

# School Improvement Plan Process Richmond County School System 2018-2019



## Assess

- The School Leadership team will analyze data (such as Milestones, i-Ready, Georgia Student Health survey data and other internal survey results, and other school-related information).
- The School Leadership team will complete a Needs Assessment based on data.
- The School Leadership team will conduct a Root Cause Analysis using a researched method such as the fishbone diagram, the 5 whys, etc.

## Plan

- Based on data, root cause analysis and needs assessment, determine or revise initiatives and action steps. As data changes, the initiatives and action steps may need to change.
- Fill out the School Improvement Plan template. This will include new or revised Performance Measure Targets, action steps, team or leader responsible, timeline, and funding source or materials/resources needed.
- Present a draft of the School Improvement Plan and document input from the School Council and other stakeholders (internal and external).
- Develop a revised plan based on stakeholder input.
- The School Leadership Team will plan for Professional Learning activities to support the School Improvement Plan based on the Needs Assessment.
- The School Leadership Team will plan Parental Involvement activities that support the School Improvement Plan.

## Implement

- Share and communicate the expectations of the School Improvement Plan with all stakeholders.
- Follow the action steps in the plan.
- Provide Professional Learning based on the School Improvement Plan.
- Follow Parental Involvement requirements.
- Collect evidence as the plan is being implemented.

## Monitor

- Monitor your plan – collect evidence, focus walks, observation, etc. and adjust as needed.
- Using data, such as Milestones results or other assessments, to evaluate the impact of the plan on student learning.
- Complete the School Improvement Plan Evaluation form
- Discuss with all stakeholders the results of the plan and collect feedback on the implementation process and effectiveness of the plan.

**Elementary School  
School Improvement Plan Evaluation  
2017-2018**

<b>Initiative #1 Evaluation</b>	
<b>Initiative #1 Description:</b>	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase student performance at or above grade level
Initiative #1:	To increase the overall achievement in ELA/Reading and Math for students grades K-5th on the GMAS and I-Ready by providing targeted data-driven interventions for struggling students.
What was the need being addressed by this initiative?	Students scoring below grade level on the GMAS and on I-Ready.
What was the reason for selecting this initiative?	Students demonstrated skill deficits that needed support to master the grade level standards.
What were the intended results of this initiative?	The intended results of this initiative was to close the academic gaps in learning.
<b>Initiative #1 Implementation Evaluation</b>	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	1. Students were identified based on data. 2. Some students were placed in EIP to receive services and other received intervention/remediation during Dragon Time(Intervention Time). 3. The staff received PL on data analysis and on intervention strategies.
What evidence is available to show this initiative was fully implemented?	List of EIP students, Grouping sheets, and PL sign-in sheets and agendas.
Were there any barriers to implementing this initiative? Why or why not?	Yes, the lack of an instructional coach who could have provided the extra support for the teachers who were in need. Also, the lack of not having two EIP teachers who each could have supported the teachers in ELA/Reading or Math along with not having a full time Administrative Intern.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Yes and no. Continuous monitoring was not there due to the lack of support personnel.
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	Yes.

**Elementary School  
School Improvement Plan Evaluation  
2017-2018**

Are changes needed to improve the full implementation of this initiative? What changes?	
<b>Initiative #1 Effectiveness Evaluation</b>	
What data were collected to monitor and evaluate the effectiveness of this initiative?	The three benchmark data points were used from I-Ready in ELA/Reading and Math along with Progress Monitoring Sheets
Are there enough accurate data points to evaluate the effectiveness of this initiative?	Yes. The three benchmark data points were used from I-Ready along with Progress Monitoring Sheets, Benchmark data from Performance Matters, and student work.
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	Yes, however more effort has to be placed on the types of assessments given by the classroom teacher to ensure they have some of the same features of the test that the state and district requires which should include higher order problems.
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	No, because this initiative was a big piece of what the school focused on throughout the school year.
Were there any unintended consequences from this initiative (positive or negative)?	The positive results that came from this is that increases were made in Math in 3rd, 4th and 5th grades. Increases were also made in ELA for 4th and 5th in ELA/Reading.
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 continue with this initiative this school year because we need to continue to improve with student achievement in ELA/Reading and in Math. An Instructional Coach has been provided to help with areas of need and a fulltime Administrative Intern has been added as well that will also review lesson plans and help with planning lessons for instruction. The job embedded professional learning on early release days and the professional learning days as been a help because the teachers are able to focus on the areas of need and collaborative with other teachers within their grade level and or in other grade levels. Also, teacher leaders have been trained and put in place to support teachers.

