Strategies	Leader Responsible/	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence	

Performance Objective: Intentionally build authentic, positive relationships with all stakeholders

	Accountability Partner			
Classroom management professional development with emphasis on relationship building	Teacher, APD, Principal, Instructional Coach	n/a	June 2027	
Teachers will receive a copy of Wong's classroom management book.	Principal, APD	n/a	June 2027	
Teachers will complete Tier 1 classroom management inventory.	Teachers, API, APD, IC	n/a	June 2027	

Performance Objective: Establish collaboration opportunities

Initiative	The school system reinforces the continuous improvement process through active and sustained involvement of student, family, and community			
School SMART Goal: WIG: No ▾	Daughtry elementary will implement a student lighthouse team.			
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Daughtry elementary will implement a student lighthouse team.	APD, Lighthouse Chair	n/a	June 2027	

Performance Objective: Foster stakeholder partnerships through transparency

Initiative	To provide clear and effective communication in order to increase and sustain partnerships.			
School SMART Goal: WIG: No ▾	Daughtry will increase school council attendance by 10%.			
LAG Data				
January Update				
June	Met	Not Met		

Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
School Council President will attend open house for recruitment.	School Council Pres, Principal	n/a	June 2027	

Title 1 School-wide Components		
Comprehensive Needs Assessment – Section 1114(b)(1)(A)	Is based on a comprehensive needs assessment of the entire school that takes into account 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 challenging State academic standards and any other factors as determined by the local educational agency.	School Evidence:

Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)	Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards; • <i>2nd teachers will present reading and math subgroup data weekly during PLC meetings.</i> • <i>3rd grade teachers will present reading subgroup data during PLC meetings.</i> b). 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; • <i>Teachers will receive differentiated PL in classroom management, reading perspective, author’s purpose, high impact routines and math problem solving</i> c). 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 - i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas; • <i>Students with repeated office referrals will be referred to the school MTSS/RtI process.</i> ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools; iii). implementation of a 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.); • <i>Students with repeated office referrals will be referred to the school MTSS/RtI process.</i> iv). 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; • <i>Teachers will receive differentiated PL in classroom management, reading perspective, author’s purpose, high impact routines and math problem solving</i> • <i>The Staff/Student Leadership Focus team will analyze the faculty choice survey to create next steps.</i> v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	School Evidence:
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Evaluation of the Schoolwide Plan—34 CFR § 200.26	a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. • <i>Continue conducting weekly PLCs.</i> b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. • <i>Continue conducting weekly PLCs and complete a yearly needs assessment</i> c). Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.	School Evidence:
ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)	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.	School Evidence:
Schoolwide Plan Development– Section 1114(2)(B) (i-iv)	a). Is 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) Is 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. c). Remains in effect for the duration of the school’s participation under this part, 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. d). Is 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. e). Is 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.	School Evidence:

