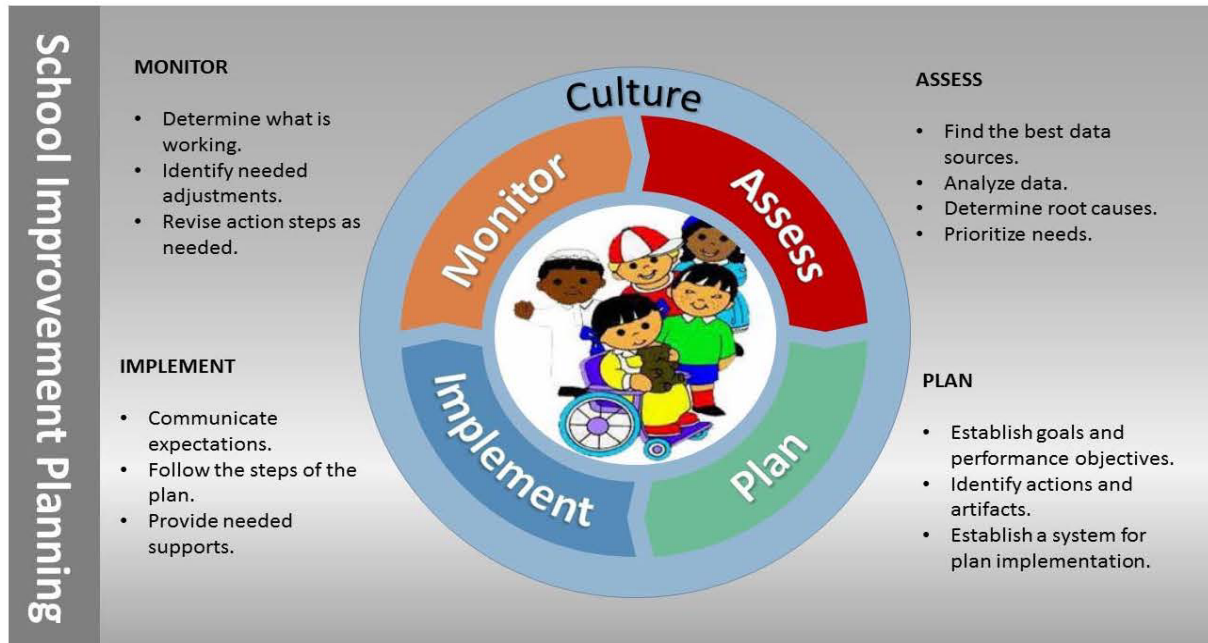


School Improvement Plan Process

Richmond County School System

2018-2019



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.

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

Initiative #1 Evaluation	
Initiative #1 Description:	
Goal Area:	High Academic Achievement
Performance Objective:	Increase student performance at or above grade level
Initiative #1:	Glenn Hills Elementary School will increase student achievement in ELA/Reading and Math scores by 10%.
What was the need being addressed by this initiative?	Data for 2016-17 GMAS and i-Ready shows student growth but that students are still performing below grade level in both reading and math.
What was the reason for selecting this initiative?	This initiative was chosen to support continued growth and improve academic achievement in math and reading.
What were the intended results of this initiative?	The intended results of this initiative was to improve academic achievement and increase our CCRPI score.
Initiative #1 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	<p>Action Steps: Persons Responsible: Foster Grand Parents, Tutors, EIP Teachers, Instructional Coach, A. Adkinson GOSA Literacy Specialist-R. Hampton Principal, Dr. Lancaster</p> <p>Data from this target group of students was monitored. Students were provided intervention to develop the skills that will allow them to demonstrate targeted growth. Instruct using research-based strategies and best practices such as Differentiated Instruction, DOK, student engagement, and rigor.</p> <p>Students in grades 1-5 participated in 21st Century Program to increase student achievement in reading and math. Students participated in Saturday school to increase skills in the areas of reading and math. Research-Based Action Steps Video Conferencing and coaching was used to improve instructional techniques and increase student achievement across all content areas.</p> <p>Use of instructional stations were assessed to enhance differentiated instruction techniques in the classroom.</p> <p>EIP Teachers used 95% Group Phonics Kit and Do the Math to provide targeted instructional assistance for struggling students.</p> <p>Provided more accelerated opportunities for advanced students through student grouping and other accelerated opportunities.</p>
What evidence is available to show this initiative was fully implemented?	We have a School Improvement Monitoring plan, Professional Learning, Saturday School Rosters, Leadership Team Minutes and Agenda, Master Schedule, 21st Century Program Roster,
Were there any barriers to implementing this initiative? Why or why not?	Inconsistent participation in Saturday School; Master Schedule conflict with required subjects for content areas other than reading/ELA; Conflicts with Intervention time and Departmentalization schedule.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	district support from the Math Department through professional learning and more administrative monitoring. No, there are no current barriers to maintaining this initiative through the expected timeframe. This initiative can be maintained through the school improvement process and enhanced by the support and resources of the new L4GA Grant. Continued district support from the math department through MATE will provide professional learning and instructional modeling to improve math achievement.
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	Yes, resources were provided for all stakeholders.
Are changes needed to improve the full implementation of this initiative? What changes?	Changes need to improve the full implementation of this initiative are to address the master scheduling conflicts and issues concerning intervention time slots and content area time adjustments.

