



Barrow County School System

Boldly Committed to Student Success

Bramlett Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Karen Dowis
NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael
<input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i>

	Type name below for plan approval	Approval Date
Principal	Karen Dowis	8/13/2019
School Governance Team Chairperson	Lori Easterling	9/18/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/18/2019



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Goal 1: READING ACHIEVEMENT

Seventy-five percent of first - fifth graders will meet their expected growth projection in reading on the Spring 2020 MAP.

- 1st grade baseline - pending fall 2019 MAP reading administration
- 2nd grade baseline - pending fall 2019 MAP reading administration
- 3rd grade baseline - 65%
- 4th grade baseline - 65%
- 5th grade baseline - 57%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Implement strategies from the book, <i>The Next Step Forward in Guided Reading</i> <input type="checkbox"/> Participation in Units of Study for Teaching Reading training <input type="checkbox"/> Implement BCSS ELA Instructional Framework with fidelity <input type="checkbox"/> Utilize Team Teach model to maximize impact of support services and instructional time for all students <input type="checkbox"/> Participation in vertical collaboration to align reading instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Instructional Coach	<p>Summer: Optional professional reading: <i>The Next Step Forward in Guided Reading</i></p> <p>Preplanning: Phonics workshop training for K-2 teachers; <i>Next Step Forward in Guided Reading</i> book study for K-5 teachers; Guided Reading Plus/RISE Refresher & DIBELS training for EIP teachers;</p> <p>August: BOY administration of TRC and form reading groups BOY administration of MAP; BOY administration of DIBELS 8; RIT PL for 1st - 5th teachers; <i>Next Step in Guided Reading</i> with PL in B. McMichael for K - 5 teachers; 1st - 5th teachers administer IDI to targeted students</p> <p>September: Data meetings for TRC (K-5), and MAP (1st-5th),</p> <p>October-December: Running records and classroom data analysis to adjust instruction</p> <p>December: MOY administration of TRC MOY administration of MAP (1st-5th)</p> <p>January: Data meeting for TRC and MAP growth</p> <p>February-May: Running record and classroom data analysis to adjust instruction</p> <p>April: GMAS (3rd-5th)</p> <p>May: EOY administration of TRC EOY administration of MAP (1st-5th) Review and prepare data for 2020-2021</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Informal observations by IC <input type="checkbox"/> Analyze effectiveness of strategy implementation during grade level PLCs <input type="checkbox"/> Coaching observation cycles by IC <input type="checkbox"/> Monthly checklist completion 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual student growth on TRC <input type="checkbox"/> Individual student growth on MAP <input type="checkbox"/> Individual student growth on DIBELS <input type="checkbox"/> Individual student growth on GMAS 	<ul style="list-style-type: none"> <input type="checkbox"/> Subscription for Learning A-Z/RAZ Kids/RAZ Kids Plus <input type="checkbox"/> Leveled Reading books <input type="checkbox"/> StoryWorks (4-5) and 4StoryWorks Junior (2-3) <input type="checkbox"/> Scholastic Short Reads <input type="checkbox"/> Ellevation Strategies <input type="checkbox"/> Data meeting supplies: Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Tape <input type="checkbox"/> Copy paper <input type="checkbox"/> Printer ink <input type="checkbox"/> iPads & chromebooks <input type="checkbox"/> SLDS data <input type="checkbox"/> MAP data <input type="checkbox"/> Subs for release time for vertical collaboration between grade levels PL for Gifted Endorsement



