



## SCHOOL IMPROVEMENT PLAN 2021-2022

### Goal 1: Literacy- Comprehensive Literacy Program

-Ensure that all students receive consistent, standards-based reading and writing instruction.

#### K- 1 Foundational Reading Skills

-Ensure that 100% of staff effectively implement evidence based phonics instruction, including planning for and delivering quality Tier 1 instruction and interventions that result in increased reading achievement and content mastery for all students.

| Tier 1 Action Steps to Ensure Coherent Instruction   | Team Lead   | Timeline   | Monitoring Implementation   | Indicators of Success   | Resources  |
|--|---|--|---|---|--|
| Appropriately challenge students and improve student outcomes by engaging students in meaningful independent (small group/ differentiated instruction) content tasks that include an accountability component. | Admin<br>IC<br>Instructional Team Leaders<br>Literacy Academic Interventionist<br>All staff | <ul style="list-style-type: none"> <li>● July - Pre Planning Sessions</li> <li>● Aug-October - Monitor implementation through Instructional Rounds</li> <li>● October - Wildcat University planned to address issues determined in first round</li> <li>● January - Wildcat University planned to address issues determined in second round</li> <li>● Monitor Interventions- Academic Interventionist</li> <li>● Professional Learning (Ongoing)</li> <li>● What does this look like in a model classroom for teachers? What are the teachers doing? Students?</li> <li>● (Book Study- Engaging Students</li> <li>● Establish best practices across the building</li> <li>● How are support staff supporting students?</li> </ul> | <p><b>What actions will we take to realize the goal?</b></p> <ul style="list-style-type: none"> <li>● Establish best practices across the building</li> <li>● How are support staff supporting students when they are pushing into the classrooms?</li> <li>● Vertical Planning</li> </ul> <p><b>How often will we monitor?</b></p> <ul style="list-style-type: none"> <li>● During Instructional Rounds</li> </ul> <p><b>Who will monitor?</b> Instructional Leadership Team</p> <p><b>What data will we collect?</b> Reflective Data</p> <p><b>How will data be gathered?</b> Reflective form</p> <p><b>What will we “look for ” to determine quality?</b><br/>Differentiation, Accountability- Scheduling/<br/>Classroom Routines/<br/>Artifacts of Engagement</p> | <ul style="list-style-type: none"> <li>● Percentages during Instructional Rounds</li> <li>● Data Conferences</li> <li>● Alignment of lesson plans to observed practices</li> <li>● PLC agenda/minutes</li> <li>● Analysis of student work to look for evidence of student learning</li> </ul> | <ul style="list-style-type: none"> <li>● Literacy Academic Interventionist</li> <li>● Collaborative planning</li> <li>● Student texts</li> <li>● Professional texts</li> <li>● Focused release time</li> </ul> |



