



Barrow County School System

Boldly Committed to Student Success

Statham Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Dr. Salethia James
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	Dr. Salethia James	8/13/2019
School Governance Team Chairperson	Lari Johnson	9/24/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/24/2019



Goal 1: ELA Achievement

- K-2nd grade students will score proficient or above on the EOY DIBELS
 - 85% of K students (No baseline)
 - 85% of 1st Grade students Baseline 76%
 - 70% of 2nd grade students Baseline 60%

K- 5th grade students will meet growth targets for EOY MAP.

- 85% of K students (Baseline 80%) (Kindergarten will continue with TRC, since they do not assess via MAP)
- 80% of 1st grade students (No Baseline data)
- 80% of 2nd grade students (No Baseline data)
- 65% of 3rd grade students Baseline 55%
- 60% of 4th grade students Baseline 49%
- 60% of 5th grade students Baseline 48%
- 70% of students in 3rd-5th grade will score 2 or more points on the narrative writing portion of the GMA. Baseline 57%
- 60% of students in 3rd-5th grade will score 2 or more points on the Lang. Usage and Conventions portion of the GMA Baseline 44%

***Data based on Cohort Model**

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 improve specific components of Reader’s Workshop: <input type="checkbox"/> Opening <ul style="list-style-type: none"> ● Explicit teaching and modeling of key content and skills <input type="checkbox"/> Work session <ul style="list-style-type: none"> ● DOK Level of Questioning ● Engaging activities during the work period (Purposeful student engagement) ● Time for Independent reading ● Conferencing - informal and formal ● Achievement Level Descriptors (Include this on a weekly/monthly basis) <input type="checkbox"/> Closing <ul style="list-style-type: none"> ● Summarizing, Clarifying, Next Steps, Feedback using the Language of the Standard 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach Admin Literacy Specialist	<ul style="list-style-type: none"> ● July - Wildcat University Revisit Workshop Expectations ● Aug-October - Monitor implementation through Instructional Rounds ● October - Wildcat University planned to address issues determined in first round ● January - Wildcat University planned to address issues determined in second round PL- Rigor- Kevin R. (Georgia Center for Assessment)	What actions will we take to realize the goal? Grade Level Reader’s Workshop, self reflection checklist How often will we monitor? During Instructional Rounds Who will monitor? Instructional Leadership Team What data will we collect? Reflection data How will data be gathered? Reflective form What will we “look for” to determine quality? Participation	Instructional Rounds Data Conferences	<ul style="list-style-type: none"> ● Lesson Plan Template ● Leveled Readers ● Raz Kids ● Common Assessments (Time to create common assessments with grade level) Ellevation Strategieis



<p>Teachers will improve specific components of Writer's Workshop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opening <ul style="list-style-type: none"> ● Explicit teaching and modeling of key content and skills <input type="checkbox"/> Work session <ul style="list-style-type: none"> ● Goal Setting ● Differentiated small group instruction (include the use of technology during the work period) and time for practice <input type="checkbox"/> Closing <ul style="list-style-type: none"> ● Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach Admin	<p>Aug-October - Monitor implementation through Instructional Rounds</p> <p>October - Wildcat University planned to address needs</p> <p>January - Wildcat University planned to address issues determined in second round</p>	<p>What actions will we take to realize the goal? Implement Writer's Workshop</p> <p>How often will we monitor? We will monitor writer's workshop two times over the school year with instructional rounds</p> <p>Who will monitor? Admin and Data Team</p> <p>What data will we collect? Instructional Rounds data collection</p> <p>How will data be gathered? Formal and informal observations Instructional Rounds</p> <p>What will we "look for" to determine quality? Components of Writer's Workshop</p>	Instructional Rounds Data Conferences	
<p>K- 5 teachers will utilize the Units of Study during our year of planning and preparation to:</p> <ul style="list-style-type: none"> ● Improve standards-based, whole group reading instruction 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Instructional Coach Instructional Team Leaders	Ongoing PL support July-August Book Study- Leading Well (principals and IC) Full Day of training with consultant January 3 (4-5) January-March Implementation (4-5) February 14 (2-3) Feb-April Implementation 2-3 March 13 K-1 March - May - Implementation May 6 Coach Mtg Reflection	<p>What actions will we take to realize the goal? Implement one unit of study from district-provided PL</p> <p>How often will we monitor? Bi-monthly</p> <p>Who will monitor? We will not monitor implementation of the Units of Study during our "learning" year.</p> <p>What data will we collect? District-provided data collection form Reading Workshop Look Fors</p> <p>How will data be gathered? Informal Observations</p> <p>What will we "look for" to determine quality? Common language usage of the Units of Study</p>		Units of Study Ellevation Strategies