**Elementary School  
School Improvement Plan Evaluation  
2017-2018**

<b>Initiative #2 Evaluation</b>	
<b>Initiative #2 Description:</b>	
Goal Area:	Operational Effectiveness
Performance Objective:	Establishes policies and procedures
Initiative #2:	To increase communication and parental engagement among the teachers, students, parents, and community partners.
What was the need being addressed by this initiative?	The need to improve communication about the students to parents and about what is taking place at the school with parents and the community partners.
What was the reason for selecting this initiative?	There communication gaps among all of the stakeholders.
What were the intended results of this initiative?	To increase the communication among all stakeholders of the school.
<b>Initiative #2 Implementation Evaluation</b>	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	1. Take Home Tuesday folders were purchased for every student so that correspondences from the school was sent on Tuesdays and parent could expect every Tuesday. 2. More volunteer and parent workshops were provided by the Parent Facilitator. 3. Teachers received PL on how to update their Teachers' Webpage. the persons' responsible were the parent facilitator, the teachers, and administration.
What evidence is available to show this initiative was fully implemented?	Red Nickie Folders, Flyers, Volunteer Training and Parent Workshops Sign-In Sheets
Were there any barriers to implementing this initiative? Why or why not?	No, because it was a targeted focus.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	No
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	yes

**Elementary School  
School Improvement Plan Evaluation  
2017-2018**

Are changes needed to improve the full implementation of this initiative? What changes?	Yes. That is to only add more activities for engagement.
<b>Initiative #2 Effectiveness Evaluation</b>	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Sign-In sheets, numbers of flyers/Correspondences sent home via the folder, number of activities
Are there enough accurate data points to evaluate the effectiveness of this initiative?	yes
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	We had more activities for the parents this year than the previous year that included parent workshops and a Mother/Son Dance and a Father/Daughter Dance.
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	No
Were there any unintended consequences from this initiative (positive or negative)?	Parents enjoyed the various workshops and dances.
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 solicit more participation with parents and community partners to volunteer in the school at various school activities along with donating items for activities.

**Elementary School  
School Improvement Plan Evaluation  
2017-2018**

<b>Initiative #3 Evaluation</b>	
<b>Initiative #3 Description:</b>	
Goal Area:	Operational Effectiveness
Performance Objective:	Establishes policies and procedures
Initiative #3:	To reduce the number of students with 6 or more absences for the 2017-2018 school year.
What was the need being addressed by this initiative?	This was big target for CCRPI and we wanted to earn the points in this area.
What was the reason for selecting this initiative?	There were 53% of our students that had missed 6+ days in 2016-2017. This was a big part of CCRPI.
What were the intended results of this initiative?	To reduce the percentage of students missing 6+ days.
<b>Initiative #3 Implementation Evaluation</b>	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	1. The Attendance Committee met monthly to address attendance issues. 2. Quarterly Celebrations were held at least two times last year. 3. The counselor gave out Dragon Dough for perfect attendance. The persons responsible was the counselor, data clerk, and administration.
What evidence is available to show this initiative was fully implemented?	The attendance data shows that we went from 53% in 2016-2017 to 52% in 2017-2018 of students missing 6 or more days.
Were there any barriers to implementing this initiative? Why or why not?	Not following through with implementing the quartely celebrations of attendance and following through with the dragon dough.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Not enough manpower to fully implement.
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	yes

**Elementary School  
School Improvement Plan Evaluation  
2017-2018**

Are changes needed to improve the full implementation of this initiative? What changes?	
<b>Initiative #3 Effectiveness Evaluation</b>	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Monthly Attendance Data, and Quarterly Attendance Data
Are there enough accurate data points to evaluate the effectiveness of this initiative?	yes
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	Quarterly Celebrations and the Attendance Committee would meet monthly to address attendance issues.
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	no
Were there any unintended consequences from this initiative (positive or negative)?	no
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	no

