



Barrow County School System

Boldly Committed to Student Success

Yargo Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Dr. Susan Smith

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	Dr. Susan S. Smith	08/13/2019
School Governance Team Chairperson	TBD	9/26/2019
System Professional Learning Coordinator	Ginger Crosswhite	08/13/2019
Title I Director	Dr. David Beeland, Jr.	08/13/2019
Superintendent	Dr. Chris McMichael	9/26/2019



Goal 1: Academic Achievement - Reading

Overarching Goal / Focus: Yargo instructors will develop vertical vocabulary banks for writing, math, and science, and continue to teach our students vocabulary strategies to determine the meaning of unknown words. Our students will become better readers by demonstrating an increase in word knowledge.

Grade Level	Goal for Reading	Baseline for 2018-2019	Beginning of Year	Middle of Year	End of Year
Kindergarten	70% of students will identify new meanings for familiar words, and use acquired words and phrases as assessed by GKIDS.	N/A	5%		
	85% of students will identify shape names and positions in math as assessed by GKIDS.		21%		
First	70% of students will demonstrate an increase in Vocabulary Acquisition & Use on MAP.	Baseline will be established by Fall 2019 data.	0%		
Second	70% of students will demonstrate an increase in Vocabulary Acquisition & Use on MAP.	Baseline will be established by Fall 2019 data.	45%		
Third	70% of students will demonstrate an increase in Vocabulary Acquisition & Use on MAP.	65%*	65%		
Fourth	74% of students will demonstrate an increase in Vocabulary Acquisition & Use on MAP.	69%*	67%		
Fifth	76% of students will demonstrate an increase in Vocabulary Acquisition & Use on MAP.	71%*	71%		

*Comparing Same children through time (Same cohort of students).

First & Second grade baseline score will be the same as the “beginning of the Year” score.



	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Vocabulary support through Reading: K-5 teachers will improve the framework of readers' workshop to support vocabulary acquisition:</p> <ul style="list-style-type: none"> ❑ Engage in professional learning with Daily 5 through HOST team instructors. ❑ Engage in professional learning by reading: <i>The Next Step Forward in Guided Reading</i> by Jan Richardson (All teachers) ❑ Engage in professional learning from Lucy Calkins on teaching mini-lessons in reading. ❑ Engage in professional learning in grammar Patterns of Power Inviting Young Writers into the Conventions of Language- focus on vocabulary <ul style="list-style-type: none"> ❑ Utilize the MAP resource bank (RIT to Concept Guide) to aid in teaching common vocabulary and in creating the vocabulary charts. https://teach.mapnwea.org/assist/doc/RITConceptsReference.pdf 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	<p>Instructional Coach, HOST team leaders and Administration will lead in-house training.</p> <p>B. McMichael will lead County training.</p>	<p>July -</p> <ul style="list-style-type: none"> ❑ County Next Steps Forward training ❑ Wiley Blevins training ❑ Daily 5 training <p>August- May</p> <ul style="list-style-type: none"> ❑ Host Team meetings ❑ Observations with feedback ❑ Analyze beginning, mid year and end year MAP data ❑ Daily 5 Training from "The Sisters" in Oct for at least 2 teachers. 	<ul style="list-style-type: none"> ❑ <i>Informal Observations by instructional coach</i> ❑ <i>Lesson plans</i> ❑ <i>Agendas from PLC meetings</i> 	<ul style="list-style-type: none"> ❑ <i>Observations</i> ❑ <i>Mid yr and end of yr MAP data</i> ❑ <i>Mid year and end of year GKIDS data for Kindergarten</i> ❑ <i>Ongoing evaluation of Exact Path reports</i> ❑ <i>Implementation of MAP Learning Continuum</i> 	<ul style="list-style-type: none"> ❑ <i>Daily 5 Professional Book</i> ❑ <i>Next Step Forward in Guided Reading Professional Book</i> ❑ <i>Lucy Calkins - District purchased mini-lesson program -- Units of Study for Teaching Reading</i> ❑ <i>Patterns of Power: Inviting Young Writers into the Conventions of Language - professional book</i> ❑ <i>Edmentum - Exact Path program for K-5</i>
<p>K-2 teachers will increase their effectiveness in the teaching of phonics by:</p> <ul style="list-style-type: none"> ❑ Creating shared resources and lesson plans ❑ Learning and implementing the following areas into workshop rotations: <ul style="list-style-type: none"> ● Phonics and Spelling Rules ● Alphabet ● Phonics Sounds ● Phonics Blending ● Phonics Spelling ● Sight Words ❑ Engaging in Professional Learning on phonological awareness, phonics, and high frequency word recognition strategies. ❑ County adopted Blevins phonics program. 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	<p>Instructional Coach and Administration will lead in-house training.</p> <p>Beth McMichael will lead County training.</p>	<p>Study feedback from the District Instructional Rounds.</p> <p>August - May: Shared resources and lesson plans</p> <p>County Phonics Program beginning July 31st.</p>	<ul style="list-style-type: none"> ❑ Lesson plans ❑ Study data and/or feedback from District Instructional Rounds. ❑ Agendas from PLC meetings. 	<ul style="list-style-type: none"> ❑ District Instructional rounds ❑ Lesson plans ❑ Agenda ❑ Dibels - Mid Yr and End of Yr data 	<ul style="list-style-type: none"> ❑ Feedback Instructional Rounds. ❑ Implement County purchased program (K-2 -- Benchmark phonics workshop by Wiley Blevins) ❑ Applying knowledge from <i>A Fresh Look at Phonics</i>, by Blevins. ❑ Magnetic Letter kits