# STATHAM

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## ELEMENTARY

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|--|--|---|---|--|--|
| <p>Provide cross-content reading opportunities, with an intentional focus on vocabulary acquisition and comprehension strategy instruction</p>   | <p>Admin<br/>IC<br/>Instructional Team Leaders<br/>Literacy Academic Interventionist<br/>All Staff</p> | <ul style="list-style-type: none"> <li>July - Pre Planning Sessions</li> <li>Aug-October - Monitor implementation through Instructional Rounds</li> <li>October - Wildcat University planned to address issues determined in first round</li> <li>January - Wildcat University planned to address issues determined in second round</li> </ul> <p>• Professional Learning (Ongoing)<br/>What does this look like in a model classroom for teachers? What are the teachers doing? Students?</p> <ul style="list-style-type: none"> <li>Monitor Interventions- Academic Interventionist</li> </ul>  | <p><b>What actions will we take to realize the goal?</b></p> <ul style="list-style-type: none"> <li>Create a resource/ book list for additional support</li> <li>Utilizing Generation Genius</li> <li>MyOn (District Purchase?)</li> <li>Vertical Planning</li> </ul> <p><b>How often will we monitor?</b><br/>During Instructional Rounds</p> <p><b>Who will monitor?</b> Instructional Leadership Team</p> <p><b>What data will we collect?</b> Reflective Data</p> <p><b>How will data be gathered?</b> Reflective form</p> <p><b>What will we “look for” to determine quality?</b><br/>Differentiation, Accountability- Scheduling/<br/>Classroom Routines/<br/>Artifacts of Engagement</p> | <ul style="list-style-type: none"> <li>Alignment of lesson plans to observed practices</li> <li>PLC agenda/minutes</li> <li>Walkthroughs/Instructional Rounds</li> <li>Analysis of student work to look for evidence of student learning</li> </ul>  | <ul style="list-style-type: none"> <li>Literacy Academic Interventionist</li> <li>Professional learning on content area reading strategies</li> <li>Professional learning (School leaders will also participate in Professional Learning to support the initiative.)</li> <li>Instructional materials</li> <li>Student texts</li> <li>Professional texts</li> <li>Focused released time</li> </ul> |
| <p>Improve Tier 1 instruction of: Phonological awareness, phonemic awareness, and phonics in K-Grade 2</p> <p>Investigate Tier 1 instructional resources for 22/23 school year</p> <ul style="list-style-type: none"> <li>Phonics patterns and syllable types in grade 3</li> <li>Complex syllable types, morphology, and Greek &amp; Latin roots in grades 4-5</li> </ul> | <p>Admin<br/>IC<br/>Instructional Team Leaders<br/>Literacy Academic Interventionist<br/>All Staff</p> | <ul style="list-style-type: none"> <li>July - Preplanning Sessions</li> <li>August- Data Dig of dibels Data</li> <li>September-Instructional Rounds</li> <li>October- Interventions for 1st and 2nd Grades</li> <li>November- Monitor the Interventions</li> <li>December- MOY Dibels Data Dig</li> <li>January - Plan of Action based on Dibels Data</li> <li>February- Interventions for Kindergarten</li> <li>March- Review Data to Instruction Plans</li> <li>May- EOY Data Dig Conversations</li> </ul> <p><b>Professional Learning (Ongoing)</b><br/>What does this look like in a model classroom for teachers? What are the teachers doing? Students?</p> | <p><b>What actions will we take to realize the goal?</b></p> <p><b>How often will we monitor?</b><br/>During Instructional Rounds</p> <p><b>Who will monitor?</b> Instructional Leadership Team</p> <p><b>What data will we collect?</b> Reflective Data</p> <p><b>How will data be gathered?</b> Reflective form</p> <p><b>What will we “look for” to determine quality?</b><br/>Differentiation, Accountability- Scheduling/<br/>Classroom Routines/<br/>Artifacts of Engagement</p>  | <ul style="list-style-type: none"> <li>Instructional Rounds</li> <li>Data Conferences</li> <li>Alignment of lesson plans to observed practices</li> <li>PLC agenda/minutes</li> <li>Walkthroughs/ Instructional Rounds</li> <li>Analysis of student work to look for evidence of student learning</li> </ul> | <p>Additional resources for decodable texts</p>  |



**Actions to create a Supportive Learning Environment for accelerated or academically struggling students**

- Support Special Education Students with the use of Sonday System 1 and 2
- K-5 MAP Data Protocol Conferences - BOY, MOY, EOY (Admin and Teacher Conferences with students.)
- ELT -Grade Level Ability Grouping
- Specials Rotations- Focusing on ELA/ Mathematics
- Additional Safety Net with use of Literacy and Math Academic Interventionist- The job of Academic Interventionist is done for the purposes 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.
- Utilize Ellevation as a resource for instructional strategies to support EL students
- Develop a common language for EIP instruction
- Exact Path (100 selected students in Grades 3-5- will review data to determine the need)
- 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.
- STEM instruction through the science lab.
- Headsprouts will be used as a Tier 2 intervention for struggling students.

**Professional Capacity building to support the above goal and action steps**

- Continued professional learning on evidence-based instructional practices for teaching phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (School leaders will also participate in Professional Learning to support the initiative.)
- Improve the effectiveness of collaborative planning by utilizing common assessments, agendas, meeting minutes, and collaborative planning norms
- Book Study- Leadership Team
- 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)
- Fidelity Checks with Instructional Conversations Training- monitor use of trained teachers, provide training for additional teachers.
- Additional teachers completing ESOL and Gifted Endorsements
- Teachers will analyze data to determine effective implementation and areas to further support EL students
- Onward- PLCs to support social Emotional Learning
- 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





## Goal 2: Mathematics

### Mathematics Skills

-Ensure that 100% of staff effectively implement evidence based mathematics instruction, including planning for and delivering quality Tier 1 instruction and interventions that result in increased mathematics achievement and content mastery for all students.