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

Initiative #1 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Attendance Data, PBIS/SWIS Data, Dibels, Progress Reports/Report Cards, i-Ready Data, GMAS Data, Copies of videos and rubric assessments. ELEOT Observations, TKES Rubric
Are there enough accurate data points to evaluate the effectiveness of this initiative?	Yes, we have enough accurate data points from current i-Ready, Dibels, and GMAS data.
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	Yes, to some degree in the area of reading but we still need to be more specific with the data assessment measure we plan to use for our goal. In the area of Math we still have a lot of work to do as a school overall.
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	Yes, more emphasis was placed on reading portion of the initiative because we were a GOSA Reading school as some focus and time was taken away from Math .
Were there any unintended consequences from this initiative (positive or negative)?	Positive: Based on the I-ready data we have over several of our students are on grade level in ready based on where we started at the beginning of the year. Negative: We are not seen the impact of the MATE professional learning and instruction in the classroom for the area of math as expected schoolwide.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Yes, but we will need to be very specific about what data source we will use for to measure growth for our goal for the Reading and Math Program.

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

Initiative #2 Evaluation	
Initiative #2 Description:	
Goal Area:	Operational Effectiveness
Performance Objective:	Establish and monitor policies and procedures for effectiveness
Initiative #2:	Develop, implement, and monitor policies and procedures.
What was the need being addressed by this initiative?	We had a 1 star rating for two years before receiving the rating of 2 stars, problems with teacher and student attendance, and our discipline referrals were very high as a school.
What was the reason for selecting this initiative?	The over all goal was to to improve school climate and our Star rating.
What were the intended results of this initiative?	To increase teacher and student attendance, reduce discipline referrals, and develop procedures and practices for Collaborative Planning, Leadership Team, and Grade Level meetings.
Initiative #2 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	Develop processes needed to improve School Culture. (Arrival and Dismissal procedures, PBIS Expectations, Collaborative Planning, Leadership Team Meeting, Student pick up, Student and Teacher Attendance). Implement and monitor student attendance with fidelity using RCSS protocols. Implement and monitor faculty and staff attendance. Attendance reminders and incentives. By monitoring and implement PBIS school wide processes and procedures by reducing discipline referrals Persons Resonible: Administration, Leadership Team, RTI Team, Data Specialist, Attendance Committee, Bookkeeper, PBIS Team, Teachers
What evidence is available to show this initiative was fully implemented?	We have a School Improvement Monitoring plan, Process and Procedure Documents; PBIS/SWIS Data, Attendance Data, Title I Parent Survey Data, Teacher Attendance Data, Class Dojo Data
Were there any barriers to implementing this initiative? Why or why not?	Yes, the parent participation was better for the lower grades and limited participation for the upper grades.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Although we provided multiple opportunities the parent participation did not increase overall as expected.
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	Yes, incentives such as refreshments and give-aways to increase parent participation.
Are changes needed to improve the full implementation of this initiative? What changes?	Our plan I to have grade level teachers to complete surveys for the school and tile I to ensure that we get better parent feedback about the school.
Initiative #2 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Title I surveys Parent Climate Surveys, Partnership Agreements, PTO and school event sign In sheets.
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?	Yes. Parent Involvement still needs to be increased.
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	No, not at this time. I feel that we can continue the process through school improvement and through our new L4GA Grant and district support from the Math Department through professional learning and more administrative monitoring.