## Elementary School Comprehensive Needs Assessment 2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources
CCRPI Score - School	76.8	62	65.5	68.1000	GADOE portal
CCRPI Score - District	62.4	57.9	63.1	61.1333	
CCRPI Score - State	75.5	73.6	72.9	74.0000	
Georgia Milestones	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Developing Learner or Above - ELA	55.2	49.2	61	55.1333	SLDS
% Developing Learner or Above - Math	60.9	64.1	79	68.0000	
% Developing Learner or Above - Science	64.4	34.2	52.4	50.3333	
% Developing Learner or Above - Social Studies	53.6	44.1	65	54.2333	
% Proficient or Distinguished Learner - ELA	18.6	16.9	23.7	19.7333	
% Proficient or Distinguished Learner - Math	18.4	26.7	32.3	25.8000	
% Proficient or Distinguished Learner - Science	15.4	17.1	17.4	16.6333	
% Proficient or Distinguished Learner - Social Studies	13.6	5.9	24	14.5000	
iReady	EOY 2016	EOY 2017	EOY 2018	3-yr Avg	Data Source
% Students Reading on Grade Level - 5th Grade	6	5	27	12.6667	iReady->Reports
% Students Reading on Grade Level - 4th Grade	29	28	45	34.0000	
% Students Reading on Grade Level - 3rd Grade	30	30	75	45.0000	
% Students Reading on Grade Level - 2nd Grade	29	30	52	37.0000	
% Students Reading on Grade Level - 1st Grade	30	20	39	29.6667	
% Students Reading on Grade Level - Kindergarten	53	52.0	92.0	65.6667	
On Grade Level Lexile (%)	N/A	56.0	52.0	54.0000	iReady->Reports
% Students Math on Grade Level - 5th Grade	30	57	51	46.0000	iReady->Reports
% Students Math on Grade Level - 4th Grade	44	20	68	44.0000	
% Students Math on Grade Level - 3rd Grade	45	25	76	48.6667	
% Students Math on Grade Level - 2nd Grade	26	45	31	34.0000	
% Students Math on Grade Level - 1st Grade	20	44.0	44.0	36.0000	
% Students Math on Grade Level - Kindergarten	57	30.0	92.0	59.6667	
On Grade Level Quantile (%)	N/A	58.0	55.0	56.5000	iReady->Reports
<b>Reflection Questions:</b> How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles 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?					
The teachers will use the lexile levels to find text to meet the instructional needs of the students in all content area. Teachers will receive professional learning					



## Elementary School Comprehensive Needs Assessment 2018-2019

**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?

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	333	353	357	347.6667	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	48	53	52	51.0000	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	109	62	70	80.3333	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.
% of Kindergartners who attended a pre-K program	N/A				Student records

**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?

Our school attendance plan requires our school counselor and data clerk to contact parents of students that have missed five total days or three consecutive

	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	2				School-level Data
Teaching Staff # of Years in Current School	13	9	4	0.0000	School-level Data
Teaching Staff # of Years in Profession	3	8	9	6.0000	School-level Data
	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Administrator Absent 6+ Days	N/A	4.6	7.2	5.9000	School-level Data
% Teachers Absent 6+ Days	N/A	84	78	81.0000	School-level Data
% Staff Absent 6+ Days	N/A	75	100	87.5000	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?

There is a Calendar board in the front office that lists absences of faculty and staff members daily and the type of absence it may be as well. There is no one

## Elementary School Comprehensive Needs Assessment 2018-2019

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	24			School-level Data
2. Instructional Planning	0	23	1		School-level Data
3. Instructional Strategies	3	23			School-level Data
4. Differentiated Instruction	2	22			School-level Data
5. Assessment Strategies	0	24			School-level Data
6. Assessment Uses	0	24			School-level Data
7. Positive Learning Environment	4	19	1		School-level Data
8. Academically Challenging Environment	2	17	5		School-level Data
9. Professionalism	5	19			School-level Data
10. Communication	5	17	2		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 levels on the TKES standards are comparable to student achievement. However, there are always areas of improvement needed for each individual. So,

School Culture Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)	37.9	N/A	N/A	37.9000	Governor's Office of Student Achievement. <a href="http://gosa.georgia.gov/downloadable-data">http://gosa.georgia.gov/downloadable-data</a>
In-School Suspension (%)	24.4	1.7	7.56	11.2200	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	42	31	26.04	33.0133	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# 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)	#8	#8	#8	N/A	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx</a>
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	#3	#3	#3	N/A	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx</a>

**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 Suspension Attendance does not affect attendance. We are now implementing an After-School Detention Program that just started this October.

