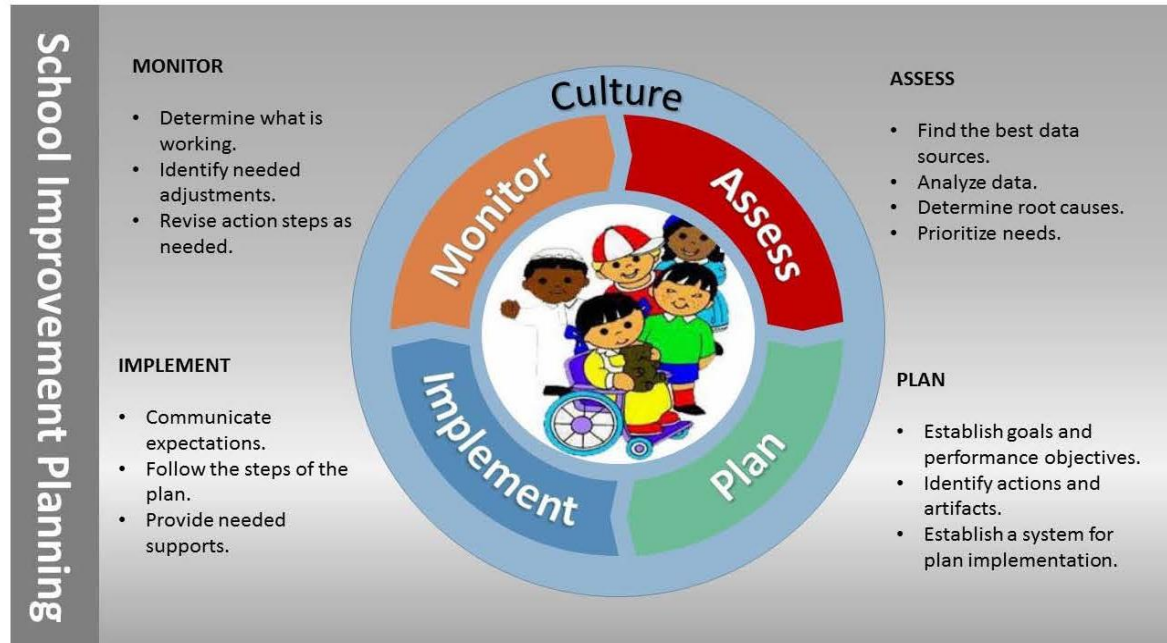


School Improvement Plan Process Richmond County School System 2019-2020



The “APIM” framework can be used for School Improvement Planning, Departmental Improvement Planning, Strategic Planning, Lesson Planning, Using Data, or for any process.

ASSESS: In the Assess step, you identify data sources, collect and analyze relevant data, determine root causes, and create a Strengths, Weaknesses, Opportunities, and Threats (SWOTs) analysis. Determine strategies to address the root cause of issues.

PLAN: Decide on an initiative and then determine action steps and performance measures. Write the plan out to include the initiative, performance objective (aligned with the Strategy Map), action steps, and performance measures.

IMPLEMENT: Communicate the expectations of the performance measures and targets as well as action steps to all stakeholders. Request support from the Central Office if needed. Begin to follow the action steps to bring you closer to the set targets.

MONITOR: After implementing the plan, it must be evaluated to determine what is working effectively. Review the targets to determine if they need to be adjusted. Think through the action steps to make sure that they are helping you reach the targets and revise as needed. If processes are working well, make those processes part of a standard procedure.

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN SCHOOL IMPROVEMENT PLAN

NAME OF SCHOOL: Terrace Manor Elementary
PRINCIPAL: Tonya Bradburn

NAME OF DISTRICT: Richmond County School System
SUPERINTENDENT: Dr. Kenneth Bradshaw

Comprehensive Support and Intervention CSI Alternative Targeted Support and Intervention Promise
 Schoolwide Title I School Targeted Assistance Title I School Non-Title I School

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____
Principal Supervisor _____ Date _____
Principal *Tonya Bradburn* Date 9/30/20
Federal Programs Director _____ Date _____

Revision Date: 7/22/20 Revision Date: 9/30/20 Revision Date: _____

School Improvement Plan Process Richmond County School System 2019-2020



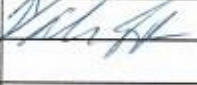
School Name: Terrace Manor Elementary

Date: 2020-2021

Planning Committee Member:

Name	Position/Role	Signature
Tonya Bradburn	Principal	<i>Tonya Bradburn</i>
Tonekia Darrisaw	Assistant Principal	<i>Tonekia Darrisaw</i>
Jennifer McKinney-Evans	Instructional Specialist	<i>Jennifer McKinney-Evans</i>
Dr. Lisa Harrison	Media Specialist/Secretary	<i>Lisa Harrison</i>
Lavern Dunn	Paraprofessional/ Parent Facilitator	<i>Lavern Dunn</i>
Rhonda Cyrus	Teacher	<i>Rhonda Cyrus</i>
Netasha Ruff	Teacher	<i>Netasha Ruff</i>

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOL WIDE PROGRAM (SWP) PLAN

Rhonda Gist	Teacher	
Holly Riffe	Teacher	
Latisha Marshall	Teacher	
Hope Williams	Counselor	
Shaquita Fowler	Parent	
Valerie Rollen	Parent	

Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funding Source	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee And everything you plan on purchasing this year.	Behavior Interventionsist (Ms. Geter)
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant	
Local Professional Learning	District coordinates activities
Grants	