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

<p>Were there any unintended consequences from this initiative (positive or negative)?</p>	<p>Positive: Based on our commitment to improving this goal, our school received Emergent Level for PBIS on the state level. We actively partnered with 14 Community and Business partners for the school this year. We increased school volunteers through the My Brother's Keeper Reading initiative by having volunteers read to our students each Tuesday. More student received literacy support through the Foster Grand Parent program which provided one on one assistance in grades K-3rd</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, we will continue to monitor to help increase school climate.</p>

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

Initiative #3 Evaluation	
Initiative #3 Description:	
Goal Area:	Community Engagement
Performance Objective:	Establish internal and external community engagement
Initiative #3:	Improve school climate through community engagement activities
What was the need being addressed by this initiative?	As a school and as a cluster based on our needs assessment we felt that we need to build better relationships in the community with our stakeholders.
What was the reason for selecting this initiative?	Our community relations data reflected that we need to do more in that area.
What were the intended results of this initiative?	To increase school involvement with all stakeholders.
Initiative #3 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	Action Steps: Increase the number of parents attending a Title I Nights and PTO sponsored events. Boys and Girls Club, Medical Associate, community partners sponsor parent events and provide attendance incentives. Persons Responsible: Administration, Parent Liaison, Vista Parent Facilitator
What evidence is available to show this initiative was fully implemented?	Sign-in Sheets, Event Flyers, Advertisements, Pictures
Were there any barriers to implementing this initiative? Why or why not?	No
Were there any barriers to maintaining this initiative through the expected timeframe? <i>Why or why not?</i>	No
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? <i>Why or why not?</i>	Yes
Are changes needed to improve the full implementation of this initiative? <i>What changes?</i>	More participation possibly by faculty and staff
Initiative #3 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Sign-in Sheets, Event Flyers, Advertisements, Pictures
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?	Program Agendas, Sign In Sheets Flyers, Pictures, etc
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)?	Yes it was positive. It actually gave the administration time to support community events. However, we would like for more Faculty and staff members to support community events as well.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Yes. Community Involvement still needs to increase.

Elementary School Comprehensive Needs Assessment 2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources
CCRPI Score - School	57.5	46.6	39.2	47.7667	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	39%	34%	48%	0.4033	SLDS
% Developing Learner or Above - Math	44%	41%	43%	0.4267	
% Developing Learner or Above - Science	37%	26%	24%	0.2900	
% Developing Learner or Above - Social Studies	41%	26%	40%	0.3567	
% Proficient or Distinguished Learner - ELA	8%	12%	12%	0.1067	
% Proficient or Distinguished Learner - Math	7%	10%	10%	0.0900	
% Proficient or Distinguished Learner - Science	5%	7%	1%	0.0433	
% Proficient or Distinguished Learner - Social Studies	12%	3%	1%	0.0533	
iReady	EOY 2016	EOY 2017	EOY 2018	3-yr Avg	Data Source
% Students Reading on Grade Level - 5th Grade	2%	14%	20%	0.1200	iReady->Reports
% Students Reading on Grade Level - 4th Grade	8%	26%	24%	0.1933	
% Students Reading on Grade Level - 3rd Grade	29%	82%	56%	0.5567	
% Students Reading on Grade Level - 2nd Grade	15%	34%	45%	0.3133	
% Students Reading on Grade Level - 1st Grade	49%	71%	42%	0.5400	
% Students Reading on Grade Level - Kindergarten	45%	89.0	85.0	58.1500	
On Grade Level Lexile (%)	25%	57.0	33.0	30.0833	iReady->Reports
% Students Math on Grade Level - 5th Grade	3%	41%	12%	0.1867	iReady->Reports
% Students Math on Grade Level - 4th Grade	6%	30%	38%	0.2467	
% Students Math on Grade Level - 3rd Grade	24%	68%	26%	0.3933	
% Students Math on Grade Level - 2nd Grade	7%	11%	20%	0.1267	
% Students Math on Grade Level - 1st Grade	18%	43.0	28.0	23.7267	
% Students Math on Grade Level - Kindergarten	41%	74.0	76.0	50.1367	
On Grade Level Quantile (%)	16%	44.0	33.0	25.7200	iReady->Reports
<p>Student lexiles are used instructionally to improve student growth by using small groups instruction. Students are grouped based on their lexile levels and i-Ready test scores to receive instruction for more individualized teaching. Lexile levels are communicated to parents during parent/teacher conferences three times a year and parents are given student reports. Students keep track of portfolios with their lexile levels and goals to be met for the year. Teachers receive two professional learning on how to increase student lexiles. All content teachers receive professional learning on how to increase student lexiles. The media specialist can monitor students checking out books to ensure they are checking out within their stretch band.</p>					