**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?

As a part of the school-wide discipline plan this year teachers were given a guide on when to buzz the office for assistance with discipline. All other situation

## Elementary School Comprehensive Needs Assessment 2018-2019

**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?

We have not had any official training. However, we have put a school-wide discipline plan in place. There are not any students with long term suspensions.

**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?

Question # 8 Students in my class behave so teachers can teach. The school climate went from a 3 Star to a 4 Star rating. Daily announcements are made to

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Community Events (#)	6.0	6.0	2.0	4.6667	School-level Data
School Events (#)	6.0	6.0	9.0	7.0000	School-level Data
Parent Training Workshops (#)	10.0	10.0	18.0	12.6667	School-level Data
Curriculum Nights (#)	3	4	4	3.6667	School-level Data

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

To increase the overall achievement in ELA/Reading for students in grades K-5th grades on the GMAS and or I-Ready Assessments by 10% by May 2019.

2 To increase the overall achievement in Math for students in grades K-5th grades on the GMAS and or the I-Ready Assessments by 10% by May 2019.

To increase engagement among the teachers, students, parents, and the community partners by 5% by the end of May 2019.

## 2018-2019 School Improvement Plan – Elementary

School: A. Brian Merry Elementary

Principal: Kimberly C. Mungo

Date: 10/18/2018

Performance Measure (with unit of measure)	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actual Year 2	Target Year 3	Actuals Year 3
	(2015-2016)	(2016-2017)	(2016-2017)	(2017-2018)	(2017-2018)	(2018-2019)	(2018-2019)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	21%	26%	11%	16%	8%	16%	
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	11%	16%	31%	36%	87%	46%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	32%	37%	17%	22%	17%	27%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	10%	15%	6%	11%	24%	30%	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	62	64.5	65.5	67.1		69.7	

Principal's Signature: _____ Leadership Team _____ Member Signature: _____	School Council President's Signature: _____ Leadership Team _____ Member Signature: _____
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## 2018-2019 School Improvement Plan – Elementary

**Goal Area (Aligned to RCSS Strategy Map):**

High Academic Achievement and Success for ALL

**Performance Objective (Aligned to RCSS Strategy Map):**

Increase student performance at or above grade level

**Initiative 1:**

To increase the overall achievement in ELA/Reading for students K-5th grade on the GMAS and or I-Ready Assessments by 10% by May 2019.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
K-5th	Student will use the I-Ready Program with fidelity in ELA/Reading with at least one 45 minute session in the computer lab weekly.	EIP Teacher, Grade Level ELA Teachers, Instructional Coach, Administrative	Growth Monitoring Sheets, Computer Lab Schedule, Data Notebooks	August 2018- May 2019	RCBOE
K-5th	Quality ELA/Reading Standards-Based Instruction and Activities will be done in the classroom daily which includes centers/stations along with homework.	Grade Level ELA Teachers, ELA TIR, EIP Teacher, Instructional Coach,	Lesson Plans, Sample Homework, Sample classwork samples, and	August 2018- May 2019	RCBOE, Rubicon Atlas
K-5th	Differentiated Plans will be made to address the needs of all of the students in the class and students will be grouped accordingly during the work session and during Dragon Time(Intervention Time).	Grade Level ELA Teachers, ELA TIR, Instructional Coach, Administrative	Lesson Plans, Dragon Time Lessons Plans, Grouping Sheets, and Data used for grouping	August 2018- May 2019	I-Ready Resource Lessons, Build Up and Spiral-Up kits, Words Their Way Activities, Rubicon Atlas Resources
K-5th	Teachers will analyze ELA/Reading Data and provide feedback to students on their academic performance/assessments as needed along with after each nine week period.	Grade Level ELA teachers, Instructional Coach, Administrative Intern, and	Data Notebooks, Report Card, Conference Logs, student assessments, I-Ready Growth	October 2018- May 2019	IXL, Learning Farm, I-Ready, Coach Books, Title One, RCBOE
K-5th	9 week Reading Celebration for 3 nine week periods	Instructional Coach, Administrative Intern, Principal	Reading Logs, Growth Monitoring Sheets, Reading Grades, Quarterly Lexile	October 2018- May 2019	Prime Time(Family Y), Great Futures Academy(Boys and Girls Club), School Fundraisers
K-5th	Students will utilize on-line resources to practice skills in ELA/Reading.	Grade Level ELA teachers, Media Specialist, Instructional Coach,	Usage Reports, Growth Monitoring Sheets	October 2018- May 2019	IXL, Learning Farm, I-Ready, and My-On, Title One, RCBOE
3rd-5th	Students will complete ELA/Reading Assignments geared towards the GMAS.	Grade Level ELA teachers	Practice Assessments, ELA Standards-Based Rubric	January 2019- May 2019	ELA/Reading Coach Books, Title One
K-5th	Family Literacy Night	ELA TIR, Media Specialist, ELA Grade Level teachers, Instructional Coach,	Grade Level Projects, Book Readings, Poetry Reading	Mar-19	Title One
K-5th	Burgers and Books	ELA TIR, Media Specialist, ELA Grade Level	Book Reading and Parent Literacy	Dec-18	School Fundrasier/Great Futures