<p>K-5 teachers will increase students' vocabulary acquisition and use</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in professional learning to create vertically aligned vocabulary in writing, math, and science. <input type="checkbox"/> Engage in professional learning using the book <i>Word Nerds</i> by Brenda Overturf <input type="checkbox"/> Will Dodd from GYSTC will support teachers through "Picture Perfect" lessons. This will support science vocabulary. <input type="checkbox"/> Utilization of Social Studies Weekly for differentiated instruction and vocabulary growth <input type="checkbox"/> Utilization of Stemscores Vocabulary cards (3-5; K-2 will be a pilot set) 	<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 and Administration will lead in-house training.</p> <p>W. Dodd will lead "Picture Perfect" training.</p>	<p>July-</p> <p>August - April</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLC focusing on creating content vertically aligned vocabulary <input type="checkbox"/> Professional learning-<i>Word Nerds</i> <input type="checkbox"/> Training-Will Dodd/ "Picture Perfect" <input type="checkbox"/> UGA Assessment Center -- utilization of assessment bank to support Science and Social Studies integration within the co-constructed formative assessments <input type="checkbox"/> Vocabulary graphic organizer cards for each grade level to be used during science <input type="checkbox"/> Teachers will utilize lessons from the Picture Perfect Science Lessons <p>August-- January</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze mid-year MAP data 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Agendas from PLC meetings</i> <input type="checkbox"/> <i>Data from Exact path monitored</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional rounds <input type="checkbox"/> Observations <input type="checkbox"/> Mid year and end of year MAP data for grades 2-5 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize readworks.org to increase vocabulary <input type="checkbox"/> Utilize MyOn <input type="checkbox"/> 4th and 5th will utilize StemScopes to support Science Vocabulary <input type="checkbox"/> Social Studies Weekly <input type="checkbox"/> Word Nerds <input type="checkbox"/> UGA Assessment Center - utilizing the common formative science and social studies constructed responses and rubrics. PL will be supported by the Assessment Center. <input type="checkbox"/> Stemscores Vocabulary Cards <input type="checkbox"/> Stemscores science kits in 4th and 5th grades <input type="checkbox"/> Additional science materials for grades K-3 to support hands-on labs <input type="checkbox"/> Picture Perfect Science Lessons K-2/ 3-5
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Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Provide training for two teachers to receive a gifted endorsement
- Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.
- Advanced Content classrooms in 2nd,3rd, 4th and 5th grade for purposes of enrichment..
- Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.
- Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).
- Vertically aligned Foundations (grades K-1) and Wilson Phonics Instruction (grades 2 - 5) for Students with Disabilities.
- DRI boxed instruction for phonics-based skill remediation for Tier 2 and Tier 3 students.
- FUNdations Phonics to support children in one Kindergarten and one 1st Grade class.
- STEM/Creativity Specials class in Kindergarten and 1st grade.
- Morning Math, Reading, and Writing Club from 7:30 - 8:10 during the months of September - April.
- Teachers will attend the Gifted Conference. Teachers will choose one breakout session to attend. Teachers will redeliver what was learned from the breakout session.
- Rosetta Stone for EL's in need of supplemental English language support
- Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks.
- Ensure that EIP/ESOL students receive supplemental rather than replacement instruction.
- 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

