



**Barrow County School System**

Boldly Committed to Student Success

# Auburn Elementary School

## SCHOOL IMPROVEMENT PLAN 2019-2020

**NAME OF SCHOOL PRINCIPAL:** Julia Hodges

**NAME OF SYSTEM SUPERINTENDENT:** Dr. Chris McMichael

*Schoolwide Title 1 School*     *Targeted Assistance Title 1 School*     *Non-Title 1 School*  
 *Comprehensive Support School*     *Targeted Support School*

|  | Type name below for plan approval | Approval Date |
|--|-----------------------------------|---------------|
| Principal                                | Julia Hodges                      | 8/13/19       |
| School Governance Team Chairperson       | Jennifer Cyran                    | 9/26/19       |
| System Professional Learning Coordinator | Ginger Crosswhite                 | 8/13/19       |
| Title I Director                         | Dr. David Beeland, Jr.            | 8/13/19       |
| Superintendent                           | Dr. Chris McMichael               | 9/26/19       |



**Goal 1: Reading achievement.** Grade levels K-1 will achieve benchmark level on the EOY DIBELS and TRC assessment. Grades 2-5 will increase the Reading Conditional Growth Measure EOY MAP assessment.

| DIBELS EOY                | TRC EOY                   | MAP EOY                   |
|---------------------------|---------------------------|---------------------------|
| K - 80% (benchmark 75%)   | K - 80% (benchmark 61%)   | 2nd - 65%                 |
| 1st - 85% (benchmark 75%) | 1st - 72% (benchmark 61%) | 3rd - 65% (benchmark 59%) |
|                           |                           | 4th - 65% (benchmark 60%) |
|                           |                           | 5th - 65% (benchmark 59%) |

\*\* pending BOY DIBELS & TRC data

| Tier 1 Action Steps<br>Coherent Instruction<br>Supportive Learning<br>Environment  | Evidence Based<br>Documentation  | Team Lead  | Timeline   | Monitoring<br>Implementation   | Evaluation of<br>Implementation and<br>Impact  | Resources  |
|--|--|--|--|--|--|--|
| Grade specific academic vocabulary strategies will be used to improve student vocabulary instruction.<br><br><a href="#">Grade Level Words</a> | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rational  | <ul style="list-style-type: none"> <li>IC</li> <li>Grade Level</li> <li>Administration</li> </ul>  | July 2019- May 2020<br>Monthly Meetings<br>Formative assessments every 4 weeks until March 31, 2019  | At monthly meetings lesson plans and school-wide instructional round data will be discussed.   | Evidence of vocabulary strategies will be evident in 85% of classroom instruction through observations.<br>Monthly common assessments students should have a score of 80% or higher to show mastery. | <ul style="list-style-type: none"> <li>MyOn</li> <li>Read Theory</li> <li>Flocabulary</li> <li>Education Galaxy (K-5)</li> <li>Word Nerds Book Study</li> <li>Brain Pop</li> <li>Ellevation Strategies</li> </ul>  |
| Teachers will intentionally use higher order thinking questions to increase the level of rigor within the reading workshop.                    | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | <ul style="list-style-type: none"> <li>Instructional Coach</li> <li>With regards to supporting Units of Study, the IC will designate collaborative planning monthly</li> </ul> | <ul style="list-style-type: none"> <li>Summer -professional reading re: The Next Step Forward in Guiding Reading</li> <li>Preplanning - review reading workshop components &amp; expectations of implementation</li> <li>Oct./Jan./March - data meetings</li> <li>Fall/Winter - instructional rounds 6</li> <li>Planning days: Oct 14, Nov 5; Jan 2/3; Feb 14; March 13</li> </ul> | <ul style="list-style-type: none"> <li>lesson plans</li> <li>coaching observation cycles by IC</li> <li>grade level planning meeting</li> <li>planning days</li> </ul> | Higher order thinking questions will be evident in 85% of classroom instruction through observation.   | <ul style="list-style-type: none"> <li>Units of Study for Reading grades K-5</li> <li>Educational Galaxy (K-5)</li> <li>Leveled readers Guided Room: Books (Levels H-S), Shelving(6)</li> <li>Coaching Books for Milestone Prep (3-5)</li> <li>MyOn</li> <li>Read Theory</li> <li>Flocabulary</li> <li>Curriculum Assoc (ELA Prep)</li> <li>Generation Genius</li> <li>School Specialty/Triumph Learning (S &amp;SS Prep)</li> <li>Shelves for guided reading books</li> <li>Shelves for guided reading room</li> <li>Teacher Created Materials S and SS Guided books</li> </ul> |