## 2018-2019 School Improvement Plan – Elementary

**Goal Area (Aligned to RCSS Strategy Map):**

High Academic Achievement and Success for All

**Performance Objective (Aligned to RCSS Strategy Map):**

Increase student performance at or above grade level

**Initiative 2:**

To increase the overall achievement in Math for students grades K-5th on the GMAS and or the I-Ready assessments by 10% by the end of May 2019.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
K-5th	Students will use the I-Ready program with fidelity with at least one 45 minute session in the computer lab weekly.	Math Grade Level Teachers, EIP Teacher, Instructional Coach	Growth Monitoring Sheets, Computer Lab Schedule, Data Notebooks	August 2018-May 2019	RCBOE
K-5th	Quality Math Standard-Based instruction and activities will be done in the classroom daily which includes centers and stations along with homework.	Grade Level Math Teachers, Math TIR, EIP Teacher, Instructional	Lesson Plans, Sample Homework, Sample classwork, and sample center/station activities	August 2018-May 2019	RCBOE, Rubicon Atlas
K-5th	Differentiated Plans will be made to address the needs of all of the students in the class and students will be grouped accordingly during the work session and during Dragon Time(Intervention Time)	Grade Level Math Teachers, Math TIR, EIP Teacher, Instructional	Lesson Plans, Dragon time Lesson Plans, Grouping Sheets, and Data used for grouping	August 2018-May 2019	I-Ready resource Lesson Plans, Build-Up and Spiral-Up Kits, Words their Way Activities, Rubicon Atlas Resources
K-5th	Teachers will analyze Math Data and provide feedback to students on their academic performance/assessments as needed along with after each nine week period.	Grade level Math teachers, Instructional Coach, Administrative	Data notebooks, Report Cards, Conference Logs, student assessments, I-Ready Growth	October 2018-May 2019	IXL, Learning Farm, I-Ready, coach Books, Title One, and RCBOE
K-5th	9 week Math Celebration for 3 nine week periods.	Instructional Coach, Administrative Intern, and Principal	Growth Monitoring Sheets, First in Math Reports, Quarterly Quantile Reports	October 2018-May 2019	Prime Time(Family Y), Great Futures Academy (Boys and Girls Club), School Fundraisers
K-5th	Students will utilize on-line resources to practice skills in Math.	Grade level Math teachers, Instructional Coach, Administrative	Usage Reports and Progress Reports	October 2018-May 2019	IXL, Learning Farm, I-Ready, First in Math, Title One, and RCBOE
3rd-5th	Students will complete Math assignments geared towards the GMAS.	Grade Level Math Teachers	Practice Assessments, Math Standards-Based Rubric	January 2019-May 2019	Math Coach Books, Title One
K-5th	Monster Math Night	Grade Level Math Teacher EIP Teacher, Instructional Coach,	Grade Level Activities/Games and Parent Math Workshop	Oct-18	Great Futures Academy(Boys and Girls Club) and donations, and School fundraisers