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN**



**Elementary School
School Improvement Plan Evaluation
2018-2019**

Initiative #1 Evaluation	
Initiative #1 Description: By May 2019, student performance for grades 3rd-5th for the at or above grade level in ELA will increase from 22% to 32%	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase student performance at or above grade level.
Initiative #1:	By May 2021, student performance for grades 3rd-5th for the at or above grade level in ELA will increase from 22% to 32% for the Georgia Milestones.
What was the need being addressed by this initiative?	To increase ELA to at or above level on GA Milestones in 3rd - 5th grade.
What was the reason for selecting this initiative?	Low performance in ELA 3rd-5th GA Milestones.
What were the intended results of this initiative?	To increase ELA at or above level on GA Milestones in 3rd - 5th grade.
Initiative #1 Implementation Evaluation	
Were there any barriers to implementing this initiative? Why or why not?	Lack of implementing small group instruction and discipline challenges.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Teachers had difficulty grouping students according to their needs.
Are changes needed to improve the full implementation of this initiative? What changes?	Need additional professional learning to improve teacher implementation and access to technology to use MyOn. Access to instructional coach for the entire school year.
Initiative #1 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	I-Ready Data, Benchmark and Focus Walkthroughs



Elementary School
School Improvement Plan Evaluation
2018-2019

<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>I-Ready data showed increase in beginning to end of the year scores.</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>Yes, there will be a focus on small group instruction and using Capit, Reading Plus and Growing Readers Initiative.</p>



**Elementary School
School Improvement Plan Evaluation
2018-2019**

Initiative #2 Evaluation	
Initiative #2 Description:	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase student performance at or above grade level.
Initiative #2:	By May 2021, student performance for grades 3rd-5th for the at or above grade level in Math will increase from 24% to 34% for the Georgia Milestones.
What was the need being addressed by this initiative?	Low performance in Math 3rd-5th GA Milestones.
What was the reason for selecting this initiative?	Low Math achievement on the Georgia Milestones.
What were the intended results of this initiative?	Increase student performance at or above grade level.
Initiative #2 Implementation Evaluation	
Were there any barriers to implementing this initiative? Why or why not?	Lack of implementing small group instruction, discipline challenges, teacher attendance, and student engagement.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Lack of an instructional coach for the first semester.
Are changes needed to improve the full implementation of this initiative? What changes?	Small group implemented and continued focus walkthroughs with teacher feedback.
Initiative #2 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	I-Ready Data, Benchmark and Focus Walkthroughs



Elementary School
School Improvement Plan Evaluation
2018-2019

<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>I-Ready data showed increase in beginning to end of the year scores.</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>Yes, the school will hire an additional instructional coach, a focus on personalized learning and student engagement.</p>



**Elementary School
School Improvement Plan Evaluation
2018-2019**

Initiative #3 Evaluation	
Initiative #3 Description: By May 2021, improve the safety and orderliness of the school environment by providing instructional support using the	
Goal Area:	Operational Effectiveness
Performance Objective:	Improve the safety and orderliness of the learning environments.
Initiative #3:	By May 2019, improve the safety and orderliness of the school environment by providing instructional support using the responsive classroom strategies to decrease the number of referrals by 10%.
What was the need being addressed by this initiative?	Improve the safety and orderliness of environments.
What was the reason for selecting this initiative?	This action was written to address the high level of discipline referrals and behaviors in the school.
What were the intended results of this initiative?	The overall goal was met (final numbers). The intended result was to have 10 % fewer discipline referrals for the 18-19 school year. (646 to 582—TBD final number-as of today 570 referrals for 18-19 school year.)
Initiative #3 Implementation Evaluation	
Were there any barriers to implementing this initiative? Why or why not?	There was no monitoring from admin. Materials came in a little at a time. The morning materials did not arrive until a month after school started. The book titled YARDSTICKS came in a few months after school started. It would have been better if we had all materials for full implementation starting day 1.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Same as above.
Are changes needed to improve the full implementation of this initiative? What changes?	Ensure all teachers have their own schedule for each component of the Responsive classroom. It is easy to forget if time is not allotted for.
Initiative #3 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	<p>Number of discipline referrals.</p> <p>646 referrals 17-18 school year</p> <p>570 referrals 18-19 school year</p> <p>*Data to be verified for 18-19 school year</p>



Elementary School
School Improvement Plan Evaluation
2018-2019

Citing specific data points, was the initiative successful in addressing the need? Why or why not?	yes
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Yes, we will monitor the use of the responsive classroom through walk-throughs. Data will come from walk-throughs. Monitoring will improve initiative Schedule of components for responsive classroom for each teacher. Ensure every teacher has the materials to start day one Train new teachers Summary training for trained teachers.



Elementary School Comprehensive Needs Assessment 2019-2020

CCRPI	2015-2016	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Sources
CCRPI Score - School	50.4	50.8	50	52.9	50.4000	GADOE portal
CCRPI Score - District	57.9	63.1	68.3	59.3	63.1000	
CCRPI Score - State	73.6	72.9	76.6	78.8	74.3667	
Georgia Milestones	2016-2017	2017-2018	2018-2019	2018-2019	3-yr Avg	Data Source
% Developing Learner or Above - ELA	34.1	28.8	35	35	32.6333	SLDS
% Developing Learner or Above - Math	40.5	27.6	35	35	34.3667	
% Developing Learner or Above - Science	22	43.9	9.7	9.7	25.2000	
% Developing Learner or Above - Social Studies	29.2	51.2	17.7	17.7	32.7000	
% Proficient or Distinguished Learner - ELA	8.3	6.6	7.9	7.9	7.6000	
% Proficient or Distinguished Learner - Math	8.9	3.7	7	7	6.5333	
% Proficient or Distinguished Learner - Science	2	8.5	3.2	3.2	4.5667	
% Proficient or Distinguished Learner - Social Studies	0	4.9	0	0	1.6333	
iReady	Mid-Year 2016-2017	Mid-Year 2017-2018	Mid-Year 2018-2019	Mid-Year 2019-2020	3-yr Avg	Data Source
% Students Reading on Grade Level - 5th Grade	36	4	5	0	15.0000	iReady->Reports
% Students Reading on Grade Level - 4th Grade	7	8	6	0	7.0000	
% Students Reading on Grade Level - 3rd Grade	29	16	33	0	26.0000	
% Students Reading on Grade Level - 2nd Grade	12	16	14	0	14.0000	
% Students Reading on Grade Level - 1st Grade	17	16	20	14	17.6667	
% Students Reading on Grade Level - Kindergarten	40	33.0	31.0	50.0	34.6667	
On Grade Level Lexile (%)	35.8	23.1	34.2	25.0	31.0333	iReady->Reports
% Students Math on Grade Level - 5th Grade	55	10	9	6	24.6667	iReady->Reports
% Students Math on Grade Level - 4th Grade	40	5	14	2	19.6667	
% Students Math on Grade Level - 3rd Grade	13	6	16	7	11.6667	