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 quantiles are used instructionally to improve student growth by using small groups instruction. Students are grouped based on their i-Ready test scores to receive instruction for more individualized teaching. Quantiles levels are communicated to parents during parent/teacher conferences three times a year and parents are given student reports. Students keep track of portfolios with their quantiles levels and goals to be met for the year. Teachers receive four professional learning on how to increase student quantiles and best practices for math instruction. All content teachers receive professional learning on how to increase student quantiles. We are a part of the district's MATE Team.

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	414	402	451	422.3333	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	145	173	385	234.3333	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	679	341	264.0000	428.0000	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.
% of Kindergartners who attended a pre-K program	54	40	41	45	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?

We follow the RCBOE protocol for attendance, which provides directive for the number of days missed. We have an automated tardy and absentee call outs to notify parents when students are absent or tardy. Teachers are instructed to make phone calls following the second absence, followed up with a letter reminding them of the attendance protocol. We send notes home after 2, 3, 5, and 10 days. When a student reaches 5 days, the parent is contacted for a conference and the social worker is notified. Our attendance is monitored through our Attendance Team comprised of an administrator, data specialist, counselor, and grade level reps. Students are recognized during our Morning Meeting for attendance monthly, quarterly, and at the end of each year. Our community partners provide rewards and incentives to recognize good attendance.

Faculty & Staff Profile (2017-2018)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position				31.0000	School-level Data
Teaching Staff # of Years in Current School	0.1	0.3	0.05	0.0300	School-level Data
Teaching Staff # of Years in Profession	0.1	0.3	0.4	0.0500	School-level Data
	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Administrator Absent 6+ Days	0	0	0	0.0000	School-level Data
% Teachers Absent 6+ Days	0.57	0.4	0.55	0.5067	School-level Data
% Staff Absent 6+ Days	0.44	0.43	0.48	0.4500	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?

We monitor teacher and staff attendance but this year our absenteeism for teachers and students was very high due to the bad flu season.

Elementary School Comprehensive Needs Assessment 2018-2019

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	1%	10%	60%	0.0500	School-level Data
2. Instructional Planning	0%	20%	50%	0.0500	School-level Data
3. Instructional Strategies	0%	20%	30%	0.0400	School-level Data
4. Differentiated Instruction	0%	20%	40%	0.0400	School-level Data
5. Assessment Strategies	0%	15%	40%	0.0400	School-level Data
6. Assessment Uses	1%	15%	45%	0.0300	School-level Data
7. Positive Learning Environment	0%	30%	50%	0.0400	School-level Data
8. Academically Challenging Environment	0%	20%	50%	0.0500	School-level Data
9. Professionalism	0%	5%	50%	0.1000	School-level Data
10. Communication	1%	10%	60%		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?

Yes, our TKES scores are very reflective of our student achievement. We have found instructionally that some teachers need a lot of support with Classroom

School Culture Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)	0.283	28.1		14.1915	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	0	3	0	1.0000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	241	337	143	240.3333	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	4	2	2	2.6667	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	#8 (38.74%)	#8(28.07%)		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)	#3 (Always-142)	#3 Always-148)		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?

Suspensions for out of school highly affects attendance. We often try to use alternate settings as an alternate measure for students who have minor infract

Elementary School Comprehensive Needs Assessment 2018-2019

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?

Yes, we have a school wide discipline plan. We use the PBIS conceptual framework as a plan to support what we do overall as a school. For part our teachers are consistent with their discipline but some teachers need more support than others. These are the teachers who hve classroom mangement issues within the classroom. These teachers participates in additional training for classroom mangement and they received more PBIS Training. In addition, they receive team support for discipline as well.

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?