## 2018-2019 School Improvement Plan – Elementary

**Goal Area (Aligned to RCSS Strategy Map):**

Community Engagement

**Performance Objective (Aligned to RCSS Strategy Map):**

Establish internal and external community engagement initiatives

**Initiative 3:**

To increase engagement among the teachers, students, parents, and the community partners by 5% by the end of May 2019.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Teachers, Parents, and Community Partners	Establishes structures that promote clear and open communication between all of the stakeholders about engagement opportunities at the school.	Principal, Administrative Intern, Parent Facilitator, Faculty and Staff	Sign-In Sheets, Flyers, School Marque, Class Dojo, Edmodo, Take Home Red Folders, School Website, and Teacher web pages,	August 2018- May 2019	RCBOE
Parents and Community Partners	Provide quarterly workshops that will provide awareness and information on family involvement. Curriculum, assessments, and address any other needs that the parents may have.	Parent Facilitator, Administrative Intern, and Principal	Sign-In sheets, Agendas, Parent Surveys, Handouts	August 2018- May 2019	Title One
Parents, Teachers, Students	Quarterly Progress or Report Card Night	Grade Level Teachers, Parent Facilitator, Administrative Intern, and	Sign-In Sheets	August 2018- May 2019	Title One
Parents and Teachers	Parent/Teachers Conferences	Grade Level Teachers, Administrative Intern, and Principal	Conference Schedules, Sign-In Sheets, Various Student Data	August 2018- May 2019	RCBOE
Parents and Community Partners	Quarterly Volunteer Training	Parent Facilitator, Administrative Intern, and Principal	Sign-In Sheets and Required Signed Paperwork	August 2018- May 2019	RCBOE
Parents and Community Partners	Quarterly Volunteer Celebration	Parent Facilitator, Administrative Intern, and Principal	Volunteer Sign-In Sheets	August 2018- May 2019	Donations/Title One
Parents, Students, Community Partners, and Teachers	Science Fair Night	Science Teachers, Science Grade Level Teachers, Administrative Intern and Principal	Sign-In Sheet, Science Activities and Projects	Jan-19	Title One
Parents, Students, Community Partners, and Teachers	Fine Arts Night	Fine Arts Teachers, Administrative Intern, and Principal	Sign-In sheet, Artwork, and Musical Presentations	Spring 2019	Title One
Parents, Students, Community Partners,	Black History Bowl	Committee Members, Administrative Intern, and	Sign-In Sheets, Student Presentations	Winter 2019	Title One

2018-2019 School Improvement Plan – Elementary

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
	August- Effective Instruction for all Content Areas, Data Analysis of Fall I-Ready Assessments, September-Content Specific Vertical Standards Alignments and Standards-Based Grading	August 2018-September 2018		Instructional Coach and Teacher Leaders, Administrative Intern, and Principal	Instructional Coach, Grade Level Chairs, Administrative Intern, and Principal	Agenda, Sign-In, Lesson Plans, Data Notebooks, Pacing Guides/Rubicon Atlas, Student Work, Anchor Charts
	October-Instructional Strategies Alignment across the curriculum, Words Their Way Instruction, Thinking Maps, Number Talks, Research-Based Projects using Technology and Read Work.org	October 2018- November 2018		Instructional Coach and Teacher Leaders, Administrative Intern, and Principal	Instructional Coach, Grade Level Chairs, Administrative Intern, and Principal	Agenda, Sign-In, Lesson Plans, Data Notebooks, Pacing Guides/Rubicon Atlas, Student Work, Anchor Charts
	February-Data Analysis fo Winter I-Ready Assessments and Writing Across the Curriculum	February 2019-March 2019		Instructional Coach and Teacher Leaders, Administrative Intern, and Principal	Instructional Coach, Grade Level Chairs, Administrative Intern, and Principal	Agenda, Sign-In, Lesson Plans, Data Notebooks, Pacing Guides/Rubicon Atlas, Student Work, Anchor Charts
	March-Using Powerful Words, continuation with Word Study, Testing Strategies	March 2019-April 2019		Instructional Coach and Teacher Leaders, Administrative Intern, and Principal	Instructional Coach, Grade Level Chairs, Administrative Intern, and Principal	Agenda, Sign-In, Lesson Plans, Data Notebooks, Pacing Guides/Rubicon Atlas, Student Work, Anchor Charts





Professional Learning Plan to Support School Improvement

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