



Barrow County School System

Boldly Committed to Student Success

Kennedy Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Ryan Butcher

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	Ryan Butcher	8/14/19
School Governance Team Chairperson	Amy Holder	9/30/19
System Professional Learning Coordinator	Ginger Crosswhite	8/14/19
Title I Director	Dr. David Beeland, Jr.	8/14/19
Superintendent	Dr. Chris McMichael	9/30/19



Goal 1: 50% of students will meet or exceed expected growth on the End of Year Reading MAP (baseline is 48.1% from 2018-19 school year)

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>All Teachers will improve specific components of readers' through the Professional Learning on the new Lucy Calkins resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include authentic printed and electronic texts <input type="checkbox"/> Monitor effectiveness of independent reading <input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes) <input type="checkbox"/> Consistent, daily implementation of the workshop model <input type="checkbox"/> Progress monitoring periodically with MAP or running records and regrouping students as indicated by the data <input type="checkbox"/> Book Study- The Next Step Forward In Guided Reading- By Jan Richardson 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Principal	Ongoing yearly Professional learning meetings provided by the Barrow County Teaching and Learning Department	informal observations by IC, lesson plans, coaching observation cycles by IC ,Minutes from PL's with instructional coach and system literacy specialist	Instructional rounds at the school level Reading Workshop Look Fors	Lucy Calkins resources provided by Barrow County
<p>K-2 Teachers will improve specific components of phonics instruction through Professional Learning with a Fresh Look At Phonics by Wiley Blevins</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Beth McMichael	Ongoing yearly Professional learning meetings provided by the Barrow County Teaching and Learning Department	informal observations by IC, lesson plans, coaching observation cycles by IC ,Minutes from PL's with instructional coach and system literacy specialist	Instructional rounds	Fresh Look at Phonics
<p>Consistent professional learning on and usage of all the components of the NWEA Map Assessment program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Managing Test Sessions <input type="checkbox"/> Reporting Options <input type="checkbox"/> Use of Student Profile for goal setting as well as parent communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Principal, Assistant Principal, Instructional Coach	Barrow County Testing Calendar	Benchmark reports from Map and Student Profile on NWEA site	Quarterly Data Team meetings	NWEA
<p>Lesson plans will reflect daily independent reading for all kids as well as weekly guided reading at least 3 times per week</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Grade level teachers & Administration	Weekly	Weekly checks of lesson plans as well as walkthrough and formative observations	Grade level meetings	None
<p>Monthly Reading Challenges will be offered by school to challenge students to read various genres and authors.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Media Specialist and administration	Monthly	Monthly challenge reports	Monthly Media Committee meeting	MyOn Reader Leveled Readers
<p>3rd-5th Grade will use Study Island and 1-2 will use Exact Path on a weekly basis based off of path set by MAP results.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Grade level teachers & administration	August-May	Weekly Reports	Quarterly Data Team Meetings	Study Island Exact Path



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

- Read Theory will be used as needed to improve reading comprehension skills
- Students in TIER 3 for ELA will use Exact Path in 3rd-5th for specific needs.
- 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
- Specials Education, EIP, ESOL, teachers will plan weekly with regular education teachers to ensure students needs are being met and the IEP and TPC's are being followed.
- Use of Study Island and Exact Path aligned to specific instructional path of each student.
- 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

- Professional learning on Lucy Calkins resources
- Professional learning on administering the TRC will be completed by all teachers during pre-planning as well as monthly in All Staff meetings.
- Professional Learning on Exact Path, MAP, and Study Island
- Professional learning on implementing TRC type questions into daily instruction will be provided throughout the year.
- 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
- Rosetta Stone PD session (2hrs)

Family and Community Engagement

- APTT meetings to focus on Reading August 22-29 and January 30- February 6
- Family reading activities in the monthly newsletter
- Establish nightly reading routine at home
- Study Island or Exact Path usage
- Conferences using MAP Data
- All parents of ELs will be provided an opportunity to enroll in literacy classes to learn the English language
- EL parent training meetings on how to support English development of children at home

Leadership Capacity

- Consistent in depth training needs to be provided for all teachers on MAP
- Clear expectations set by administration on Reader's Workshop.
- Instructional coach providing TRC stem questions for teachers to place in the classrooms.