Teachers participate in schoolwide De-escalation Training at the beginning of evey year and they participate in school wide PBIS Training throughout the ye

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 Georgia Survey results revealed that students felt that they had support and that teachers really care about hem doing well in school. However, they di

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Community Events (#)	4.0	6.0	10.0	6.6667	School-level Data
School Events (#)	14.0	20.0	22.0	18.6667	School-level Data
Parent Training Workshops (#)	16.0	16.0	20.0	17.3333	School-level Data
Curriculum Nights (#)	3	6	6	5.0000	School-level Data

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

1. Based on our data for I-ready, Dibels, and Georgia Milestones we will continue to focus on Reading, Math
2. We need to continue to work on attendance due to the high number of students and teachers being absence from school.
3. We will still work on implementing our PBIS Program with fidelity.

2018-2019 School Improvement Plan – Elementary

School: Glenn Hills Elementary School

Principal: Dr. Vanessa R. Lancaster

Date: July 31, 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)	16.3	38	24.5	45.7	53.4		
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	1.7	7	7	17.0 (10%)	27.0 (10%)		
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	1.9	6.6	6.6	16.6 (10%)	26.6 (10%)		
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	1.9	3.3	3.3	13.3 -10%	23.3 (10%)		
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	39.2	43.5	39.2	13.3 -10%	53.6		

Principal's Signature: *Dr. Vanessa Lancaster*
 Leadership Team
 Member Signature: *Stephanie Ross*

School Council
 President's Signature: *[Signature]*
 Leadership Team
 Member Signature: *Jarollette Adkinson*

2018-2019 School Improvement Plan – Elementary

Goal Area (Aligned to RCSS Strategy Map): High academic achievement

Performance Objective (Aligned to RCSS Strategy Map): To increase student's performance at or above grade level.

Initiative 1: Will increase student achievement in ELA/Reading by 10% for grades K-5.

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-2 students and teachers	Scholastic Guided Reading Program will be implemented in grades K-2 literacy/core reading block to increase differentiation in literacy instruction during the balanced literacy block to increase reading proficiency.	Administration, Instructional Coach, Literacy Coach, and Teachers	DIBELS	August BOY; December MOY; April EOY	L4GA will fund DIBELS and Guided Reading Program
K-5 students and teachers	Scholastic Guided Reading Program will be implemented in grades 3-5 literacy/core reading block to increase differentiation in literacy instruction during the balanced literacy block to increase reading proficiency.	Administration, Instructional Coach, Literacy Coach, and Teachers	SRI; GMAS; Dibels	August BOY; December MOY; April EOY	L4GA will fund SRI and Guided Reading Program
K-5 EIP students and teachers	EIP teachers will use 95% group phonics kit to provide targeted instructional assistance for struggling students.	EIP Teachers, Administration, Literacy Coach, and Instructional Coach	Quick Phonics Screener	August BOY; December MOY; April EOY	Title I

2018-2019 School Improvement Plan – Elementary

Initiative 1:

Will increase student achievement in ELA/Reading by 10% for grades K-5.

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
1-5 Students	Students in grades will participate in 21st Century Program to increase student achievement in reading.	21st Century Coordinator	i-Ready; GMAS	August BOY; December MOY; April EOY	Title I
K-3 Literacy Team	The Literacy Team will participate in professional learning in the Sandra Dunagan Deal Literacy Workshops to support and enhance language and literacy instruction explicitly.	K-3 Literacy Team	Spelling Inventory;	July 24-25 August 29 September 26 October 24 November 28 January 9	GOSA

2018-2019 School Improvement Plan – Elementary

Goal Area (Aligned to RCSS Strategy Map):

High Academic Achievement

Performance Objective (Aligned to RCSS Strategy Map):

To increase math proficiency at or above grade level.

Initiative 2:

Increase student proficiency in Math by 10% for grades K-5.

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-5 students and teachers	Teachers will utilize the Georgia Math Frameworks to incorporate more student-centered activities and increase rigor.	Administration, Instructional Coach, and K-5 teachers	GA Framework Tasks and Assessments	Aug - May 18-19	None
K-5 EIP students and teachers	EIP teachers will use Moving with Math to provide targeted instructional assistance for struggling students.	Math EIP teacher	Moving with Math Assessment	August BOY; December MOY; April EOY	None
1-5 Students	Students in grades will participate in 21st Century Program to increase student achievement in math.	21st Century Coordinator	i-Ready; GMAS	August BOY; December MOY; April EOY	Title I
K-5 students and teachers	Teachers will utilize the i-Ready Math lessons to incorporate activities and games that provide repeated opportunities for students to develop understanding and fluency of key math skills and concepts.	Mathematics Academy for Teaching Excellence 2020	i-Ready; GMAS	August BOY; December MOY; April EOY	none