| Tier 1 Action Steps to Ensure Coherent Instruction   | Team Lead   | Timeline   | Monitoring Implementation  | Indicators of Success  | Resources   |
|--|---|--|--|--|---|
| Appropriately challenge students and improve student outcomes by engaging students in meaningful independent (small group/ differentiated instruction) content tasks that include an accountability component. | Admin<br>IC<br>Instructional Team<br>Leaders<br>Mathematics Academic Interventionist<br>All Staff | <ul style="list-style-type: none"> <li>July - Pre Planning Sessions</li> <li>Aug-October - Monitor implementation through Instructional Rounds</li> <li>October - Wildcat University planned to address issues determined in first round</li> <li>January - Wildcat University planned to address issues determined in second round</li> <li>Monitor Interventions- Academic Interventionist</li> <li>Professional Learning (Ongoing)</li> <li>What does this look like in a model classroom for teachers? What are the teachers doing? Students?</li> <li>(Book Study- Engaging Students</li> <li>Establish best practices across the building</li> <li>How are support staff supporting students?</li> </ul> | <ul style="list-style-type: none"> <li><b>What actions will we take to realize the goal?</b> <ul style="list-style-type: none"> <li>Prerequisite Assessments (Provide PL)</li> <li>Understanding the Standard</li> <li>Vertical Planning</li> </ul> </li> <li><b>How often will we monitor?</b> During Instructional Rounds</li> <li><b>Who will monitor?</b> Instructional Leadership Team</li> <li><b>What data will we collect?</b> Reflective Data</li> <li><b>How will data be gathered?</b> Reflective form</li> </ul> | <ul style="list-style-type: none"> <li>Instructional Rounds</li> <li>Data Conferences</li> <li>Alignment of lesson plans to observed practices</li> <li>PLC agenda/minutes</li> <li>Walkthroughs/ Instructional Rounds</li> <li>Analysis of student work to look for evidence of student learning</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics Academic Interventionist</li> <li>Professional learning on content area reading strategies</li> <li>Professional learning (School leaders will also participate in Professional Learning to support the initiative.)</li> <li>Instructional materials</li> <li>Student texts</li> <li>Professional texts</li> <li>Focused released time</li> </ul> |