<p>K- 5 teachers will utilize <i>The Next Step Forward in Guided Reading</i> during our year of planning and preparation to:</p> <ul style="list-style-type: none"> Improve the quality of small group, differentiated reading instruction 			<p>July 29 (5-8) PL Overview of Workshop Model (12:30-3:30) July 26 K-4 K (8-10) 1-2 (10:30-12:30) 3-4 (1-3:30)</p> <p>Overview of Workshop Model</p> <p>September - October Coaching Cycles/PL</p> <p>Summer suggested readings/ preparation, PL during preplanning</p> <p>November 5 PL Sessions K-5</p>	<p>What actions will we take to realize the goal? HR Teachers read and follow the discussion questions that were provided by BCSS</p> <p>How often will we monitor? Bi-Monthly PLCs</p> <p>Who will monitor? Admin and Instructional Coach</p> <p>How will data be gathered? Informal and formal conferencing documentation also through Instructional Rounds</p> <p>What will we “look for” to determine quality? -Differentiated/fluid guided reading groups - student engagement outside of small group instruction based on Instructional Rounds observation forms - students reading books on their level according to TRC and MAP data</p>	<p>Instructional Rounds and Data collection conferences</p>	<p>Next Step Forward in GR Ellevation Strategies</p>
<p>K-2 teachers will utilize the Benchmark Phonics Program to</p> <ul style="list-style-type: none"> Improve the quality and consistency of Tier 1 phonics Improve the quality and consistency of high frequency word study 	<p><input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale</p>	<p>Inst. Coach Admin Literacy Specialist</p>	<p>July 31 PL Session (Phonics Workshop training with consultant) August-October Coaching Cycles with IC November School Level Reflection Sessions with Literacy Specialist Jan-Feb: Instructional Rounds</p>	<p>What actions will we take to realize the goal? Implement Benchmark Phonics Program in K-2</p> <p>How often will we monitor? Informal Observations (implementation)</p> <p>Who will monitor? Admin Team Instructional Coach Literacy Specialist District Team</p> <p>What data will we collect? Data from Instructional Rounds/District Level IR</p> <p>How will data be gathered? Instructional Rounds Data Collection Form</p> <p>What will we “look for” to determine quality? Phonics Look Fors</p>	<p>Instructional Rounds Data Conference</p>	<p>Benchmark Phonics Program</p>



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

- MAP Data Protocol Conferences- BOY, MOY, EOY (Adding the BOY conferences to get a jump start on where students are.)
- Wilson Reading System - Special Education Students, Tier 3 RTI students a minimum of three days per week
- ELT - two days math, two days reading, one day additional conferencing (create master schedule to accommodate this necessity) A Safety Net/ remediation session was added to the master schedule for next school year. RISE reading intervention for first grade students - implemented by EIP
- Utilize Ellevation as a resource for instructional strategies to support EL students
- Vocabulary Acquisition
- EIP teachers will utilize the Guided Reading Plus/RISE models to improve student achievement in reading (August 5 (9-12) PDC, Develop a common language for EIP instruction, Refine the components of GR Plus and RISE, EIP instruction for fluent readers (Level N and beyond), Establishing a RISE model, DIBELS 8
- Exact Path (100 selected students in Grades 3-5- will review data to determine the need)
- Additional paraprofessional- Academic Interventionist- The job of Academic Interventionist is done for the purpose/s of providing support to the instructional program within assigned classrooms with specific responsibility for working with individual and/or small groups of students; providing data collection and record keeping support to teacher/s and staff.
- Rosetta Stone for ELs in need of supplemental language support. Students in grades 3-5 in need of supplemental support will be identified by reviewing ACCESS and Milestones data.

Professional Capacity building to support the above goal and action steps

- Improve the effectiveness of collaborative planning by utilizing common assessments, agendas, meeting minutes, and collaborative planning norms
- Book Study A Fresh Look at Phonics (K-2) (New teachers- New to district, school)
- Wildcat University: Personalized PL for ALL (Additional PL for guided reading (small group), DRI Box) - (to support our Theory of Action)
- Provide support and PL on co-teaching - Dr. Brad Bowling (District Special Education Coordinator will work with SES to provide training)
- Instructional Conversations Training- monitor use of trained teachers, provide training for additional teachers.
- Additional teachers completing ESOL and Gifted Endorsements
- PLC to support and look at the RISE model
- Teachers will analyze data to determine effective implementation and areas to further support EL students
- EL-focused book studies in PLCs (Choice Words)
- 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

