



Barrow County School System

Boldly Committed to Student Success

Holsenbeck Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Jackie Robinson

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	Jackie Robinson	8/12/2019
School Governance Team Chairperson	Jill Hollis	9/18/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/12/2019
Title I Director	Dr. David Beeland, Jr.	8/12/2019
Superintendent	Dr. Chris McMichael	9/4/2019



Goal 1: Academic Achievement in Reading

We will improve academic achievement in reading by meeting or exceeding the following end of year grade-level goals:

- *Kindergarten*: 80% of students will meet or exceed the benchmark on DIBELS (76% in 17-18 SY; 69% in 18-19 SY). **51%**
- *Kindergarten*: 77% of students will read at or above grade level expectations as measured by TRC. (75% in 18-19 SY). **43%**
- *1st grade*: 68% of students will meet or exceed the benchmark on DIBELS (56% in 17-18; 66% in 18-19 SY) (Cohort: 76% in KDG 66% in 1st). **58%**
- *1st grade*: 50% of students will meet or exceed the norm grade level mean RIT (Baseline during 19-20 SY). **46%**
- *2nd grade*: 60% of students will meet or exceed the norm grade level mean RIT (55% in 17-18; 49% in 18-19 SY) **43%**
- *3rd grade*: 62% of students will meet or exceed the norm grade level mean RIT (60% in 17-18; 51% in 18-19 SY) (Cohort: 55% in 2nd; 51% in 3rd). **44%**
- *4th grade*: 62% of students will meet or exceed the norm grade level mean RIT (53% in 17-18; 54% in 18-19 SY) (Cohort: 60% in 3rd; 54% in 4th). **54%**
- *5th grade*: 60% of students will meet or exceed the norm grade level mean RIT (56% in 17-18; 58% in 18-19 SY) (Cohort: 53% in 4th; 58% in 5th). **54%**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Teachers in grades K-5 will implement the BCSS Instructional Framework for ELA Reading.</p> <ul style="list-style-type: none"> ❑ The framework is supported by the research and work of The 2 Sisters and Jan Richardson. ❑ The BCSS instructional framework includes an opening, whole group mini-lesson with an instructional focus, independent work sessions for student, small group instruction, individual conferences, and a whole group closing/sharing. ❑ Strategies and Skills (<i>The Next Step Forward in Guided Reading</i>) and CAFE strategies focus on 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	<p>Instructional Coach Principal Assistant Principal</p>	<p>Provide returning HES teachers with <u>The Next Step Forward In Guided Reading</u> by Jan Richardson to read during the summer.</p> <p>Provide teacher new to HES with the <u>The Next Step Forward In Guided Reading</u> by Jan Richardson and <u>The Daily 5</u> by Gail Boushey and Joan Moser at New Teacher Orientation meeting July 24, 2019 (if not before).</p> <p>Pre-planning: Provide teachers an overview of the expectations for Daily 5 Framework/CAFE.</p> <p>August 15-Deconstructing standards with GCA Consultant</p> <p>K-5 teachers will meet with District Literacy Specialist for Professional learning with small group instruction within the Reader's Workshop Framework.</p>	<p>Lesson Plans</p> <p>Conferring Notebook with anecdotal notes on each student</p> <p>Formal and Informal Observations with P and AP</p> <p>Informal Observations IC</p> <p>Lesson Plans</p> <p>POP Cycles IC</p> <p>Observations by Literacy Specialist</p>	<p>BOY, MOY, and EOY Data</p> <p>Review of DIBELS, TRC, and MAP</p> <p>Instructional Rounds</p> <p>Individual Student Growth of DIBELS/ TRC</p> <p>Individual student growth on NWEA MAP Reading</p>	<p>The Daily 5 by Gail Boushey and Joan Moser, pages 111-126.</p> <p>The CAFE Book, by Gail Boushey and Joan Moser</p> <p><u>The Next Step Forward In Guided Reading</u> by Jan Richardson</p> <p>Daily 5 Professional Learning Conference (10/12-10/13)</p> <p>GCA Consultant services</p> <p>CC Pensieve or Conferring Notebook for organizing and documenting conferring notes on each student.</p> <p>Subscription to Daily5 website</p> <p>MyON</p> <p>iPads/Chromebooks Classroom Libraries</p>