|  |  |                                  |   |   |   |  |
|--|--|----------------------------------|---|---|---|--|
| Super Tigers-After School Reading Program  | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Administration                   | January 2020-March 2020   | Pre, Middle and Post Test<br><br>Monthly Meetings   | 80% of students in third through fifth grade in the program will pass with GMAS with a level 3 or higher.   | <ul style="list-style-type: none"> <li>• Read Theory</li> <li>• Read Works</li> <li>• NewsELA</li> <li>• Reading A to Z</li> <li>• Teachers</li> </ul> |
| A Fresh Approach To Phonics Instruction lessons (K-2) will be implemented daily and phonics skills will be embedded across the curriculum (reading, writing, math, science, and social studies). | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Classroom teacher, Support staff | August 2019-May 2020 (daily)  | Observations, Instructional Rounds, lesson plans, coaching observation cycles by IC, whiteboards, teacher created assessment data | <p>By the MOY Dibels assessment, 75% of K-2 students will be on or above grade-level according to the Dibels measurement.</p> <p>By the EOY Dibels assessment, 80% of K-2 students will be on or above grade-level according to the Dibels measurement.</p> | <ul style="list-style-type: none"> <li>• Barrow County Grade Level Scope &amp; Sequence (K-2)</li> </ul>   |
| Students will show evidence of their learning by applying writing strategies to each genre.  | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Classroom teachers               | For informational, opinion, and narrative writings, we will take samples in the form of a pre, formative, and summative assessments | Data team meetings led by IC, grade level collaborative planning, weekly writing PLs  | BCSS writing rubrics will be used to measure mastery of the writing skills assessed. 70% of students will show proficiency of the given genre of writing on the summative writing assessment.   | <ul style="list-style-type: none"> <li>• Kevin Raczynski</li> <li>• Ellevation Strategies</li> </ul>   |

**Additional support for accelerated or academically struggling (Tiers 2-3) students**

- Provide specific interventions for at-risk readers in K-2 and students performing in the bottom 25% on the GMA (i.e. additional small group session w/ support personnel, EIP, ELT, IEP research-based intervention from the repository)
- Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans
- Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks.
- Ensure that EIP/ESOL students receive supplemental rather than replacement instruction.
- Maximize co-teaching in grades 3-5 with all content areas.
- DRI box instruction for our students (all K students) and those at red/yellow for grades 1-2.
- Guided Reading Plus and RISE program materials.
- Educational Galaxy - all content areas addressed. LiftOff can be used as a supplement for below grade level.
- Sundance Progress Monitoring kits - TRC for those students red/yellow. Administered monthly for those in green, 2x month for yellow, and weekly for red.
- SRA kits
- Teachers will analyze data to determine effective implementation and areas to further support EL students
- Rosetta Stone for ELs in need of supplemental (in addition to ESOL) English language support

**Professional Capacity building to support the above goal and action steps**

- Utilize SWIVL to record and reflect upon literacy instruction.
- District literacy specialist and school instructional coach as well as administration will provide/participate ongoing PL (monthly), Coaching Cycles and classroom support on effective implementation of Reader Workshop components
- 2-5 teachers will participate in ongoing writing professional learning with Kevin Raczynski..