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<p>K-2 teachers will increase their effectiveness in the teaching of phonics by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing the Benchmark Phonics Workshop <input type="checkbox"/> K will continue implementation of Boxed Instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach</p>	<p>PrePlanning: PL Benchmark Phonics K-2 August: BOY administration of DIBELS Form Boxed Instruction groups (K) Administer Informal Decoding Inventory (IDI) August: Implement Benchmark Phonics September: Data meetings for DIBELS and IDI September-December: Individual Coaching Cycles October-December: Running records and classroom data analysis to adjust instruction December: MOY administration of DIBELS MOY administration of MAP (1st and 2nd) MOY administration of IDI January: Data meeting for DIBELS and IDI growth February-May: Running record and classroom data analysis to adjust instruction May: EOY administration of DIBELS EOY administration of MAP (1st and 2nd) EOY administration of IDI Review and prepare data for 2020-2021</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Informal observations by IC <input type="checkbox"/> Coaching observation cycles by IC 	<p>Individual growth on DIBELS (K-2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Supplies for creating shared resources <input type="checkbox"/> APTT supplies Books for students <input type="checkbox"/> Data meeting supplies: Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Tape
<p>K-5 teachers will collaborate with the Media Specialist and CAMP teachers to plan lessons that provide an extension of classroom instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Media Specialist, CAMP teachers, Instructional Coach</p>	<p>August: Media Center schedule created Media Specialist to attend grade level PLC to plan lessons August-May: Students choose good fit books when visiting the media center</p>	<p>Monthly review of CAMP teachers' lesson plans for emphasis on literacy</p> <p>Informal observations by IC</p>		<p>Grade specific pacing guides</p> <p>Ellevation Strategies</p>
<p>Additional supports for accelerated or academically struggling (Tiers 2-3) students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventionists to be used for Eagle Time in grades K-5 <input type="checkbox"/> Exact Path intervention program <input type="checkbox"/> Eagle Time classes that engage, promote, and support literacies and real world application of reading skills <input type="checkbox"/> Boxed Instruction used as an intervention for students scoring yellow or red on the DIBELS assessment <input type="checkbox"/> Rosetta Stone for ELs in need of supplemental (in addition to ESOL) English language support based on RTI and provided during Eagle Time 						
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Phonics Workshop professional learning <input type="checkbox"/> Professional learning in Team Teaching <input type="checkbox"/> Professional learning in The Next Step Forward in Guided Reading <input type="checkbox"/> Professional learning in Guided Reading Plus/RISE Refresher and DIBELS 8 Training for K-5 EIP teachers <input type="checkbox"/> Weekly PLC for support teachers: SpEd, EIP, ESOL, Gifted <input type="checkbox"/> Monthly PLC for CAMP teachers to plan literacy instruction in their specialty areas <input type="checkbox"/> PL for using Measures of Academic Progress (MAP) and Statewide Longitudinal Data System (SLDS) data to drive instruction <input type="checkbox"/> Professional learning for using the Exact Path program 						



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- Professional learning in Units of Study Teaching of Reading
- Develop norms for co-teaching and/or team teaching with support from Megan Farmer - BRES Program Specialist
- Increase number of teachers with gifted/reading/ESOL endorsements
- Rosetta Stone PD session (2hrs)
- Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders
- Teachers will analyze data to determine effective implementation and areas to further support EL students

Family and Community Engagement

- Literacy based foundational skills will be chosen for APTT
- Schoolwide reading goal: Bramlett Reads to the Moon and Back- twice: Bramlett students and staff read 1,008,354 minutes throughout the school year
- Literacy focused Spotlight Events to culminate Eagle Time classes

Leadership Capacity

- Ensure all students are given at least 20 minutes of daily independent reading time throughout the school day (e.g., independent reading time, guided reading groups, morning work)
- Ensure students are reading across all subject areas during the school day
- Ensure students are read to at least 15 minutes per day
- Leadership team to conduct data review of BOY, MOY, and EOY MAP data
- Study of *Leading Well* for principal



Goal 2: WRITING ACHIEVEMENT

(A) Thirty-five percent of Bramlett’s 3rd, 4th, and 5th graders will score at a level 3 or 4 on the Idea Development, Organization, and Coherence portion of the Extended Writing Task on the Georgia Milestones Assessment (GMAS) given in April, 2020. (Baseline: 3rd - 15%; 4th - 34%, 5th- 38%)