Elementary School Comprehensive Needs Assessment 2019-2020

% Students Math on Grade Level - 2nd Grade	9	11	6	3	8.6667	
% Students Math on Grade Level - 1st Grade	22	14.0	5.0	12.0	13.6667	
% Students Math on Grade Level - Kindergarten	47	19.0	20.0	21.0	28.6667	
On Grade Level Quantile (%)	33.3	20.8	28.1		27.4000	iReady->Reports

Reflection Questions: How are student Lexile used instructionally to improve student growth? How are Lexile communicated to parents to ensure they understand what these scores mean? How are Lexile communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?

Lexile scores will be used to group students for small group instruction and intervention. Parents will receive information about Lexile scores during parent conferences scheduled during the first semester for early release. K-3 grade teachers will continue training through Growing Readers to use Lexile levels to group students for their independent reading level. All teachers will receive training on how to use Lexile scores to group students and improve literacy. Educators, parents, and library media specialists use Lexile measures to select texts that are likely to improve the reading and comprehension skills of students.



Elementary School Comprehensive Needs Assessment 2019-2020

Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?

The Quantiles for Mathematics is used to measure a student's readiness to learn mathematics concepts and skills and matches the students to the appropriate math content for small group and individualized instruction. Parents will receive information about Quantile scores during parent conferences scheduled during the first semester for early release. K-3 grade teachers will continue professional learning training through our instructional specialist to use Quantile levels to group students for their independent math level. All teachers will receive training on how to use Quantile scores to group students and improve mathematics. Quantile measures assist in taking the guesswork out of determining which mathematical skills a developing mathematician has learned and which ones require additional or future instruction. Use in Quantiles also helps improve mathematical teaching and learning by helping educators and parents target instruction and monitor student growth toward the mathematical demands of college and careers.

Student Profile	2016-2017	2017-2018	2018-2019	2019-2020	3-yr Avg	Data Source
Total Student Enrollment	440	501	434	279	458.3333	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	44	72	61.5	59	59.1667	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	268	544	552	147	454.6667	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

The school will follow the district Attendance Protocol. The Attendance Review Team will meet twice a month to identify students that have missed more than 2 days. Teachers will contact parents when students are absent from school. The instructional specialist will serve as the parent designee. Students will be recognized quarterly for perfect attendance. The Attendance Review Team will be responsible for monitoring attendance and how it affects the school's CCRPI .



Elementary School Comprehensive Needs Assessment 2019-2020

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years		21+ Years	Data Source
Current Principal's # of Years in Position		x				School-level Data
Teaching Staff # of Years in Current School	20	4	4			School-level Data
Teaching Staff # of Years in Profession	7	1	10		10.0000	School-level Data
	2016-2017	2017-2018	2018-2019		3-yr Avg	Data Source
% Administrator Absent 6+ Days	1	0	0		0.3333	School-level Data
% Teachers Absent 6+ Days	15	18			16.5000	School-level Data
% Staff Absent 6+ Days	8	11			9.5000	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

Teacher and staff attendance is reported for monthly leadership team meetings. The administrators have identified teachers/staff who are chronically absent.



Elementary School Comprehensive Needs Assessment 2019-2020

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level I	Level IV	Data Source
1. Professional Knowledge		3	97			School-level Data
2. Instructional Planning		3	97			School-level Data
3. Instructional Strategies		10	90			School-level Data
4. Differentiated Instruction		3	97			School-level Data
5. Assessment Strategies			100			School-level Data
6. Assessment Uses			100			School-level Data
7. Positive Learning Environment		7	93			School-level Data
8. Academically Challenging Environment		10	90			School-level Data
9. Professionalism		3	90		7.0000	School-level Data
10. Communication			100			School-level Data

Reflection Questions: How well do the levels on the TKES Standards correspond with your students' achievement? Is your student achievement indicative of teachers with these TKES scores?

The TKES standard does not correspond with student achievement.

School Culture Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Student Mobility (%)	36.7	35.7		36.2000	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	0.3	6	1	2.4333	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	44	20	53	39.0000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.



Elementary School Comprehensive Needs Assessment 2019-2020

# of Tribunal Hearings	0	0	0		0.0000	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	Students treat each other well.	Students treat each other well.	Students in my class behave so teachers can teach.		N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	My School wants me to do well.	My school wants me to do well.	My school wants me to do well.		N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx

Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

Out-of-school suspensions have a negative effect on student achievement for students suspended for any infraction, including non-violent or what we call classroom disorder infractions. We have a weekly intervention room in place to place suspensions. Students will also receive group counseling with the counselor to address behaviors. TMES will participate in PBIS. A PBIS team will develop additional interventions to support the teachers and students.

Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

Our school will create a school-wide discipline plan. We have a flow chart noting the difference in teacher/staff and administration managed procedures. We will need review the school-wide discipline plan with the staff to ensure consistency. There are teachers that stand out for having historical issues with discipline referrals. Teachers will receive support through professional learning to address classroom management and engagement strategies.



Elementary School Comprehensive Needs Assessment 2019-2020

Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

All staff participated in the responsive training in 2018-2019 and the Restorative Practice training during the summer of 2019. Teachers need training on how to manage their classrooms, resolve conflicts, deal with challenging behaviors in the classroom, continue with implementation of restorative practices, Love and Logic training, and engagement strategies to reduce discipline concerns. The PBIS, Attendance Review Team, and Leadership team monitor and support academics of students who are chronically suspended through the RTI process. We have chosen to continue with restorative practices and we have seen a significant decrease in discipline referrals after the implementation of Restorative Practices.

Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

The survey indicated that students have difficulty getting along with other students, treating each other well, and behaving in the classroom so teachers can teach. We also need to recognize good behavior at the school. The survey is a direct correlation to the school star rating. For the 2020-21 school year, we will implement and monitor to ensure students receive monthly classroom guidance sessions and all classrooms participate in Teachers As Advisors/ Tiger Talks. Our school will implement a social emotional learning program using the Sanford Harmony Social Emotional Learning (SEL) kits. The PBIS team will develop a plan of action to recognize student behavior. Teachers will be encouraged to celebrate a student of the week/month.

Family and Community Engagement Data Profile	2016-2017	2017-2018	2018-2019	2019-2020	3-yr Avg	Data Source
Community Events (#)	12.0	12.0	12.0	10.0	12.0000	School-level Data
School Events (#)	10.0	12.0	12.0	10.0	11.3333	School-level Data
Parent Training Workshops (#)	17.0	13.0	12.0	11.0	14.0000	School-level Data
Curriculum Nights (#)	2	2	2	1	2.0000	School-level Data

Based on the data and the reflective questions, what 3 initiatives will your school focus on this school year?



Elementary School Comprehensive Needs Assessment 2019-2020

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to increase the percentage points by 10% of st

2

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in numeracy to increase the percentage points by 10% of students scoring Proficient and Above

3

By the end of the 2019-2020 school year, Terrace Manor's climate rating will increase from one star to a minimum of three stars.

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve early literacy and numeracy skills

Initiative 1 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to increase the percentage points by 15% of students scoring Tier 3 on the I-Ready Reading Diagnostic Assessment from 20% to 35%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Implementation with fidelity of daily teaching in large, small group and personalized learning settings using the required RCBOE framework of standards based on instructional expectations. Instructional supplies, printer, ink, document camera and poster maker will be purchased to promote literacy centers, visual learning activities, and materials to incorporate digital learning.	http://www.bestevidence.org/reading/tech/tech_strug_read.html	Moderate	Instructional Specialist	Rubric for Instructional Block Expectations	Sept. 2020 - May 2021	Title 1 - Part A 1003(a) funds, Instructional Supplies, document camera, poster maker, printer, and ink
Professional learning and unit planning will be provided on Canvas, RAZ, Capit, and Foundations for core instruction and intervention using evidence based reading strategies. In order to ensure one to one technology for all students, computers, laptops, laptops stands, headphones, wireless keyboards and I-Pads will be purchased. In addition, teachers will receive a stipend for a summer professional learning session. Selected teachers and administration will participate in conferences.	https://www.learnin.ga.com/site/resources/research-and-efficacy/mcrel-study-razplus	Strong	Instructional Specialist, Teaching and Learning Department, RESA-SIS support	Focus walk throughs; Professional Learning Matrix	Refer to PL Matrix	Title 1 - Part A 1003(a) funds, subs, computers, laptops, headphones, teacher laptops, laptop stands, wireless keyboards, I-Pads, RAZ software, conferences and summer PL

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve early literacy and numeracy skills

Initiative 1 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to increase the percentage points by 15% of students scoring Tier 3 on the I-Ready Reading Diagnostic Assessment from 20% to 35%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Teachers and paraprofessionals will utilize the push in model during small group instruction to increase literacy levels.	https://ies.ed.gov/ncee/wwc/InterventionReport/679	Strong	Assistant Principal with RESA-SES, and SIS support	Benchmark scores; Focus Walk throughs	Jan-21	
Teachers will implement a daily 30 minute writing block using resources from the Writing Center at CSRA RESA in all three genres with explicit modeling of drafting letters, words, sentences, paragraphs, and essays.	ee/wwc/Docs/PracticeGuide/WWC_ElementaryWriting_PG_Dec182018.pdf	Moderate Refer to page 48	Instructional specialist with RESA support	Writing samples and rubric	Sept. 2020; November 2020; February 2021; April 2021	CSRA RESA

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve early literacy and numeracy skills

Initiative 1 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to increase the percentage points by 15% of students scoring Tier 3 on the I-Ready Reading Diagnostic Assessment from 20% to 35%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Eight teachers in grades K- 3 will participate in Growing Readers' offsite and onsite professional learning that will increase their knowledge of, skills for, and confidence with evidence-based reading instructional practices.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf	Strong	GOSA	Monitoring Plan through GOSA	August 2020-May 2021	GOSA, Title 1, subs
Establish a systematic process to ensure a protected time for instructional observations and focused walkthroughs to monitor implementation of the instructional guidance for Elementary ELA in K-5. (GSAPS Target Action CI- 4)	http://www.bestvidence.org/reading/tech/tech_strug_read.html	Moderate	Instructional Specialist	Rubric for Instructional Block Expectations	August 2020-May 2021	N/A
An instructional specialist will be utilized to support, provide instructional technology integration, facilitate and monitor professional learning, collaborative planning, modeling lessons, instruction, assessment, and data analysis.	ee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf	Strong	Administration	Teacher Observations, Coaching Cycle Conferences	August 2020-May 2021	Title I

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve early literacy and numeracy skills

Initiative 2 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in numeracy to increase the percentage points by 15% of students scoring Tier 3 on the I-Ready Math Diagnostic Assessment from 8% to 23%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Identified students will work with an assigned EIP teacher and/or paraprofessional using the push in model during small group instruction to increase quantile levels.	https://www.savvas.com/index.cfm?locator=PS2y48&PMDBSiteId=2781&PMDBSolutionId=6724&PMDbSubSolutionId=&PMDbCat	Strong	Administration	Benchmark scores Quantile Scores	Jan-21	N/A
Focus Math will be implemented to provide interventions for Tier 2 and 3 students during their differentiated, personalized learning time. Focus Math kits and student workbooks will be used during intervention time.	https://www.savvas.com/index.cfm?locator=PS2y48&PMDBSiteId=2781&PMDBSolutionId=6724&PMDbSubSolutionId=&PMDbCat	Strong	Assistant Principal and Instructional Specialist	Focus Walkthroughs	September 2020 May 2021; bi-monthly	Title 1 - Part A 1003(a) funds, Focus Math student manipulative kits, Focus math books

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve early literacy and numeracy skills