|  |
|--|
| <ul style="list-style-type: none"> <li>• Provide substitute teachers so that teacher leaders can conduct instructional rounds to determine progress on improving instructional problems of practice and participate in debriefing sessions.</li> <li>• Word Nerds for explicit vocabulary instruction</li> <li>• Substitute teachers for collaboration days and instructional rounds</li> <li>• Ellevation Strategies training for all teachers and school leaders</li> <li>• Rosetta Stone professional learning session (2hrs)</li> <li>• Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met</li> </ul>                       |
| <p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Literacy based foundational skills will be chosen for at least one APTT activity. Reference meeting one.</li> <li>• Class Dojo will be utilized to promote positive behavior, thereby enhancing instructional time and engagement.</li> <li>• <i>Parents of ELs receiving supplemental language support using Rosetta Stone</i></li> </ul>  |
| <p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li>• Clear communication from administration to teachers related to expectations for conducting reader's workshop and guided reading groups will take place daily. It's expected that teachers meet daily with their lowest groups.</li> <li>• Leadership will participate in professional learning activities to build a common understanding throughout the building.</li> <li>• Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged.</li> <li>• Faculty will read <i>Be the One for Kids</i>, Ryan Sheehy</li> <li>• <i>First Year</i> by Whitaker books</li> </ul> |

**Goal 2: Math Achievement:** Grades 1-5 will increase the Math Conditional Growth Measure to 66% (benchmark 55.5%) on the EOY MAP Assessment.

|                                 |                                 |                                  |                                  |                                  |
|---------------------------------|---------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <b>1st - 70% (no benchmark)</b> | <b>2nd - 70% (no benchmark)</b> | <b>3rd - 78% (benchmark 69%)</b> | <b>4th - 50% (benchmark 40%)</b> | <b>5th - 78% (benchmark 69%)</b> |
|---------------------------------|---------------------------------|----------------------------------|----------------------------------|----------------------------------|

| Tier 1 Action Steps<br>Coherent Instruction<br>Supportive Learning Environment  | Evidence Based Documentation   | Team Lead  | Timeline                       | Monitoring Implementation   | Evaluation of Implementation and Impact         | Resources                                  |
|---|--|--|--------------------------------|---|---|--|
| Teachers will build math fact fluency daily (5-10 minutes) according to grade level standards.                                | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Grade-level leads; teachers                                      | August 2019-May 2020 (daily)   | Grade level data meetings led by grade-level coordinator and/or SIP team member once per month where teams are looking at common grade-level fluency assessments. | MOY and EOY Grade-level common assessments      | Educational Galaxy(K-5)<br><br>Reflex Math |
| Teachers will implement the <i>Math in Practice</i> resource to effectively align standards to units in grade level concepts. | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Grade-level leads; teachers                                      | August 2019-May 2020 (daily)   | Formative Assessments from <i>Math in Practice</i> , Lesson Plans   | MAP Data, Common Summative Assessments          | <i>Math in Practice</i>                    |
| Problem solving using the CGI strategy will be implemented as follows per grade-level:<br>K-5: minimum of 2x/week             | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Grade-level leads; teachers; Instructional Coach; administration | August 2019-May 2020 (2x/week) | CGI discourse charts displayed in classrooms with date. Problems should be visible in grade-level lesson plans.   | MAP Math (1-5); GKids (K); CGI notebook/journal | BCSS CGI Scope & Sequence                  |



|  |
|--|
| <p><b>Additional supports for accelerated or academically struggling (Tiers 2-3) students</b></p> <ul style="list-style-type: none"> <li>• EIP, ESOL, IEP and Gifted teacher support in co-taught classrooms</li> <li>• Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary math interventions as outlined in students' Tier 2 or Tier 3 plans</li> <li>• Reflex Math for 2-5</li> </ul>   |
| <p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li>• Problem Solving and Effective Teaching Practices throughout the year with Seyoung Holte, RESA, as needed (K-5)</li> <li>• Number Talks and Beyond throughout the year with Seyoung Holte, RESA, as needed (K-5)</li> <li>• Data teams/PLC's will analyze MAP data to determine effective implementation and areas to further support students.</li> <li>• Educational Galaxy</li> </ul> |
| <p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Math based foundational skills will be chosen for at least one APTT activity. Information is in AES meeting #1 folder.</li> </ul>   |
| <p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li>• Administrative team will protect PLC time devoted to supporting this improvement goal</li> <li>• Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged</li> <li>• Instructional Coaches Academy with Seyoung Holte, RESA</li> </ul>   |