- District literacy specialist (Beth McMichael) and school instructional coach will provide ongoing PL and classroom support on effective implementation of the Blevins Phonics program.
- Using BCSS feedback from the phonics by Blevins to drive instruction.
- Increase the number of teachers earning the Gifted endorsement and the ESOL endorsement to meet the unique needs of these specific student populations.
- Grade level HOST Teams for Daily 5 will meet monthly and provide professional development to grade level..
- Special Education team will conduct book study on dyslexia (Title TBD) to support vocabulary development
- EL teachers will conduct a book study, Growing Language and Literacy
- Will Dodd from GYSTC will support and model "Picture Perfect" lessons
- Two-four people to attend GaETC to specifically target technology to support vocabulary development.
- One fourth grade and one fifth grade teacher to Daily Five conference in October.
- ESOL teachers will conduct book study (Book TBD) to support vocabulary development.
- Teachers will analyze data to determine effective implementation and areas to further support EL students
- 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

- Host Academic Parent Teacher Teams (APTT) twice per year. The meetings will be held in September and April/May. The resources needed will be: \$2000 for supplies and \$1000 for Interpreters (set aside at District Level). Leads will include administration and four teachers.
 - Foundational Skills of Focus: https://docs.google.com/document/d/1BuQ1BztEG-UBSfHz9aK-HuMuqCb5f9zhqbdS_vl4Wzc/edit?usp=sharing
- Mid-year, teachers will host a conference to support the APTT connection with parents.
- Host an ESOL sponsored Multicultural Night coupled with our Parent College night.
- Use of social media to send information and tips to support instruction. Digital Coach will continue YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home.
- Principal will send parent weekly newsletter
- Instructional Coach will provide parents weekly email called "Coaches Corner," which shows parents how they can support students' learning at home.
- Begin to establish a Parent Resource area and market it amongst the parents.
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Leadership Capacity

- Clear communication from administration to teachers related for conducting readers workshop and vocabulary acquisition
- Clear communication from administration to teachers related to expectations for implementation of interdisciplinary writing support
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Leadership will participate in *Leading Well* by Lucy Calkins book study

Vocabulary Support in Math

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
K-2 teachers will increase math reasoning ability and fact fluency among students: <ul style="list-style-type: none"> ❑ Fact practice ❑ Continue with Academic Parent Teacher Teams (APTT) ❑ Revisit CGI instructional processes and implementation with staff who are already trained ❑ Train new staff members on CGI ❑ Train teachers on Data Teaming - Continue with data teaming- twice a month 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	Instructional Coach and Administration	<ul style="list-style-type: none"> ❑ Two APTT meetings per year (September and April/May). ❑ Fact practice and CGI will be implemented throughout the entire school year ❑ New Staff trained on CGI ❑ Fall Semester: 4th and 5th grade teacher train 	<ul style="list-style-type: none"> ❑ Debriefings with teachers after each meeting ❑ Data Graphs ❑ Surveys ❑ APTT agenda and sign-in sheets 	<ul style="list-style-type: none"> ❑ Data Graphs ❑ Surveys ❑ Computer-based resources: Progress data from the computer-based program 	<ul style="list-style-type: none"> ❑ Math manipulatives ❑ APTT - Supplies - \$2,000; APTT - Interpreters - \$1,000 (set aside at District Level) ❑ Exact Path (Edmentum) to