2018-2019 School Improvement Plan – Elementary

Goal Area (Aligned to RCSS Strategy Map):

Operational Effectiveness

Performance Objective (Aligned to RCSS Strategy Map):

Implementation of RTI will be monitored and managed with fidelity

Initiative 3:

Establish protocols in line with district to improve the RTI process

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-5 Teachers	Implement grade level managers to facilitate the RTI process between Tier 1 and 2 students	RTI Coordinator, Grade Level Managers	Meeting Agendas; RTI Referrals	August - May SY18-19	none
K-5 Teachers	RTI Professional Learning to properly document and implement interventions	District Coordinator, RTI Coordinator, Grade Level Managers	Handouts, RTI folders and documentation	August - May SY18-19	none

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
1, 2, 3	District level C/I will provide school based PL sessions focused on instructional strategies and interventions	Aug-May SY18-19	None	District Curriculum Team	Adkinson	<p style="text-align: center;">Agenda/ Sign In Sheets GHES teachers will be able to maximize the use of RCK12 resources to plan for instruction, create assessments and differentiate for students. Student learning experiences and academic growth will be enriched through teacher planning.</p>
1	L4GA will provide school based PL sessions focused on literacy, guided reading, and reading instructional strategies	Aug-May SY18-19	None	GOSA Literacy Language Specialist	Adkinson	<p style="text-align: center;">Agenda/ Sign In Sheets GHES teachers will be able to maximize the use of L4GA resources to plan for instruction, create assessments and differentiate for students. Student learning experiences and academic growth will be enriched through teacher planning.</p>

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
3	Teacher led School Based Professional Learning Sessions provided by the RTI Tier I and II student interventions and documentation.	Aug-May SY18-19	None	RTI Coordinator Allison Campbell	Ross	<p style="text-align: center;">Agenda/ Sign In Sheets</p> <p>RTI Coordinator will be more knowledgeable and aware of intervention needs of Tier I/II students. Teachers will be able to plan lessons that allow the students in these targeted groups meet academic goals and experience academic success.</p>
1	L4GA Grant Representative will provide PL on Dibels	Aug-May SY18-19	None	GOSA Grant Representative	Adkinson	<p style="text-align: center;">Agenda/Sign-in Sheets</p> <p>K-3 grade teachers will be able to use i-Ready and Dibels data to group students. Plan for independent and group reading instruction using Lexile levels. The ongoing collaboration will allow or enable experience learning at high level based on their Lexile levels and Dibels data.</p>
1	School Level PL focused on increasing comprehension in non-fictional text	Aug-May SY18-19	None	T. Adkinson	Adkinson	<p style="text-align: center;">Agenda/Sign-in Sheets</p> <p>GHE K-5 teachers will create lesson plans and assessments that increases reading comprehension of non-fictional text.</p>

2018-2019 School Improvement Plan - Elementary

Note: This Monitoring Plan is available for schools that do not already have a plan in use. If there is a robust Monitoring Plan in place, please submit it with your SIP.

School Improvement Monitoring Plan

Supporting Initiative #	Action Step from SIP	Specific Timeline for Implementation from SIP	Completed? Y/N	Date Completed	Evidence/Data Collected
1	Classroom observation data will be collected to share with Leadership Team regarding the reading instructional strategies being used in each classroom. This information will be used to make decisions and adjustments to professional learning needed for all staff.	1st & 3rd Monday of each month			Observation Feedback Forms; Leadership Team minutes; Professional Learning Agendas/Signin sheets; Assessment Data
2	Classroom observation data will be collected to share with Leadership Team regarding the math instructional strategies being used in each classroom. This information will be used to make decisions and adjustments to professional learning needed for all staff.	1st & 3rd Monday of each month			Observation Feedback Forms; Leadership Team minutes; Professional Learning Agendas/Signin sheets; Assessment Data
3	Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services; Implement grade level managers to facilitate the RTI process between Tier 1 and 2 students.	Weekly grade level meetings; monthly RTI Team meetings			Grade level meeting - Agenda/Minutes; RTI Team meeting minutes; RTI documentation forms