Initiative 2 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in numeracy to increase the percentage points by 15% of students scoring Tier 3 on the I-Ready Math Diagnostic Assessment from 8% to 23%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Professional support will be provided by the instructional specialist during collaborative planning to integrate the RCK12 Fluency games, GaDOE Math Framework activities, unit planning, and iReady online into the Mathematics block. In order to ensure one to one technology for all students, computers, laptops, laptop stands, headphones, wireless keyboards, printer, ink and iPads and iPad cases will be purchased. In addition teachers, will receive a stipend for a summer professional learning session. Selected teachers and administration will participate in conferences.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf	Strong	Instructional Specialist	Focus Walkthroughs, Student formative assessment data, and Collaborative Planning Information	August 2020-May 2021; bi-monthly	1003(a) funds, Model School Conference, Youth at Risk Conference, and Summer PL, headphones, printers, computers, laptops, laptop stands, headphones, wireless keyboards, iPad cases, ink, document camera
A balanced numeracy block will be implemented with fidelity daily during core instruction for Tier level 1 students to include conceptual understanding, computational fluency, and problem solving. Instructional supplies will be purchased to promote numeracy centers, visual learning activities, and materials to incorporate digital learning.	http://www.bestvidence.org/word/elementary_math_Feb_9_2007.pdf	Strong Refer to page 36	Instructional Specialist	Focus Walkthroughs	August 2020-May 2021; bi-monthly	Title 1 - Part A 1003(a) funds, Instructional Supplies

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Student Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):

Improve early literacy and numeracy skills

Initiative 2 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in numeracy to increase the percentage points by 15% of students scoring Tier 3 on the I-Ready Math Diagnostic Assessment from 8% to 23%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Establish a systematic process to ensure protected time to conduct instructional walkthroughs to monitor implementation of the instructional guidance for Elementary Math in K-5.(GSAPS Target Action CI- 4)	http://www.bestvidence.org/word/elementary_math_Feb_9_2017.pdf	Strong	Principal	Focus Walkthrough Schedule and Leadership Team Walkthrough Schedule	August 2020-May 2021; bi-monthly	Title 1 - Part A 1003(a) funds, iPads Title 1 / headphones
Use of math response journals and Marilyn Burns Collection books to implement writing across the curriculum in all grade levels to include constructed response and pictorial representation in math.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=32	Strong	Instructional Specialist	Lesson Plans, Analyzing student work, and observations	August 2020-May 2021; bi-monthly	Title 1 - Part A 1003(a) funds, Math journals, Grade level kits for Marilyn Burns
Refine instructional delivery for times of blended and remote learning utilizing Canvas and other instructional tools with a focus on personalized learning strategies for students. Identified teachers will participate in an online teaching endorsement to enhance their of evidence based instructional strategies for use in their classrooms. Teacher laptops , document camera, and webcams will purchased to enhance the delivery of blended and remote learning models.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf	Strong	Instructional Specialist	Lesson Plans, Analyzing student work, and observations	August 2020-May 2021; bi-monthly	Title 1 - Part A 1003(a) funds, Online Endorsement Fees, webcams, teacher laptops, document camera

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Operational Effectiveness

Performance Objective (Aligned to RCSS Strategy Map):

Improve the Safety and Orderliness of Environments

Initiative 3 (SMART Goal):

TMES will decrease number of behavior referrals by 50% from September 2020 - May 2021 according to the Infinite Campus report.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
School-wide roll out Phase II of the PBIS program and Restorative Practice to address the identified needs within the school learning environment.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=35	Strong Refer to page 50	PBIS Leader-Coach Marshall and PBIS Team Mr. Fox	Discipline Referral Reports, Monthly Attendance Report	September 2020 to May 2021, Monthly	School Based PBIS account, Title 1, CSI
Provide incentives to promote positive behavior to include awards, prizes, parties.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=35	Strong Refer to page 50	PBIS Team	schedule of parties, Pictures of events, student list of winners.	September 2020- May 2021	n/a
The behavior specialist will implement behavior intervention strategies for students and establish a behavior intervention and PBIS room to reduce suspension rate and number of referrals and incidents. The behavioral specialist will utilize resources from the Behavior Intervention Manual and CBT Toolbox.	https://ies.ed.gov/ncee/projects/evaluation/disabilities_MTSB.asp	Strong	Behavior intervention Specialist PBIS Team	Consultant's Written Report Climate and Culture Specialist	September 2020 to May 2021, Monthly	Title 1 - Part A 1003(a) funds, Behavior Intervention Manual and CBT Toolbox

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Operational Effectiveness

Performance Objective (Aligned to RCSS Strategy Map):

Improve the Safety and Orderliness of Environments

Initiative 3 (SMART Goal):

TMES will decrease number of behavior referrals by 50% from September 2020 - May 2021 according to the Infinite Campus report.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Professional learning will be held to teach and reinforce new skills to increase appropriate behavior, preserve a positive classroom climate, and build positive relationships to include Responsive Classroom strategies, Move The Bus Book Study, Restorative Practices, participation of Youth At Risk Conference and virtual learning on classroom engagement.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_practice_guide_092308.pdf#page=35	Strong	Instructional Specialist, McKinney Evans and District Behavior Specialist	Focus Walks, Professional Learning Matrix	August 2020 - May 2021	Title 1 - Part A 1003(a) funds, Move the Bus Books. Youth At Risk Conference

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

Operational Effectiveness

Performance Objective (Aligned to RCSS Strategy Map):

Improve the Safety and Orderliness of Environments

Initiative 3 (SMART Goal):

TMES will decrease number of behavior referrals by 50% from September 2020 - May 2021 according to the Infinite Campus report.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Implement teachers as advisors' lessons monthly to include Harmony lessons, Brain Pop and Tiger Talk.	ee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf	Strong	Counselor Behavior Specialist	Feedback forms from teachers Student work samples	August 2020 - May 2021	Title 1 - Part A 1003(a) funds, BrainPOP

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

<http://www.bestevidence.org/search.cfm>

[0](https://evidenceforessa.org)