(B) Thirty percent of Bramlett’s 3rd, 4th, and 5th graders will score at a level 3 or 4 on the Narrative Writing Response portion of the GMAS given in April, 2020.(Baseline: 3rd - 23%; 4th - 37%, 5th - 37%)

(C) Fifty percent of Bramlett’s K, 1st, and 2nd graders will score at a level 3 or 4 on the Idea Development, Organization, and Coherence portion of the Extended Writing Task on the WriteScore assessment given in April, 2020.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Provide consistent daily implementation of the BCSS writing framework <input type="checkbox"/> Implement daily writing and writing across the curriculum <input type="checkbox"/> Create grade level writing units <input type="checkbox"/> Participate in vertical collaboration to align writing instruction <input type="checkbox"/> Participate in Instructional Rounds addressing writing instruction <input type="checkbox"/> Use previous year’s writing to guide instruction <input type="checkbox"/> Incorporate modeling of strong writing into writing instruction <input type="checkbox"/> Incorporate conferencing into writing workshop <input type="checkbox"/> Utilize Write Score to supplement writing instruction <input type="checkbox"/> K-5 teachers will keep a portfolio for each student that contains 3 scored writing samples per genre. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Instructional Coach	<p>Preplanning: Establish norms for implementing BCSS writing Review BCSS writing framework for instruction</p> <p>August: Establish routines and procedures for writing workshop (August); begin Unit writing; conference with students using last year’s writing samples</p> <p>September - March: ongoing process of standards analysis (Raczynski model) and comprehensive writing units</p> <p>October: Instructional Rounds and debriefs</p> <p>November, February, April: WriteScore assessments and data review</p> <p>August-May: collect, score and provide feedback for portfolio samples</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Coaching cycles with instructional coach <input type="checkbox"/> Instructional Rounds completed by BRES leadership team 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Rounds <input type="checkbox"/> Review unit plans as they are developed <input type="checkbox"/> Individual student growth as shown in portfolios and/or Write Score 	<ul style="list-style-type: none"> <input type="checkbox"/> Write Score Resources and Assessment <input type="checkbox"/> Subs for release time for vertical collaboration between grade levels and instructional rounds <input type="checkbox"/> Instructional Supplies <input type="checkbox"/> Reading A-Z books to use as mentor texts <input type="checkbox"/> Edutyping, Jr. program <input type="checkbox"/> Ellevation Strategies <input type="checkbox"/> Subs for Title I paraprofessional <input type="checkbox"/> Copy paper <input type="checkbox"/> Ink for printers <input type="checkbox"/> Laminating film <input type="checkbox"/> Chart paper <input type="checkbox"/> Markers



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PL for Gifted Endorsement

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Eagle Time classes that engage, promote, and support literacy and real world application of writing skills

Professional Capacity building to support the above goal and action steps

- Vertical analysis of writing rubrics and expectations and common language of the standards (vocabulary)
- Support for creating student friendly writing rubrics, anchor charts, and exemplars
- Title I Paraprofessional will work specifically with students on keyboarding skills
- Collaborate to develop writing units to include constructed and extended response prompts to address reading and writing standards
- PL on conferencing with students
- Weekly PLC for support teachers: SpEd, EIP, ESOL, Gifted
- Provide PL to support implementation of Write Score
- Ellevation Strategies training for all Teachers and School Leaders

Family and Community Engagement

- Literacy focused Spotlight Events to culminate Eagle Time classes
- Literacy based foundational skills will be chosen for APTT
- Utilize Rosetta Stone with students, activities could be planned to help parents support their children in using the program at home or the library. Bramlett will include licenses for family members if learning English will help them support their child(ren)'s education.

