



Barrow County School System

Boldly Committed to Student Success

Bethlehem Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Mindy Reid

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	Mindy Reid	8/13/2019
School Governance Team Chairperson	TBD (Mindy Reid Acting Chair)	9/26/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/26/2019



Goal 1: READING ACHIEVEMENT- Barrow County School System Goal is 100% of students reading at or above grade level by 3rd Grade. BES plans to support this goal with intentional and focused improvement in small group and individual reading instruction during the 2019-2020 school year. As a result of our efforts, the following student outcome goals will be measured to evaluate the effectiveness of our action plan.

	Reading Goals	18-19	Beg. of Year	End of Year
K	80% of K students will meet or exceed EOY benchmark achievement levels as measured by DIBELS.	n/a		
1	80% of 1st grade students will meet or exceed EOY benchmark achievement levels as measured by DIBELS.	84% (K cohort)		
2	75% of 2nd grade students will show growth of ≥ 10 RIT points from the BOY to EOY as measured by MAP.	73%		
3	60% of 3rd grade students will show growth of ≥ 10 RIT points from BOY to EOY as measured by MAP.	56%		
4	50% of 4th grade students will show growth of ≥ 10 RIT points from BOY to EOY as measured by MAP.	43%		
5	50% of 5th grade students will show growth of ≥ 10 RIT points from BOY to EOY as measured by MAP.	30%		
3-5	65% of students scoring at or above the mid-point Lexile as measured by Milestones.	62%		



Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentati on	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Coherent Instruction All K-5 teachers will utilize BCSS ELA Frameworks and BES Look Fors when planning and implementing reading workshop that includes small group instruction (ie: Guided Reading or Strategy groups) and individual conferences during the work sessions.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Katie Edwards	July: Frameworks and Look Fors reviewed with teachers and reviewed periodically at PLCs.	Katie Edwards	Assessment results	BCSS Instructional Frameworks; BCSS Look Fors; F & P Guided Reading Book sets purchased to add to leveled library
Coherent Instruction All K-2 teachers will implement the new BCSS Phonics program (Blevins) with fidelity.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Mary Jean Greene; Ashley Akins; Kellee McAdams/ Lindsey Roberts; Katie Edwards	July: Materials provided and PL delivered; Implement in August	Instructional Rounds	DIBELS	Phonics program materials (district provided)
Supportive Learning Environment All K-5 teachers will participate in regular data team meetings facilitated by an administrator or instructional coach and use the learning continuum (MAP) and other assessment data (DIBELS, TRC, Running Records, etc.) to identify and address specific needs and track student growth.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Mindy Reid; Stephanie Martin; Katie Edwards	By the beginning of September, Readers Workshop will be up and running with routines and rituals. Small group and individual conferences should occur daily on a kid-by-kid/as-needed basis.	Conferring notebooks, walkthroughs, instructional rounds; Data collected and discussed in data team meeting	Assessment results; chart student progress	
Supportive Learning Environment Building level & district level administrators/teachers will conduct Instructional Rounds to collect data that will assist in identifying effectiveness of SIP as well as strengths of instruction & areas to target for improvement.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Mindy Reid	1. August/September 2. October/November 3. January/February 4. April/May	Data Collected from Instructional Rounds	Instructional rounds indicate problem of practice is being addressed.	None
Additional supports for accelerated or academically struggling (Tiers 2-3) students <ul style="list-style-type: none"> ❖ EIP teachers will provide Tier 2 support in Reading and Math (Reading-Guided Reading Plus based on MAP/TRC/DIBELS data; ; Math-Use MAP data) ❖ EIP teachers will provide Tiered support in Reading in 1st and 2nd grade with the RISE framework (Jan Richardson & Ellen Lewis) ❖ Edmentum Exact Path Intervention will be utilized to support Reading progress ❖ Paraprofessionals and specials teachers will be utilized to provide tutorial support/intervention for identified students in grades K-5 ❖ Advanced Content Classrooms will serve in grades 4 & 5 for gifted and high achieving students. ❖ EL students will be clustered in homerooms to provide adequate support through push-in ESOL services. ❖ EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction. 						
Professional Capacity building to support the above goal and action steps <ul style="list-style-type: none"> ❖ All certified teachers will actively participate in a book study of Jan Richardson's The Next Step Forward in Guided Reading ❖ All new teachers will participate in more frequent and intensive PL in the ELA frameworks, Look Fors, Daily 5/Workshop, Guided Reading, etc. ❖ Pre-K Team will participate in PL regarding Zoophonics implementation and implement in their classrooms during literacy 						