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<p>3-5 teachers will increase math reasoning and calculation among students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revisit CGI instructional processes and implementation with staff who are already trained (3rd grade) <input type="checkbox"/> Train new staff members on CGI (3rd grade) <input type="checkbox"/> Investigate Number Talks and pilot Number Talks with 6 classrooms (4th and 5th grade) <input type="checkbox"/> Train new teachers and refresh veteran teachers on Data Teaming - Continue with data teaming- twice a month 			<p>on Number Talks w/ RESA</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8 teachers (6-1st grade and 2 - 2nd grade) will attend the Problem Solving class with Seyoung Holte at NE GA RESA 	<ul style="list-style-type: none"> <input type="checkbox"/> Computer-based resources: Student usage data <input type="checkbox"/> Student Journals 		<p>align with MAP scores</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number Talk books - by Sherry Parrish <p>*Whole Number computation book (\$39.80- 4 needed) *Fractions, Decimals, and Percentages (\$53.02- 4 needed)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> K-5 teachers will improve the framework of math workshop through professional learning. <input type="checkbox"/> Five teachers (K-2, SP ED, EIP) will attend the GCTM at Rock Eagle. (\$100.00 per teacher) 	<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 and Tamara Bolden</p>	<p>September - April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning with Instructional Coach <p>October</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend GCTM conference in Rock Eagle 	<ul style="list-style-type: none"> <input type="checkbox"/> PLC agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Debriefing with teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> Grades 2-5 - MAP Data <input type="checkbox"/> Grades 3-5 GA Milestones scores <input type="checkbox"/> K - GKIDS data in Math 	<ul style="list-style-type: none"> <input type="checkbox"/> Tamara Bolden and IC support with Math framework workshop model
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <ul style="list-style-type: none"> ● Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5. ● Advanced Content classrooms in 2nd, 3rd, 4th and 5th grade for purposes of enrichment.. ● Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed. ● Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum). ● SPED: Use repetition and review in general education and resource settings; IEP progress monitoring and data collection ● Gifted teacher and third grade classroom teacher will attend the Instructional Conversations training in October 1-4. 						
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> ● Instructional coach will provide ongoing PL and classroom support on effective implementation of math Workshop components. ● Teachers will collaborate in grade level teams utilizing the book, <u>Math in Practice</u>. ● Edmentum Consultant will provide training on Exact Path ● Provide training on MAP to help use data to inform instruction ● Provide ongoing training on the implementation/monitoring of CGI ● Increase the number of teachers who earn the Gifted endorsement and the ESOL endorsement to meet the unique learning needs of specific student populations. 						
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> ● Host Academic Parent Teacher Teams (APTT) two times per year. The meetings will be held in September and April/May. The resources needed will be: \$2000 for supplies and \$1000 for Interpreters (set aside at District Level). Leads for this parent to home partnership will be the APTT Core Team. ● Develop videos to inform parents/guardians on math concepts and strategies that align with our Common Core math standards ● Use of social media to send information and tips to support instruction ● Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home 						
<p>Leadership Capacity</p> <ul style="list-style-type: none"> ● Leadership will further support data teams through additional professional learning. ● Leadership will support the Number Talks pilot and attend in-house PL sessions with pilot teachers and IC. 						

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Goal 2: Academic Achievement: Writing

Overarching Goal / Focus: Yargo instructors will practice interdisciplinary instruction within the workshop model and hold our students accountable to utilize writing exemplars to reflect on and refine their writing; therefore, our students will become better writers by demonstrating an increase in writing proficiency (Writing proficiency will increase in ELA, Math, Science and Social Studies).

Grade Level	Goal for Writing	Baseline for 2018-2019	Beginning of Year	Middle of Year	End of Year
Kindergarten	82% of students in kindergarten will write two or more complete sentences in Narrative Writing.	79%	3%		
First	57% of students in first grade will score 13 or above on the BCSS Narrative Writing Rubric.	63%	0%		
Second	57% of students in second grade will score 13 or above on the BCSS Narrative Writing Rubric.	56%			
Third	48% of students in third grade will score Level 2 or above in Narrative Writing on the GMA.	44%	NA		
Fourth	55% of students in fourth grade will score Level 2 or above in Narrative Writing on the GMA.	64%	NA		
Fifth	82% of students in fifth grade will score Level 2 or above in Narrative Writing on the GMA.	73%			

Writing:

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
K-5 will increase and solidify effective writing instruction: <input type="checkbox"/> Implement writing exemplars with our leveled rainbow <input type="checkbox"/> Partner with UGA Assessment Center for PL and calibration with writing rubrics. <input type="checkbox"/> Participate in PL with Seyoung Holte to integrate math journals	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach and Administration	September - April <input type="checkbox"/> September- Seyoung Holt <input type="checkbox"/> PLC with vertical discussions and grade level terminology (regarding writing units) <input type="checkbox"/> UGA Testing Center - formative assessments administered throughout the year (co-constructed by grade level teachers) <input type="checkbox"/> BCSS data taken September, December, and May. <input type="checkbox"/> K- data taken December and May	<input type="checkbox"/> UGA Testing Center - Writing samples <input type="checkbox"/> BCSS writing rubrics <input type="checkbox"/> PL agendas <input type="checkbox"/> Digital Coach	<input type="checkbox"/> Growth through writing samples <input type="checkbox"/> 3rd - 5th GA Milestones ELA scores	<input type="checkbox"/> Georgia Writing Assessment Center <input type="checkbox"/> Chromebooks for writing portfolios <input type="checkbox"/> Patterns of Power Books (\$51.57each - 9 needed) <input type="checkbox"/> Will Dodd -- GYSTC (Picture Perfect) lessons