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

Rationale #1							
Initiative:	1 Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to raise the percentage of students scoring Proficient and Above on the ELA Georgia Milestones from TBD to TBD.						
Action Step:	Implementation of daily teaching in large and small group settings using the required RCBOE framework of standards based instructional expectations.						
Current Research to Support this Action Step	https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1297&context=education_ETD_masters&sei-redir=1&referer=https%253A%252F%252Fwww.bing.com%252Fsearch%253Fq%253DPull-in%252Bmodel%252Bverses%252Bpull-out%252Bmodel%2526form%253DEDGSPH%2526mkt%253Den-us%2526httpsmsn%253D1%2526refig%253D2586747733924624fc66064fd2d3382b%2526DAF0%253D1%2526sp%253D-1%2526ghc%253D1%2526pg%253Dpull-in%252Bmodel%252Bverses%252Bpull-						
Expected Results	Focus on appropriate small group instruction to meet each student's specific need based on their level of performance. The need for phonics instruction for K-2 will be evaluated using the Capit Learning program. I-ready will be used in grades 3-5 to measure student progress in comprehension and vocabulary.						
How will Success be Measured?	Student growth will be ongoing measured to compare the beginning of the year with the end of the year results for Capit Learning(K-2) and i-ready (3-5). Diagnostic and Formative assessments will be analyzed to determine student growth. After each unit, teachers will provide a summative to measure ongoing student						
Data Points	Beginning of Year	Aug-19	Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

Rationale #2							
Initiative:	3 By the end of the 2019-2020 school year, Terrace Manor's climate rating will increase from one star to a minimum of two stars.						
Action Step:	Implement SWIS suite to monitor student discipline referrals and to allow the staff to become successful decision makers to address student behavior at all tiers.						
Current Research to Support this Action Step	The Climate and Culture Specialist will facilitate the work towards a Multi-Tiered Support System for PBIS. These processes will support the implementation of the PBIS plan that has been written. http://outreach.msu.edu/bpbriefs/issues/brief31.pdf						
Expected Results	To improve the safety and orderliness of the school environment.						
How will Success be Measured?	Discipline Reports; Focus Walk Throughs						
Data Points	Beginning of Year			Goal		Actual	
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

Rationale #3							
Initiative:	1 Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to raise the percentage of students scoring Proficient and Above on the ELA Georgia Milestones from TBD to TBD.						
Action Step:	Eight teachers in grades K- 3 will participate in Growing Readers offsite and onsite professional learning that will increase their knowledge of, skills for, and confidence with evidence-based reading instructional practices.						
Current Research to Support this Action Step	https://gosa.georgia.gov/sites/gosa.georgia.gov/files/Growing%20Readers%20Executive%20Summary.pdf						
Expected Results	Grant teachers will effectively implement conferring. Grant teachers will effectively implement strategy groups. Struggling readers in grant classrooms will increase reading achievement by a minimum of one year's growth.						
How will Success be Measured?	Discipline Reports; Focus Walk Throughs						
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

Rationale #4							
Initiative:	2 Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in numeracy to raise the percentage of students scoring Proficient and Above on the Math Georgia Milestones from TBD to TBD.						
Action Step:	A balanced numeracy block will be implemented daily during core instruction for Tier level 1 students to include conceptual understanding, computational fluency, and problem solving.						
Current Research to Support this Action Step	District Initiative based on an analysis of student performance data in Math for the last four years.						
Expected Results	Increase number of student that perform on grade level in mathematics and support teachers with instructional resources to develop specific mathematical concepts.						
How will Success be Measured?	Teachers will administer the pre-assessment for Focus Math for the first instructional unit every three weeks.						
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection	Contact representative in regards to the time frame for each unit.						

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Revised March 29, 2019

Written Rationale

Rationale #5							
Initiative:	1 Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to raise the percentage of students scoring Proficient and Above on the ELA Georgia Milestones from TBD to TBD.						
Action Step:	Establish a systematic process to ensure a protected time for instructional observations and focused walkthroughs to monitor implementation of the instructional guidance for Elementary ELA in K-5.						
Current Research to Support this Action Step	walkthroughs that consists of a regular schedule of protected observation times, continual calibration of practice with all observers, and purpose-driven observations around specific look-fors linked to school initiatives. A key focus of the walkthroughs should be to check for implementation of the lesson plan feedback given during collaborative planning. This framework would provide constant and actionable feedback to staff, and would be implemented by both the school administrative team and the school leadership team. The data gathered through this process should be used to deliver tiered support to teachers, measure the growth of a teacher's skills, their impact on student achievement, and provide						
Expected Results	Increased student achievement and teacher effectiveness						
How will Success be Measured?	Walkthroughs						
Data Points	Beginning of Year			Goal		Actual	
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

Rationale #6							
Initiative:	3 By the end of the 2019-2020 school year, Terrace Manor's climate rating will increase from one star to a minimum of two stars.						
Action Step:	A climate and culture risk will be conducted by a consultant. Small group coaching will be held weekly to facilitate students to support their social and emotional needs such as foster students, students with excessive behavioral referrals, and students that have experienced trauma.						
Current Research to Support this Action Step	The Climate and Culture Specialist will facilitate the work towards a Multi-Tiered Support System for PBIS. These processes will support the implementation of the PBIS plan that has been written. http://outreach.msu.edu/bpbriefs/issues/brief31.pdf						
Expected Results	To improve the safety and orderliness of the school environment.						
How will Success be Measured?	Discipline Reports; Focus Walk Throughs						
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

Rationale #7							
Initiative:							
Action Step:							

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Revised March 29, 2019

Written Rationale

Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year			Goal		Actual	
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

Rationale #8	
Initiative:	
Action Step:	
Current Research to Support this Action Step	
Expected Results	
How will Success be	

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

Rationale #9							
Initiative:							
Action Step:							
Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Written Rationale

End-of-Year Results and Reflection	
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2019-2020 School Improvement Plan – Elementary