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<ul style="list-style-type: none"> ❖ Grade level PLCs will have 1/2 planning day each quarter to address SIP goals, complete long-term planning & receive training ❖ Ongoing regular PLCs and PL sessions will be provided as support throughout the year for Guided Reading, Benchmark Phonics, A Fresh Look at Phonics Units of Study, RISE, Guided Reading Plus, EDMENTUM, and MAP. ❖ Teachers from model classrooms will be invited to lead teacher-led professional learning opportunities and videos will be recorded in model classrooms to provide teachers with quality models for instructional practices (shared in PLCs and on STAR Hub-internal BES resource site) ❖ Data teams will review assessment data and plan interventions and instruction based on results. ❖ Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met.
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> ❖ APTT foundational skills will be identified based on the most critical literacy needs of each grade level (based on past year's DIBELS and TRC and MAP results) PK-Alphabet Recognition, K-Letter Sounds/Blending Fluency, 1-Sight Word Fluency, 2-Reading Fluency, 3-Comprehension: Questioning, 4-Comprehension-Text Structure, 5-Comprehension-Text Based Evidence. APTT Meetings will be held August 22 & 29, Individual Conferences will be held in January, APTT meetings will be held April 30 & May 7. ❖ School will celebrate National Family Literacy day and conduct our annual Read-a-thon that supports Adult Literacy Barrow on November 1. ❖ School will promote literacy through social media (ie: Teacher Tips for Reading, Book Recommendations, Videos, Articles, etc) #BESreads ❖ All parents of ELs will be provided an opportunity to enroll in literacy classes to learn the English language ❖ Rosetta Stone accounts will be provided to parents as needed to support their English language development.
<p>Leadership Capacity</p> <ul style="list-style-type: none"> ❖ Leadership Team reps will review grade level specific and school-wide data as it is collected and will serve as lead data point persons for their grade level teams. ❖ Administrative team will protect PLC time devoted to supporting SIP goals. ❖ District Leadership, School Leadership, and Grade Level Teams will use a list of "look-fors" during Instructional Rounds to collect and share data on the effectiveness of professional learning. ❖ Teacher leaders will be identified to serve as model classrooms for others to observe.

Goal 2: BES will increase student engagement & develop positive learning environments by supporting students' social-emotional learning by becoming a Responsive Classroom school and implementing the practice of Morning Meeting in every homeroom K-5.

Grade Level	Goal	BOY-Baseline will be collected in Sept.	EOY-May (Goal determined in Sept.)
K-5	% of students in grades K-5 reporting positive outcomes from the implementation of Morning Meeting.		
Teachers	% of teachers in K-5 reporting an increase in student engagement and other positive outcomes from the implementation of Morning Meeting.		

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<input type="checkbox"/> All K-5 homeroom teachers will implement the Responsive Classroom Morning Meeting into their daily routines and rituals.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Laura Deal, Katie Edwards, Lindsey Roberts	PL in July; MM begins in August, occurs daily	Walkthroughs	Student and teacher surveys	Responsive Classroom Morning Meeting Books (already purchased)
<p>Additional supports for accelerated or academically struggling (Tiers 2-3) students</p> <ul style="list-style-type: none"> ❖ Word of the week will focus on Social-Emotional Learning, Character-Building, etc. ❖ TeachTown intervention will be implemented for students who are in need of Tier 2 or Tier 3 behavior support. 						



Professional Capacity building to support the above goal and action steps

- ❖ Professional learning opportunities will be given to all teachers during pre-planning and frequently throughout the year.
- ❖ Model classrooms will be identified for observation and videos will be recorded to serve as teaching tools.
- ❖ Responsive Classroom Core Elementary Training for Staff from the consultants will support teacher and school implementation.

Family and Community Engagement

- ❖ Morning Meeting will be modeled at PTO meeting; videos shared on social media and during parent events/conferences; information sent home at the beginning of the year

Leadership Capacity

- ❖ Master schedule will be designed to provide scheduled time for morning meeting.
- ❖ Administrators will support morning meeting on the morning announcements and by participating in classrooms frequently.

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.

- PK Visits: In May, local PK programs such as Head Start and BFUMC visit BES during the school day for a tour and activities.
- PK Sneak-a-Peek: In May, the PK team conducts an informational evening event for families of students who will be entering PK the following August.
- Kindergarten University: In May, the Kindergarten team conducts an informational evening event for families who will be entering K the following August.
- Rising 6th Graders: Counselor from middle school visits in May; Instrument testing in May; Students take field trip to middle school
- 5th Grade teachers complete Google form with recommendations regarding instructional programs, personal characteristics, etc. of students that 6th grade team will utilize as they create class schedules and programs
- 5th Grade Celebration: End of the year awards program with a guest speaker whose message is focused on goal-setting and the transition to middle school and beyond.
- 5th Grade students create career portfolios that focus on researching their interests in particular careers and the education that will be required to achieve those goals. As part of our Career Day, we also have the high school come to do a presentation on the different pathways students can follow in high school.