<ul style="list-style-type: none"> <input type="checkbox"/> Participate in PL with Will Dodd to integrate science and writing instruction <input type="checkbox"/> Digital Coach will help teachers form a digital writing portfolio for each student <input type="checkbox"/> Utilize <i>Patterns of Power</i> in PL for grammar instruction <input type="checkbox"/> Utilization of Social Studies Weekly to create and strengthen written responses for Social Studies content. 			<ul style="list-style-type: none"> <input type="checkbox"/> October- Will Dodd PL -- Will Dodd will teach the components of a Picture Perfect Writing lesson and model Picture Perfect Science Lessons for each grade level. <input type="checkbox"/> September-May- Digital Coach help form digital writing portfolios <input type="checkbox"/> September- <u>Patterns of Power</u> -- integration of mentor sentences to explicitly teach grammar. Components of a lesson will be taught, modeled, and observed. <input type="checkbox"/> Utilization of Social Studies Weekly in Social Studies (K-5) and completion of written response tasks 			<ul style="list-style-type: none"> <input type="checkbox"/> Social Studies Weekly
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Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.
- Advanced Content classrooms in 1st- 5th grade for purposes of enrichment.
- Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention processes, with ongoing progress monitoring and adjustments, as needed.
- Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).

Professional Capacity building to support the above goal and action steps

- Instructional Coach will lead PLC to develop universal vocabulary in writing for each grade level
- Increase the number of teachers who earn the Gifted endorsement and the ESOL endorsement to meet the unique learning needs of specific student populations.
- Professional Learning utilizing excerpts from the following professional books: Word Nerds and Close Writing
- Increase professional understanding of co-teacher with Brad Bowling and/or Dr. Allison Nealy
- Teachers who have previously been trained on Instructional Conversations will form a PLC to review and plan to support co-taught classrooms.
- Three teachers (Gifted and Media Specialist and one classroom teacher) will attend the GaETC in November (6-8).

Family and Community Engagement

- Use of social media to send information and tips to support instruction
- Digital Coach will post grade level curriculum videos to post.

Leadership Capacity

- Clear communication from administration to teachers related to expectations and guidelines for writing instruction and vocabulary to be implemented
- Leadership will participate in professional learning activities to build a common understanding throughout the building.



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.

Preschool-Elementary:

- Elementary “Sneak-a-Peek” night for Parents of upcoming Pre-K and Kindergarten students.
- Elementary School Open House during Pre-Planning.
- Kindergarten Screenings, which included ideas of skills that parents could work on over the summer, prior to entering Kindergarten.
 - When screeners are administered to registering students, parents receive a “baggie” of academic resources where they can support their child at home and practice basic skills over the summer. The resources provided is based on weak areas identified in their child’s screener.
- IEP Transition Meetings from Preschool-Elementary, with a YES SpEd Teacher in attendance.
- During the Summer of 2020, we plan to implement a 4-day, 3 hours per day “Boost Camp,” which is tutoring for those students who scored very low on the Kindergarten Screener (Budget recommendation: \$1600). This did not take place during the summer of 2019 due to the renovation.

Elementary-Middle:

- 5th Grade “Field Trip” to Middle School to allow students an orientation to their new school.
- YES Counselor and AP meet with HMMS Counselor at the end of the school year to review 504 Plans, and discuss the individual needs of those students.
- 5th Grade Teachers reviewed the Math Placement recommendation spreadsheet, and made adjustments, as appropriate.
- 5th Grade Teachers completed a Student Information form on each student, which included achievement information and other pertinent information.
- IEP Transition Meetings held during the last weeks of school, which included a Middle School Teacher.
- HMMS Counselor visits each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year.
- 5th Grade Teachers met with HMMS 6th grade teachers to discuss vertical information, student needs, and transition expectations.

****Benchmark pacing Click [HERE](#)**