<p>comprehension, accuracy, fluency, and expanding vocabulary.</p>			<p>August 5 - September 6- Launching the Daily Five , the First Five Weeks (pages 119 - 126).</p> <p>On-going Instructional Rounds with school and district leaders</p> <p>Ongoing- Monthly professional learning with IC</p>			<p>Ellevation Strategies</p> <p>Grade Level Frameworks:</p> <ul style="list-style-type: none"> • Kindergarten • 1st Grade • 2nd Grade • 3rd Grade • 4th Grade • 5th Grade <p>BCSS Reading Workshop Procedural Lessons</p> <p>District Literacy Specialist- Professional Learning (Reading Workshop) Classroom Libraries Substitute teachers</p>
<p>Teachers in grades K-2 will implement phonics instruction in their daily instructional segment utilizing the Benchmark Phonics Program.</p> <p><input type="checkbox"/> Phonics instruction will be implemented as one of the two Reading Mini-lesson (10 mins) and Guided Practice.</p>	<p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Moderate</p> <p><input type="checkbox"/> Promising</p> <p><input type="checkbox"/> Rationale</p>	<p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>Provide K-2 teachers with a one day training with District Literacy Specialist to learn new phonics program.</p> <p>Ongoing Professional Learning with IC with grade level teams</p>	<p>Sight Word assessments for K-2</p> <ul style="list-style-type: none"> • KDG • 1st Grade • 2nd Grade <p>Lesson Plans</p> <p>Focused Walkthroughs/Observation</p> <p>Pop Cycles with IC</p>	<p>Individual student growth on DIBELS assessment</p> <p>Instructional Rounds</p>	<p>Benchmark Phonics Program provided by District</p> <p>Barrow County Scope and Sequence</p> <p><input type="checkbox"/> Kdg</p> <p><input type="checkbox"/> First</p> <p><input type="checkbox"/> Second</p>
<p>Teachers in grades 3-5 will utilize the Georgia Center for Assessment platform to develop and implement common assessments. These assessments will be developed in alignment with the Georgia Standards of Excellence in terms of content and rigor. Their results will be subsequently be analyzed and used to enhanced academic achievement.</p>	<p><input type="checkbox"/> Strong</p> <p><input type="checkbox"/> Moderate</p> <p><input type="checkbox"/> Promising</p> <p><input type="checkbox"/> Rationale</p>	<p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>August - platform training</p> <p>After each unit, grade level teachers will give common assessment and review data. Teachers will share work samples to show how they taught standards.</p> <p>Ongoing- Individual and/or grade level meetings with Instructional coach to support implementation</p>	<p>Lesson Plans</p> <p>Data team meetings</p>	<p>Student performance on GCA assessments</p> <p>Student performance on GMAS</p>	<p>GCA District and School Connect platform</p>

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

- *Title I Paraprofessional will be added to support students with academic interventions as well as small group instruction.*
- Students who are not making adequate progress in Tier 1 will be referred to the grade level Tier 2 meeting held every 6 weeks to discuss area of focus and interventions needed..
- Students who are not making adequate progress in Tier 2 will participate in individual Tier 3 interventions.
- Special Area teachers will assist grade level teachers with providing interventions to students who need additional support as identified through Tier 2 or Tier 3 plans
- A master schedule will clearly define blocks of time for Reading, Writing, Math, and Science/Social Studies to ensure adequate time has been designated for instruction. Strategically schedule EIP, ESOL, and SPED services to coincide with the work session of the literacy block.
- A specialized reading program will be provided to SWD (per IEP) daily.
- Differentiated Reading Instruction (DRI Box) will be utilized to support students in grades 1st and 2nd grades who need basic reading interventions.
- Wilson Reading will be utilized to support students in the RTI process who need basic reading interventions.
- Provide supplemental remedial instruction in reading and/or math to our struggling learners before and/or after school.
- Instructional Software (Reading A to Z) will be utilized to supplement core classroom instruction.
- EIP teachers will implement the Guided Reading Plus model for students who are below grade level in reading.
- 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