Leadership Capacity

- BRES leadership team to conduct instructional rounds
- BCSS Teaching and Learning Dept. to conduct instructional rounds



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Goal 3: MATH ACHIEVEMENT

- Fifty percent of second graders will meet their expected growth projection on the spring 2020 math MAP. (Baseline to be determined pending fall 2019 Math MAP.) 55% of second graders met their growth projection according to math MAP data.
- Sixty-five percent of third graders will meet their expected growth projection on the Spring 2020 math MAP. (Spring baseline = 55%)
- Seventy-five percent of fourth graders will meet their expected growth projection on the Spring 2020 math MAP. (Spring baseline = 69%)
- Eighty percent of fifth graders will meet their expected growth projection on the Spring 2020 math MAP. (Spring baseline = 74%)

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Provide consistent daily implementation of the BCSS math framework <input type="checkbox"/> Participation in vertical collaboration to align math instruction <input type="checkbox"/> Supplement classroom instruction using Math in Practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Instructional Coach	<p>August: BOY administration of MAP; September: Data meetings MAP (1st-5th), December: MOY administration of MAP (1st-5th) January: Data meeting for MAP growth April: GMAS (3rd-5th) May: EOY administration of MAP (1st-5th) Review and prepare data for 2020 -2021</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Informal observations by IC <input type="checkbox"/> Coaching observation cycles by IC 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual growth on MAP (1st-5th) 	<ul style="list-style-type: none"> <input type="checkbox"/> Grade specific pacing guides <input type="checkbox"/> Instructional Supplies <input type="checkbox"/> Data meeting supplies: Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Tape <input type="checkbox"/> Copy paper <input type="checkbox"/> Printer ink <input type="checkbox"/> iPads & chromebooks <input type="checkbox"/> SLDS data <input type="checkbox"/> MAP data <input type="checkbox"/> Subs for release time for vertical collaboration between grade levels <input type="checkbox"/> PL for Math Endorsement <input type="checkbox"/> PL for Gifted Endorsement
K-5 teachers will collaborate with CAMP teachers to plan lessons that provide an extension of classroom instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Media Specialist, CAMP teachers, Instructional Coach	<p>August: CAMP teachers to attend grade level PLC to plan lessons</p>	<p>Monthly review of CAMP teachers' lesson plans for emphasis on mathematical literacy</p> <p>Informal observations by IC</p>		<p>Grade specific pacing guides</p> <p>Ellevation Strategies</p>



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Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Interventionists to be used for Eagle Time in grades K-5
- Eagle Time classes that support and develop math literacy
- Utilize data from the GloSS and IKAN assessments to provide targeted interventions

Professional Capacity building to support the above goal and action steps

- Vertical collaboration for alignment of math instruction
- Provide PL to support co-teaching and team teaching
- Integrate academic content into computer lab, art, music, PE (CAMP) and media center visits
- Use *Math in Practice* - Susan O'Connell when planning for further understanding of teaching math standards
- Ellevation Strategies training for all Teachers and School Leaders

Family and Community Engagement

- Individual conferences for each student
- Literacy focused Spotlight Events to culminate Eagle Time classes

Leadership Capacity

Leadership team to conduct data review of BOY, MOY, and EOY MAP data

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.

Transition from Preschool to Kindergarten:

BRES kindergarten teachers screen all rising kindergarteners and utilize this data to prepare class rosters. The screening data includes academic, social, and emotional readiness assessments. Kindergarten parents are invited to Sneak A Peek in the spring and the Back to School Open House .

Transition from Elementary to Middle School:

As part of our 5th grade Sneak A Peek on May 7, 2020, our district ELA and math literacy specialists will present sixth grade and middle school math placement descriptions and share how elementary school ELA GSE builds the foundation for mastering middle school ELA standards. The gifted teacher and other 5th grade teachers provide recommendations for placement in 6th grade math classes, Our school Counselor also facilitates a fifth grade field trip to the middle school in the late spring. On this field trip, students tour the school, meet sixth grade staff and teachers, and are introduced to the culture and expectations of their new school. BRES fifth grade teachers also compile data summaries for sixth grade teachers for use in establishing class rosters.

An end of the year transition meeting is held for each 5th grade student with an IEP. A middle school special education teacher is present to help answer questions and provide guidance on educational opportunities for each child. Middle School band and chorus teachers visit our fifth graders to generate interest and excitement in these programs.