Revised August 29, 2019

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
3	Classroom Management/Responsive Classroom	August 2020-May 2021	no cost	Instructional Specialist, Mckinney-Evans	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Discipline Referral Reports, Focus walks
3	Restorative Practices Social Emotional Learning	\$5,000	RCSS Student Services	Behavior Specialist/ Mr. Shermont Fox	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Focus walks
1, 2	RCK12 Fluency Games, GaDOE Framework Activities, and iReady online Instruction		no cost	Instructional Specialist, Mckinney-Evans	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Focus walks

2019-2020 School Improvement Plan – Elementary

Revised August 29, 2019

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1	Capit, Fundations, and IReady PDF	need cost	Title 1	Instructional Specialist, Mckinney-Evans	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Focus walks
1, 2, 3	GaDOE Trainings/ Formative Assessment Training	need cost	Title 1	Instructional Specialist, Mckinney-Evans	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Focus walks
1, 2, 3	Summer Leadership Training	\$8,000	Title 1	Bradburn	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Focus Walks

2019-2020 School Improvement Plan – Elementary

Revised August 29, 2019

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1, 2, 3	Model School Conference for July 2021 or virtual conference	\$4,000	Title 1	Bradburn	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Focus Walks
1	Growing Readers	need cost	Title 1	Instructional Specialist, Mckinney-Evans and Darrisaw	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Benchmark Assessment
3	Book Study(Move Your Bus by Ron Clark)	need cost	Title 1	Bradburn	Instructional Specialist, Principal, Assistant Principal, Leadership Team	Climate Score

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

School: Terrace Manor Elementar

Principal: Mrs. Tonya Bradburn

Date: 7-Aug-20

Performance Measure (with unit of measure)	Baseline	Actuals	Actual	Target	Actuals	Target	Actuals
	(2015-2016)	Year 1 (2016-2017)	Year 2 (2017-2018)	Year 3 (2018-2019)	Year 3 (2018-2019)	Year 4 (2019-2020)	Year 4 (2019-2020)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	2.4	4.2	6.8	11	10.9	14	
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	20.8	13.2	4.1	11	7.2	11	
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	6.4	2	8.5	11.5	3.2	11	
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	6.4	0	4.9	11	0	11	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	50.8	54.7	50	60.5		60	

Principal's Signature: _____
 Leadership Team
 Member Signature: _____

School Council
 President's Signature: _____
 Leadership Team
 Member Signature: _____

School Improvement Plan Glossary

Performance Measure: Data point to measure a school's achievement on key indicators. Successful implementation of any school improvement plan will increase achievement on these indicators.

Target: Goal set by the school as to what a reasonable growth in achievement can be from one year to the next year. Targets are adjusted every year based on the previous year's actual values.

Actuals: Score received by the school that are based on real data.

Goal Area: Gold-colored box on the RCSS Strategy Map aligned to the focus of the School Improvement Plan. Operational Effectiveness; High Performing Culture and Workforce; Communication; Community Engagement; and High Academic Achievement and Success for All are the Goal Areas.

Performance Objective: Blue-colored box on the RCSS Strategy Map aligned to the selected Goal Area. For example if the selected Goal Area is High Academic Achievement and Success for All, the only choices for Performance Objective are Increase Graduation Rate; Increase Student Performance At or Above Grade Level; and Increase College, Career, and Workforce Readiness.

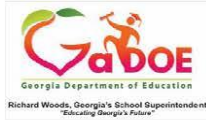
Initiative: Broad description of the work to be accomplished. Could be in the form of a SMART goal or short like the chapter of a book. Must be related to the weakness and root cause found through the Needs Assessment.

Action Step: Specific task to be accomplished in order to complete the Initiative. Task should be completed within a specific amount of time with a specific team/leader assigned to oversee its direction.

Group Affected by Initiative: The specific target of the action step, could be teachers receiving a particular PL course, 7th grade students receiving a type of intervention, or all students for school-wide action steps.

Title I School Improvement Plan Checklist and Narrative 2019-2020

Revised March 29, 2019



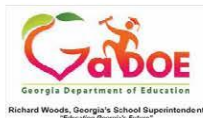
Georgia Department of Education Schoolwide Program Checklist

For use by the Local Educational Agency (LEA) Federal Programs Coordinator and the Georgia Department of Education Title I Education Program Specialists.

School: _____ LEA: _____

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

MET	NOT MET	SCHOOLWIDE COMPONENTS
		1. Comprehensive Needs Assessment: Sec. 1114(b)(6)
		a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;
		2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)
		a. The school will be implementing to address school needs, including a description of how such strategies will
		i. provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
		ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
		iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
		a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
		b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
		c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
		d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
		e. strategies for assisting preschool children in the transition from early childhood education.



Title I School Improvement Plan Checklist and Narrative 2019-2020

Revised March 29, 2019

MET	NOT MET	SCHOOLWIDE COMPONENTS
		3. Schoolwide Plan Development: Sec. 1114(b)(1-5)
		a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;
		b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
		c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
		d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
		4. ESSA Requirements to Include in your Schoolwide Plan
		a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)
		b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.
		c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable— <ul style="list-style-type: none"> i. through coordination with institutions of higher education, employers, and other local partners; and ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Comments:

Principal’s Signature

Date

Coordinator’s Signature

Date

1. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will

- i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111©(2)]) to meet the challenging State academic standards;

Economically Disadvantage: Title 1 ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Foster and Homeless: Title 1 provides services necessary to enable homeless students to take advantage of educational opportunities.

ESOL: Instructional tests and services are made available through the ESOL teacher to meet the needs of ESOL students.

Migrant: Currently, our demographics do not include any migrant students.

Race/Ethnicity/Minor: Title 1 ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach a minimum proficiency on challenging state academic achievement standards and state academic assessments.

Students with Disabilities: Title 1 ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach a minimum proficiency on challenging state academic achievement standards and state academic assessments.

- ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

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TMES utilizes Benchmark Literacy in grades K- 5 which involves 120 minutes of literacy instruction. The instructional program targets the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students receive whole-group and small group instruction in a variety of teaching and learning stations. In addition students receive thirty minutes of intervention. Based on the grade level, Capit, I-Ready Reading, Word Study, Start-Up, Build-Up and Spiral-Up kits are used to support the differentiated instructional time. We also offer a well-balanced language arts curriculum which includes writing, grammar, and communication skills. Our writing program incorporates writing portfolios, writing assignments, and writing across the curriculum. Our school's mathematics instruction utilizes the Envision series. The current textbook materials support mathematics instruction, which includes students with disabilities. A Pyramid of Interventions for math is used through i-Ready Testing. Once the 10th percentiles of our students are identified, they are tracked and referred to the Response to Intervention (RTI) team. Students receive thirty minutes of daily reading or math intervention using I-Ready Math. Benchmark and common assessments are also provided in an effort to determine students' progress and aid instruction. One of the school's reform efforts for the current year includes working to improve students' performance in mathematics and reading.

- iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include --

challenging State academic standards by implementing the following activities: A school wide intervention time focusing on students who are struggling to meet the standards, Teacher As Advisors Program, and a tutoring program for students who are at risk for not meeting the standards. In addition we have a behavior interventionist that is able to assist with our behaviors, works collaboratively with the counselor to provide restorative strategies to assist in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and

- a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Individual and small group counseling will be provided as needed. Classroom guidance will be provided monthly to students based on grade centered learning objectives and goals. Teachers will participate in the Teachers as Advisors program monthly to advise students on academic, social, and future planning issues.

- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Students will be prepared for and made aware of opportunities for postsecondary education and the workforce through career days and monthly advisement. Students will participate in career awareness activities listed as an indicator on the CCRPI that have been developed to assist student with career awareness.

- e. (Elementary ONLY) strategies for assisting preschool children in the transition from early childhood education.

Kindergarten Readiness is ongoing throughout the year in our Georgia Pre-K Program at Terrace Manor Elementary. At the beginning of the school year, cooperative learning strategies are implemented to encourage positive and social interaction. The children participate in small group activities that promote academic growth and independence. The Work Sampling System is a formative assessment used in Georgia Pre-K classrooms to measure children's progress in seven domains of learning. Teachers assess children throughout the year and use the data to individualize instruction

2. ESSA Requirements to include in your Schoolwide Plan

a. Define |a. Define |a. Define |a. Define |a. Define |a. Define |a. Define how your ir improve student achievement. Sec. 1111(d)(B).

TMES provides evidence based intervention activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are thirty minutes of interventions for ELA/Math using i-Ready Reading and Math, tutoring, and the Augmented Early Intervention Program. In additon we have incorporated Focus Math as an intervention for our Tier 2 and Tier 3 students as our intervention. This intervention has been rated as ESSA strong. Each intervention program at Terrace Manor is evidence based in order to promote student achievement.

See Software Logic Model

See Instructional Coach Logic Model

See Title I Tutoring Program Logic Model

See Title I Class Size Reduction Logic Model

See Title I Supplemental Teacher Logic Model

See Title I Paraprofessional Logic Model

See Behavior Logic Model

See Building Parent Capacity Logic Model

See Building Staff Capacity Logic Model

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

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At Terrace Manor Elementary we will involve parents in the planning, review and improvement of the school wide plan. We will extend an invitation to all parents to attend the School Wide Strategic Planning Meeting. Parents will have a voice at the Annual Title 1 Parental Involvement Informational Meeting. There is an open door policy in place for parents to visit our Parent Center. We will conduct an annual meeting to inform parents about the school's Title I program, the nature of the Title I program, the school parental involvement policy, the schoolwide plan, and the school-parent compact. Flyers are sent home to invite all parents to attend all Title 1 meetings. Information is posted on the school's marquee and website to promote all school meetings. We will provide materials and training to assist parents with their child to improve their academic performance. Trainings will be provided that focus on strategies to foster parental involvement, literacy training and technology integration.

Schoolwide Improvement Plan FY20 Artifacts List

<u>Coherent Instructional System</u>	<u>Professional Capacity</u>	<u>Supportive Learning Environment</u>	<u>Family and Community Engagement</u>	<u>Effective Leaders</u>
<p>Schoolwide data results to support the needs assessment (brainstorming evidence i.e. Fishbone, 5 Why's, etc) CCRPI Report Three-Year Academic Profile School Profile</p> <p>Master Schedule Intervention Schedule Reading and Math Interventionist Schedule Augmented Teacher schedule (if applicable) Extended Learning Plans (if applicable) Tutor Packet Rank order list Consultant Agreement (Students)</p> <p>AVID Site Plan Stem and Steam Plan Computer Lab Schedule Counseling Sessions</p> <p>Evidence of using instructional practices from professional learning/training</p> <p>Teachers as Advisors Program Evaluation Mentoring Documentation Schoolwide Initiatives (AVID, HSTW, etc.)</p> <p>(High School) Career and Technical Education Programs, Advanced Placement, Early College High School Dual Enrollment Documentation</p>	<p>RTI Schedules Positive Intervention Support School Wide Positive Intervention Plan Tired Intervention Chart</p> <p>Artifacts of mentoring program of new teachers(SMART Mentor and /or School Mentors) New Teacher orientation Screen shot of course offerings Professional Development Plan & Calendars Faculty/Staff Roster Agendas, sign in sheets, evaluations and PL handouts</p> <p>Evidence of the impact on student achievement Consultant Agreement (Teachers) PL Approval Form Richmond County Job Fair Flyer(s) School website information</p> <p>Summer Leadership Training Principal Presentations Accountability Feedback Technical Assistance Emails</p>	<p>Eleot Observations School Council Meetings (Agenda, Sign In , Minutes) School Improvement Feedback Support of Need Extended Learning Observations Budget and Justification Coordination of Funds Chart Interventions are Evidenced Based District Theory of Change Extended Learning Plan</p> <p>Middle School 8th grade transition meeting/ceremony programs at the High School Transition Plans</p> <p>Pre K Open House documents</p> <p>College Visits AVID Field Trips Work based learning Move on When Ready (Flyer, parent permission slips etc)</p>	<p>Acknowledgement Form</p> <p>Title I Parent/Engagement Documents (several folders will be within this folder)</p>	<p>Committee/Leadership Team Meetings (agenda, minutes, sign-in, artifacts/handouts)</p>

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