- All homeroom teachers will have additional time for PLC collaboration in quarterly half-day release days.
- Design class rosters to allow for teachers who have various endorsements (ie: Gifted, ESOL, Reading, etc...) to serve those students; this will allow the unique learning needs of specific student populations to be continually met.
- All 3rd-5th grade teachers will be trained on the District School Connect tool from the Georgia Center for Assessment. Other grades will have access to pull questions as well.
- All K - 5th grade teachers will continue professional learning on quality reading instruction utilizing Daily 5, CAFE, and The Next Step Forward In Guided Reading. In addition, all K-2nd grade teachers will have continual professional learning utilizing the Benchmark phonics program authored by Wiley Blevins.
- Continue to provide co-teaching instruction for students in grades 3-5 based on the needs of the students.
- All HES teachers will receive an initial or refresher training on the various reading assessment tools: DIBELS Next, TRC, MAP (1st/2nd grade: Reading & Math; 3rd-5th grade: Reading, ELA, and Math).
- All K-2 teachers will receive an initial or refresher training using Differentiated Reading Instruction (DRI Box).
- All teachers will participate in continuous RTI professional learning in order to best identify students who need the
- Access for grades 3-5 to the Daily Cafe website resource.
- GCA Consultant to provide professional learning with Deconstructing Standards (1 day in August- 1 Day in December)
- 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.
- Rosetta Stone PD session (2 hrs)
- Teachers will analyze data to determine effective implementation and areas to further support EL students

Family and Community Engagement

- At the first Academic Parent Teacher Team (APTT) Meeting, parents of kindergarteners and first graders will receive activities to support letter or sight word recognition.
- All HES teachers will communicate with parents and families about their child's progress through various modes of communication (Phone Calls, Emails, Remind App).
- The LiveSchool app will be utilized to support the efforts of PBIS and keep parents informed of their child's behavior.

Leadership Capacity

- The Principal, Assistant Principal, and Instructional Coach will collaborate through the Book Study of Leading Well by Lucy Calkins.
- Clear expectations from leaders will be communicated to staff regarding Daily 5, CAFE, and phonics instruction.
- Leaders will work with homeroom teachers to assess students, and subsequently inform our instruction to help students learn more effectively.



Goal 2: Academic Achievement in Writing

We will improve academic achievement in writing by meeting or exceeding the following end of year grade-level goals:

Kindergarten:

- 60% of students will score a 3 or 4 on the narrative writing common assessment. (87% in 18-19 SY)
- 45% of students will score a 3 or 4 on the informational writing common assessment. (65% in 18-19 SY)
- 50% of students will score a 3 or 4 on the opinion writing common assessment. (80% in 19-20 SY)

1st grade:

- 55% of students will score a 3 or 4 on the narrative writing common assessment (74% in 18-19 SY).
- 45% of students will score a 3 or 4 on the informational writing common assessment (41% in 18-19 SY).
- 45% of students will score a 3 or 4 on the opinion writing common assessment (52% in 18-19 SY).

2nd grade:

- 55% of students will score a 3 or 4 on the narrative writing common assessment (72% in 18-19 SY).
- 45% of students will score a 3 or 4 on the informational writing common assessment (42% in 18-19 SY).
- 45% of students will score a 3 or 4 on the opinion writing common assessment (56% in 18-19 SY).

3rd grade:

- 75% of students will score a 3 or 4 on the narrative writing common assessment (12% in 18-19 SY).
- 45% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (0% in 18-19 SY).
- 58% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (1% in 18-19 SY).

4th grade:

- 37% of students will score a 3 or 4 on the narrative writing common assessment ((24% in 18-19 SY).
- 30% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (11% in 18-19 SY).
- 83% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (13% in 18-19 SY).

5th grade:

- 37% of students will score a 3 or 4 on the narrative writing common assessment (37% in 18-19 SY).
- 25% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (23% in 18-19 SY).
- 85% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (57% in 18-19 SY).



Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Teachers will implement the Writer's Workshop model by including:</p> <ul style="list-style-type: none"> ❑ Mini-Lesson of 5-15 minutes focusing on new writing skill, strategy, or workshop procedure. Includes a connection and essential question, a teaching point, modeling, guided practice/active engagement, and a link to independent writing. ❑ Work session of 15-30 minutes. This allows teachers to differentiate writing instruction through conferring and small group instruction. This allows students with a daily opportunity to apply previously introduced writing skills and strategies. Work session may include independent writing and writing conferences, small group guided writing, or joint productive activities. ❑ Closing/Sharing of 5 minutes. Closing will reinforce the focus of the lesson and encourage students to take ownership of their learning. Essential question is revisited and students are given an opportunity to share how they applied the mini-lesson skill or strategy 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	<p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principal</p>	<p>Pre-planning: Provide teachers an overview of the expectations for Writer's Workshop.</p> <p>Each grade level will work together to review the units created during the 2018-2019 school year. Adjustments will be made to those units.</p> <p>K-2 teachers will implement the Lucy Calkins Writing units in their classroom.</p> <p>Review writing samples after each genre study October, January, and April</p>	<p>Informal observations by IC</p> <p>Lesson plans</p> <p>Coaching cycles by IC and district literacy specialist</p> <p>Focused Walkthroughs</p>	<p>Individual student growth on GCA Assesslets.</p> <p>Individual student growth shown on evaluation of three writing assessments collected during the genre unit of study. (Beginning, Middle, End)</p> <p>9/4-11/9: Informational 11/12-1/31: Opinion 2/4- 4 / 5: Narrative K-2 Writing Plan 3-5 Writing Plan</p> <p>Teachers will review the feedback from the assessments to determine next steps for individual students.</p>	<p>Lucy Calkins Writing Curriculum</p> <p>GCA Assesslets (Grades 1-5) GCA District and School Connect platform</p> <p>Consultant: Beth McMichael</p> <p>BCSS Writing Framework</p> <p>BCSS Writing Plan</p> <p>BCSS Writing Rubrics (K-2)</p> <p>Ellevation Strategies</p>
<p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u> Maximize co-teaching opportunities for SWD teachers during writing instruction. Students not making adequate progress in written expression will receive small group (Tier 2) and individual (Tier 3) interventions as appropriate. Writing assessment results will be used to develop remediation plans for re-teaching students each genre. Ellevation Strategies training for all teachers and school leaders.</p>						
<p><u>Professional Capacity building to support the above goal and action steps</u> Teachers will meet weekly for PLCs and data teams. All homeroom teachers will have additional time for PLC collaboration in quarterly half-day release days. Teachers will be trained on GCA tool for writing assesslets in grades 1-5. All K-2 homeroom teachers will collaborate with the Instructional coach to review/revise instructional units for each writing genre. District literacy Specialist and Instructional Coach will provide ongoing classroom support and PL on effective implementation of Writer's Workshop.</p>						
<p><u>Family and Community Engagement</u> Homeroom teachers will partner with parents by including writing foundational skills in all grade levels as part of our APTT program. All HES teachers will communicate with parents and families about their child's progress through various modes of communication (Phone Calls, Emails, Remind App).LiveSchool will be utilized to promote positive behavior, thereby enhancing instructional time and engagement.</p>						
<p><u>Leadership Capacity</u> Leaders will collaborate through the Book Study of Leading Well by Lucy Calkins.</p>						



Goal 3: Academic Achievement in Math

We will improve academic achievement in math by meeting or exceeding the following end of year grade-level goals:

- *Kindergarten*: 70% of students can decompose numbers within 10. (Baseline to be collected during 19-20 SY)).
- *1st grade*: 50% of students will meet or exceed the norm grade level mean RIT (55% in 18-19 SY). **53%**
- *2nd grade*: 47% of students will meet or exceed the norm grade level mean RIT (42% in 17-18; 37% in 18-19 SY). (Cohort: 55% in 1st; 37% in 2nd). **50%**
- *3rd grade*: 53% of students will meet or exceed the norm grade level mean RIT (52% in 17-18; 50% in 18-19 SY). (Cohort: 42% in 2nd; 50% in 3rd). **40%**
- *4th grade*: 57% of students will meet or exceed the norm grade level mean RIT (52% in 17-18; 48% in 18-19 SY). (Cohort: 52% in 3rd; 48% in 4th). **45%**
- *5th grade*: 52% of students will meet or exceed the norm grade level mean RIT (46% in 17-18; 48% in 18-19 SY). (Cohort: 52% in 4th; 48% in 5th). **54%**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement the math workshop model by including: <ul style="list-style-type: none"> ❑ Mini-lesson of 10-15 minutes focusing on a single topic students need help with . ❑ Work time of 20-30 minutes when students practice the skills taught in the mini-lesson. ❑ Student conferencing time of 20-30 minutes when teachers work with individual students or strategy groups. ❑ Sharing time when students share their strategies and/or understanding with peers and solicit their feedback, giving the teacher an additional opportunity to check for understanding and address misconceptions. 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	Instructional Coach	Monthly Professional learning about grade specific math content. Teachers will provide work samples to review content mastery. BOY, MOY, and EOY- School instructional rounds during math workshop times / debrief during PLC/collab time Ongoing- Individual and/or grade level meetings to support implementation (PLC)	Lesson plans, informal observations by coach, walkthroughs	Student growth on Math MAP (grades 1-5)	Math manipulatives Math consultant Math consumables: iReady Workbooks Math Workshop Observation Form Math In Practice Books for each teacher
Teachers in grades K-3 will explicitly teach and reinforce the following math fluency strategies in a sequenced, differentiated fashion: <ul style="list-style-type: none"> ❑ Kindergarten ❑ First Grade ❑ Second Grade ❑ Third Grade Teachers in grades K-3 will use a combination of sources to assess students' math fluency and subsequently inform their differentiated strategy instruction: <ul style="list-style-type: none"> ❑ Timed assessments ❑ Math Interview ❑ Math Fluency application data 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	Instructional Coach	August- Discussion with K-3 teachers during their collab time Monthly- Check in during monthly collab times. Discuss student fluency growth with focus strategies. Ongoing- Individual and/or grade level meetings to support implementation	Lesson plans, informal observations by coach, walkthroughs Data team meetings	Student growth on fluency assessments	Sequencing plans: Kindergarten , First Grade , Second Grade , Third Grade Math Interview <i>Teacher choice:</i> Freckle Education Galaxy-license purchased for k-5 math



<p>Teachers in 3rd, 4th and 5th grade will utilize the Georgia Center for Assessment platform to develop and implement common unit assessments. These assessments will be developed in alignment with the Georgia Standards of Excellence in terms of content and rigor. Their results will be subsequently be analyzed and used to enhanced academic achievement.</p>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Instructional Coach Admin</p>	<p>August - platform training</p> <p>Monthly - unit assessment creation during collab days / data teams for prior month</p> <p>Ongoing- Individual and/or grade level meetings to support implementation</p>	<p>Data team meetings</p>	<p>Student growth on GCA assessments</p> <p>Student performance on GMAS</p>	<p>GCA District and School Connect platform</p>
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students Students who are not making adequate progress in Tier 1 will be referred to the grade level Tier 2 meeting held every 6 weeks to discuss area of focus and interventions needed.. Students who are not making adequate progress in Tier 2 will participate in individual Tier 3 interventions.</p>						
<p>Professional Capacity building to support the above goal and action steps All homeroom teachers will have additional time for PLC collaboration in quarterly half-day release days. 3rd-5th grade teachers will be trained on the District School Connect tool from the Georgia Center for Assessment. Professional learning for fluency online tools for all teachers.</p>						
<p>Family and Community Engagement Homeroom teachers will partner with parents by including math foundational skills in all grade levels as part of our APTT program. Grade level skills linked here. APTT meetings are as follows: Group meeting 1: 3rd-5th grade August 20th; Kdg. - 2nd grade August 22nd 6:15-7:30pm Group meeting 2: 3rd - 5th grade March 24th; Kdg.-2nd grade March 26th 6:15-7:30pm Homeroom and program teachers will communicate with parents about their child's progress using the Remind communication app. LiveSchool will be utilized to promote positive behavior, thereby enhancing mathematical instructional time and engagement.</p>						
<p>Leadership Capacity Leaders will be trained on the District School Connect tool from the Georgia Center for Assessment. We will work with homeroom teachers to assess students, and subsequently inform our instruction to help students learn more effectively. Leaders will continue to participate in district professional learning on math at leadership meetings.</p>						

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.

We understand the critical nature of supporting students through transitioning from preschool to elementary school, and from elementary school to middle school. We will continue to invite area preschools to tour our school prior to completing their time in preschool. Additionally, we will offer a Pre-K and Kindergarten Sneak a Peek for families to learn about our school prior to enrolling. In 5th grade, we support our students learning about the career pathway opportunities available to them in the future. We will ask the CTAE program to come out again this year to share these options with students. In order to help students learn more about what middle school is like, our 5th grade students will visit Bear Creek MS in the spring. We will schedule a field trip for 3-5 grades with WBHS to tour their campus and meet the principal on the 50th yard line.