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## ELEMENTARY

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| <p>Create and administer common assessments using the BCSS pacing guide, Math in Practice and curriculum map.</p> | <p>Admin<br/>IC<br/>Instructional Team<br/>Leaders<br/>Mathematics<br/>Academic Interventionist<br/>All Staff</p> | <ul style="list-style-type: none"> <li>● July - Pre Planning PL Sessions               <ul style="list-style-type: none"> <li>○ New Teacher Orientation                   <ul style="list-style-type: none"> <li>■ Seyoung Holte</li> <li>■ Tamara Bolden</li> </ul> </li> </ul> </li> <li>● August- Data Dig of BOY Data with Academic Interventionist               <ul style="list-style-type: none"> <li>○ PL on Prerequisite Assessments (Bane)</li> <li>○ PL on Understanding the Standards</li> </ul> </li> <li>● September-Instructional Rounds</li> <li>● November- Monitor the Interventions (Academic interventionist)</li> <li>● December- MOY Data Dig with Academic Interventionist</li> <li>● January - Plan of Action based on data</li> <li>● February- Interventions for Kindergarten</li> <li>● March- Review Data to Instruction Plans</li> <li>● April- Ability Grouping Preparations for GMAS using EOY Map Data</li> <li>● May- EOY Data Dig Conversations with Academic Interventionist</li> <li>● Prerequisite Assessment Reflections</li> </ul> <p>Professional Learning (Ongoing)<br/>-What does this look like in a model classroom for teachers? What are the teachers doing? Students?</p> | <ul style="list-style-type: none"> <li>● <b>What actions will we take to realize the goal?</b> <ul style="list-style-type: none"> <li>○ Prerequisite Assessments (Provide PL)</li> <li>○ Understanding the Standard</li> <li>○ Vertical Planning</li> </ul> </li> <li>● <b>How often will we monitor?</b> During Instructional Rounds</li> <li>● <b>Who will monitor?</b> Instructional Leadership Team</li> <li>● <b>What data will we collect?</b><br/>Reflective Data</li> <li>● <b>How will data be gathered?</b><br/>Reflective form</li> <li>● <b>What will we “look for” to determine quality?</b> <ul style="list-style-type: none"> <li>○ Differentiation, Accountability- Scheduling/ Classroom Routines/</li> <li>○ Artifacts of Engagement</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Instructional Rounds</li> <li>● Data Conferences</li> <li>● Alignment of lesson plans to observed practices</li> <li>● PLC agenda/minutes</li> <li>● Walkthroughs/ Instructional Rounds</li> <li>● Analysis of student work to look for evidence of student learning</li> </ul> | <ul style="list-style-type: none"> <li>● Mathematics Academic Interventionist</li> <li>● Professional learning on content area reading strategies</li> <li>● Professional learning (School leaders will also participate in Professional Learning to support the initiative.)</li> <li>● Instructional materials</li> <li>● Student texts</li> <li>● Professional texts</li> <li>● Focused released time</li> </ul> |
| <p>Train all K-5 math teachers using Numeracy Project resources and begin implementation</p>                      | <p>Admin<br/>IC<br/>Instructional Team<br/>Leaders<br/>Mathematics<br/>Academic Interventionist<br/>All Staff</p> | <ul style="list-style-type: none"> <li>● July - Pre Planning Sessions (Professional Learning)               <ul style="list-style-type: none"> <li>○ Tamara Bolden- New Teacher Orientation</li> </ul> </li> <li>● August- Tamara Bolden- New Teacher Orientation</li> <li>● September-Instructional Rounds</li> <li>● December- MOY Data Dig with Academic Interventionist</li> <li>● May- EOY Data Dig Conversations with Academic Interventionist</li> <li>● Prerequisite Assessment Reflections</li> </ul> <p>Professional Learning (Ongoing)<br/>What does this look like in a model classroom for teachers? What are the teachers doing? Students?</p>   | <ul style="list-style-type: none"> <li>● <b>What actions will we take to realize the goal?</b></li> <li>● <b>How often will we monitor?</b> During Instructional Rounds</li> <li>● <b>Who will monitor?</b> Instructional Leadership Team</li> <li>● <b>What data will we collect?</b> Reflective Data</li> <li>● <b>How will data be gathered?</b><br/>Reflective form</li> <li>● <b>What will we “look for” to determine quality?</b> Differentiation, Accountability- Scheduling/ Classroom Routines/Artifacts of Engagement</li> </ul>  | <ul style="list-style-type: none"> <li>● Instructional Rounds</li> <li>● Data Conferences</li> <li>● Alignment of lesson plans to observed practices</li> <li>● PLC agenda/minutes</li> <li>● Walkthroughs/Instructional Rounds</li> <li>● Analysis of student work to look for evidence of student learning</li> </ul>  | <ul style="list-style-type: none"> <li>● Mathematics Academic Interventionist</li> <li>● PL on content area reading strategies</li> <li>● PL (School leaders will also participate in PL to support the initiative.)</li> <li>● Instructional materials</li> <li>● Student texts</li> <li>● Professional texts</li> <li>● Focused released time</li> </ul>  |



**Actions to create a Supportive Learning Environment for accelerated or academically struggling students**

- MAP Data Protocol Conferences- BOY, MOY, EOY (Adding the BOY conferences to get a jump start on where students are.)
- ELT - Ability Grouping Across the Grade Levels
- 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.
- Utilize Number Talks to provide supplemental support.

**Professional Capacity building to support the above goal and action steps**

- Wildcat University: Personalized PL for ALL (Math Needs)
- Improve the effectiveness of collaborative planning by utilizing common assessments, agendas, meeting minutes, and collaborative planning norms
- Error/ item analysis training
- Fidelity Checks for Instructional Conversations

**Goal 3: Social Emotional Support**

| Tier 1 Action Steps to Ensure Coherent Instruction  | Team Lead   | Timeline   | Monitoring Implementation  | Indicators of Success     | Resources   |
|---|---|--|--|---------------------------|---|
| SEL for Students<br>7 Mindsets<br>Support for Students- <ul style="list-style-type: none"> <li>• Teach Mindset Lessons throughout the week</li> <li>• Counselor Corner- Weekly Highlights/ Daily Classroom Visits</li> <li>• Daily Morning Meetings/ Conversations- Embedded within the schedule</li> </ul> | Admin<br>IC<br>Instructional Team Leaders<br>Literacy Academic Interventionist<br>All Staff                         | <ul style="list-style-type: none"> <li>• <b>July</b> - Pre Planning Sessions<br/>Introduction of August Mindset</li> <li>• <b>August- May</b> Monthly Mindset Focus</li> </ul>           | <ul style="list-style-type: none"> <li>• What actions will we take to realize the goal?</li> <li>• How often will we monitor?</li> <li>• Who will monitor? Instructional Leadership Team</li> <li>• What data will we collect? Reflective Data</li> <li>• How will data be gathered? Reflective form</li> <li>• What will we "look for" to determine quality?</li> </ul> | 7 Mindset Fidelity Checks | <ul style="list-style-type: none"> <li>• 7 Mindsets</li> <li>• Trade Book List for 7 Mindsets Modules</li> <li>• Faculty Meeting Staff Sharing/ Modeling</li> </ul> |
| SEL for Adults<br>Onward- Cultivating Emotional Resilience in Educators   | Admin<br>IC<br>Instructional Team Leaders<br>Literacy Academic Interventionist<br>All Staff<br>Wildcat Team Leaders | <ul style="list-style-type: none"> <li>• <b>June/ July</b> - Train Wildcat Team Small Group Leaders</li> <li>• <b>August- May-</b> Monthly SEL Focus and Small Group Sessions</li> </ul> | <ul style="list-style-type: none"> <li>• What actions will we take to realize the goal?</li> <li>• How often will we monitor?</li> <li>• Who will monitor? Instructional Leadership Team</li> <li>• What data will we collect? Reflective Data</li> <li>• How will data be gathered? Reflective form</li> <li>• What will we "look for" to determine quality?</li> </ul> | Small Group Discussions   | Onward book   |