Goal 2: 55% of students will meet or exceed expected growth on the End of Year Math MAP (baseline is 50.7% from 2018-19 school year)

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Lesson plans will reflect daily math skill practice and weekly problem solving activities (CGI) as well as math workshop	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & Administration	Weekly	Weekly checks of lesson plans as well as walkthrough and formative observations	Instructional Rounds focused on CGI done by Instructional Coach	CGI Training
After 1st-5th Grade Students are administered MAP in math at the beginning and middle of the year, teachers will conference with students to set goals	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Testing Coordinator & Grade level teachers	Barrow County Testing Calendar	Quarterly MAP reports	Quarterly Data Teams	MAP
All students will monitor their progress on grade level specific math facts (1st Addition, 2nd Subtraction, 3rd Multiplication, 4th Division, 5th Fraction)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers	Weekly	Student progress monitor charts	Monthly Math Committee meeting	Speed Tests
1st-5th grade will use Exact Path and/or Study Island on a weekly basis based off of path set by MAP results	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & administration	August-May	Weekly Reports	Quarterly Data Team Meetings	Study Island
<p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u> Students in TIER 3 for math will use Exact Path for specific needs. EIP, ESOL and SpEd teachers will plan weekly with regular education teachers to ensure students needs are being met and the IEP and accommodation plans are being followed. Use of Study Island and Exact Path aligned to specific instructional path of each student.</p>						
<p><u>Professional Capacity building to support the above goal and action steps</u> Professional learning on MAP for all teachers before giving BOY as well as after each administration to effectively do Data Digs. Professional learning on Cognitive Guided Instruction for teachers who have not been trained.</p>						
<p><u>Family and Community Engagement</u> APTT meetings to focus on Math Family Math activities in the monthly newsletter Work on grade level assigned Math facts nightly Study Island or Exact Path usage Conference with parents using MAP information</p>						
<p><u>Leadership Capacity</u> Clear expectations set by administration on use of CGI and constructed response questions.</p>						



Goal 3: 50% of students will score 4+ out of 7 on Extended Writing task on the Georgia Milestones (Baseline: 48% scored 4+ on Extended Writing).

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Lesson plans will reflect daily writing time, weekly genre specific (based on BCSS Scope and Sequence) writing as well as monthly extended response writing tasks	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & Administration	weekly	Weekly checks of lesson plans as well as walkthrough and formative observations Writing Workshop Look Fors	Grade level meetings	None Ellevation Strategies
Professional Learning presented on 3rd-5th GMA expectations for writing	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach District Literacy Specialist	Quarterly			TBA
Additional supports for accelerated or academically struggling (Tiers 2-4) students Graphic organizers, anchor papers (exemplars), modeling Creating digital products Rosetta Stone, possibly, for ELs? Look at additional support with Exact Path and Study Island for Special Ed students						
Professional Capacity building to support the above goal and action steps Have a professional come in and discuss what was on the Milestone last couple of years, to teach us how to respond to different prompts. Professional learning on vertical alignment of writing standards for all teachers. Ellevation Strategies training for all teachers and school leaders.						
Family and Community Engagement APTT meetings to focus on Writing Family Writing activities in the monthly newsletter						
Leadership Capacity Provide writing prompts and sample writing samples through announcements						

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.

Thorough Kindergarten registration day to evaluate student abilities as they enter Kindergarten. Head Start and Learn and Play Preschool facilities tour KES in Spring of each year. Kindergarten Family Fun night the first month of school to teach parents about the daily Kindergarten routine and to encourage family participation in the school.

Fifth grade students visit cluster middle school to learn about middle school expectations and familiarize themselves with the layout of the school. Fifth grade students try out for band and can sign up for chorus. Middle school counselor brings peer leaders over to KES to meet with 5th graders to teach about daily routines (connections, content classes, etc.) Cluster middle school teachers met with families of rising 6th grade Accelerated Math students to discuss program expectations.