Family and Community Engagement

- APTT- Foundational Skills will be monitored to track student success. K-5 Reading Fluency Pre-K- Letter Recognition (Upper/ Lower), (K- Letters, 1st- Sight Words, 2nd- 5th- Fluency (WCPM).
APTT Dates August 26, 27, Make ups August 29, February 3, 4, Makeups February 6
- Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home.
- Parent Workshops/ Tutorials/ Lunch and Learn (Possible adding this to APTT, depending on expectations)
- EL parent training meetings on how to support English development of children at home (Lunch and Learn Parent Workshops/ Family Open Door Day Parent Support)

Leadership Capacity

- Collaborative leadership through participation and facilitation of PL fosters common understandings and expectations for practice. Collaboration of Activities- Outline and include Data Cycles during Collaborative Planning Meetings- Collaborative Planning in Assessments/ Data Analysis



Goal 2: Math Achievement

- 1st - 5th grade students will meet growth target from BOY to EOY on the MAP.
 - 80% of 1st grade students (No baseline data)
 - 80% of 2nd grade students (No baseline data)
 - 80% of 3rd grade students Baseline 58%
 - 70% of 4th grade students Baseline 47%
 - 75% of 5th grade students Baseline 52%

3rd – 5th Grade students will score at levels 3 or 4 on the math portion of the GMA.

- 65% of 3rd grade students (No baseline data)
- 65% of 4th grade students Baseline 50%
- 55% of 5th grade students Baseline 42%

**Baselines represent cohort data where available

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 improve specific components of math workshop: <ul style="list-style-type: none"> ☐ Opening <ul style="list-style-type: none"> ● Wildcat Warm-up (K-5) ● Number talks/ embracing CGI as part of math workshop ☐ Work session <ul style="list-style-type: none"> ● Problem Solving using CGI Strategies ● Differentiated small group instruction and time for practice ☐ Closing <ul style="list-style-type: none"> ● Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard 	<ul style="list-style-type: none"> ☐ Strong ☐ Moderate ☐ Promising ☐ Rationale 	Inst. Coach Admin	July-August Number Talks Independent Book Study with PL July 24 - Math Specialist will redeliver Number Talks PL (Seyoung Holte) August 27- Math Specialist will model Number Talk lessons. October - Wildcat University planned to address needs January - Wildcat University planned to address issues determined in second round Math in Practice PL- PL sessions TBA	Inst. Coaching Cycles, informal and formal observations Lesson Plans What actions will we take to realize the goal? We will implement Math Workshop How often will we monitor? At least 2 times a year. Who will monitor? Admin and Instructional leadership What data will we collect? Notes from admin and IL observation. How will data be gathered? Observation form What will we “look for” to determine quality? The components of Math Workshop	Data Conferences	Reflex Math Number Talks Math in Practice Text



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

- MAP Data Protocol Conferences- BOY, MOY, EOY (Adding the BOY conferences to get a jump start on where students are.)
- ELT - two days math, two days reading, one day additional conferencing
- A Safety Net/ remediation session was added to the master schedule for next school year.
- Exact Path (100 selected students in Grades 3-5- will review data to determine the need)
- Additional paraprofessional- Academic Interventionist- The job of Academic Interventionist is done for the purpose/s of providing support to the instructional program within assigned classrooms with specific responsibility for working with individual and/or small groups of students; providing data collection and record keeping support to teacher/s and staff.

Professional Capacity building to support the above goal and action steps

- Wildcat University: Personalized PL for ALL (Math Workshop)
- Improve the effectiveness of collaborative planning by utilizing common assessments, agendas, meeting minutes, and collaborative planning norms
- Error/ item analysis training
- PL - Conferencing in math (Incorporating the importance of Problem Solving)
- Instructional Conversations

Family and Community Engagement

- APTT- Foundational Skills will be monitored to track student success. K-5 Fact Fluency **APTT Dates August 26, 27, Make ups August 29, February 3, 4, Makeups February 6**
- Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home.
- Parent Workshops / Parent Tutorials

Leadership Capacity

- Collaborative leadership through participation and facilitation of PL fosters common understandings and expectations for practice.
- Expectations for Workshop model (Math Workshop) are clearly communicated

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.

Transitioning from elementary to middle school

- Fifth grade is departmentalized to help students transition to middle school easier. Bear Creek had approached SES and stated that was one of the biggest problems for students coming to middle school.
- Fifth grade students visit BCMS in May to tour the school.
- Fifth grade students can attend a half-day orientation in July to walk through their schedule and classes prior to school starting.
- SES has adopted the BCMS PAWS stamp card to track behavior for PBIS.
- Fifth grade teachers hold transition meetings with BCMS teachers to help support students with IEPs and/or 504s.
- Fifth grade teachers provide input with recommended math classes.
- The BCMS band and chorus teachers visit SES each year to generate interest and excitement for their programs.
- SES 5th grade teachers would like to do vertical planning/observations with 6th grade teachers.