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## ELEMENTARY

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| New Teacher Program  | Admin<br>IC<br>Instructional Team Leaders<br>Literacy Academic<br>Interventionist<br>New Staff Members<br>Teacher Leaders | <ul style="list-style-type: none"> <li>• July- New Teacher Orientation</li> <li>• August- May Monthly New Teacher Workshops</li> </ul> | <ul style="list-style-type: none"> <li>• What actions will we take to realize the goal?</li> <li>• How often will we monitor?</li> <li>• During Instructional Rounds</li> <li>• Who will monitor? Instructional Leadership Team</li> <li>• What data will we collect? Reflective Data</li> <li>• How will data be gathered? Reflective form</li> <li>• What will we “look for” to determine quality?</li> </ul> | -Monthly Meetings |  |
| <p><b>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</b></p> <ul style="list-style-type: none"> <li>• Continue with Be the Voice program</li> </ul> |   |  |   |                   |  |
| <p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li>• Training for Onward Small Group Team Leads</li> </ul>                       |   |  |   |                   |  |

### Family and Community Engagement

Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

- First semester
  - 8/27/2021 Family Open Door Day (Twice a year)- Parents will be able to view and participate in strategies on how to academically support students at home.
  - APTT September 13- Videos, Week of November 15 for Digital Conferences Week of January 10- Second Round of Digital Conferences
- Second semester
  - 2/25/2022 Family Open Door Day (Twice a year)- Parents will be able to view and participate in strategies on how to academically support students at home.
  - APTT September 13- Videos, Week of November 15 for Digital Conferences Week of January 10- Second Round of Digital Conferences

Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.

- First semester
  - Annual Meeting Date: 10/28/2021
  - 10/28/2021 Wildcat Parent Lunch and Learn Workshop Parents will be given strategies and support on how to academically support students at home.
- Second semester
  - Spring planning meeting date:3/22/2022
  - 3/22/2022 Wildcat Parent Lunch and Learn Workshop Parents will be given strategies and support on how to academically support students at home.

For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

Response: We will provide interpreters for parent-events, utilize the language line to contact families and provide information, and use the Remind app translation feature to keep them informed about events at school.



**Effective Leadership:** Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- Administration and Instructional Coach will facilitate, lead, and model Professional Learning for staff focusing on Student Engagement and Phonics Instruction.
- Administration and Instructional Coach will engage in collaborative leadership through participation and facilitation of time on task to foster common understandings and expectations for practice. Collaboration of Activities- Outline and include Data Cycles during Collaborative Planning Meetings- Collaborative Planning in Assessments/ Data Analysis
- Administration will continue to establish high expectations that includes a culture of accountability and excellence by building a performance culture that measures progress using both growth targets and achievement targets for students in all subgroups.
- Administration and Instructional Coach will continue to work collaboratively with teachers to focus on quality instructional best practices observed by informal and formal classroom observations, Instructional Rounds, and conversations that are fostered in PLCs when reviewing student data.
- Administration will continue to provide collaborative planning, RTI, and PLC meeting time, which include a focus on the quality and rigor instructional strategies and the creation of local common assessments.
- The Five Dysfunctions of a Team book study

**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.

- Wildcat Academy targets preschool students entering Kindergarten, as well as rising 1st and 3rd graders. Students are given an orientation to the school and enjoy hands-on learning experiences to support long term academic success. This event is held in July each year prior to the beginning of 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/ Winder- Barrow End of the Year Celebration
- 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.