**Goal 3: Attendance: Teachers will increase the percentage of days present to 96% each month. Benchmark 93.2%. Student attendance will increase to 96%. Benchmark 95.27%**

| Tier 1 Action Steps<br>Coherent Instruction<br>Supportive Learning Environment  | Evidence Based<br>Documentation  | Team Lead            | Timeline             | Monitoring<br>Implementation   | Evaluation of<br>Implementation and<br>Impact | Resources   |
|---|--|----------------------|----------------------|--|---|---|
| Monthly jean pass incentives for teachers who have 100% attendance (for the previous month)   | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Administration       | August 2019-May 2020 | Teacher absentee list generated by administration  | FOB Report                                    | -FOB (scan cards)<br>-Daily teacher absentee report |
| The registrar will generate a list weekly (Wednesday) of students with 3 or more absences. Teachers are expected to contact guardian and document in Infinite Campus. | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Registrar<br>Teacher | August 2019-May 2020 | Weekly report from Infinite Campus   | Weekly report from Infinite Campus            | -Infinite Campus                                    |
| Teachers who have 5 or more absences (disregarding FMLA, Professional Development, or worker's comp) will receive a letter of concern.                                | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Administration       | August 2019-May 2020 | Letter will be returned to administration with signature of the person receiving. Quarterly incentives will be given to those with perfect attendance for the given quarter. | Discussed at summative evaluation conference  | Letter of Concern                                   |



|   |  |          |                      |  |  |   |
|---|--|----------|----------------------|--|--|---|
| Students with three consecutive absences will provide a doctor's excuse.  | <input type="checkbox"/> Strong<br><input type="checkbox"/> Moderate<br><input type="checkbox"/> Promising<br><input type="checkbox"/> Rationale | Teachers | August 2019-May 2020 | Doctor's excuse will be turned into teachers | Doctor's excuse will be turned into bookkeeper/registrar | -Doctor's verification of illness/absence |
| <b>Additional supports for accelerated or academically struggling (Tiers 2-4) students:</b> <ul style="list-style-type: none"> <li>• Home visits by Social Worker at 10 days total</li> <li>• Awards for Perfect Attendance every 9 weeks</li> <li>• Class Dojo to monitor total points earned quarterly celebration</li> </ul> |  |          |                      |  |  |   |
| <b>Professional Capacity building to support the above goal and action steps</b> <ul style="list-style-type: none"> <li>• PL on how teacher absences impact student performance and learning.</li> <li>• PL on compliance versus commitment and applying the concepts</li> </ul>  |  |          |                      |  |  |   |
| <b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>• Increase communication between school and home regarding student attendance via School Approved Communication Methods.</li> </ul>   |  |          |                      |  |  |   |
| <b>Leadership Capacity</b> <ul style="list-style-type: none"> <li>• Teachers need local school leadership to clearly define teacher attendance expectations.</li> <li>• Monitor teacher attendance through data collection using the FOB report.</li> <li>• Follow up with Faculty/Staff</li> </ul>                             |  |          |                      |  |  |   |

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

- |  |
|--|
| <ul style="list-style-type: none"> <li>• 5th graders will tour the middle school in May.</li> <li>• Invite local daycares and feeder preschool programs to visit AES for a tour in the spring.</li> <li>• Kindergarten Sneak-a-Peek Night for parents in the spring.</li> <li>• Share information from Westside with rising 6th graders</li> <li>• AES 5th grade teachers will observe both 6th grade ELA and math classes at WMS in first quarter to better understand what's expected of their students.</li> <li>• AES principal will meet with WMS principal in mid-July to discuss at-risk rising 6th graders to ensure a smoother transition.</li> </ul> |
|--|

