

# 2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

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

High Academic Achievement and Success for All

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

Increase Student Performance at or Above Grade Level

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**Initiative 1 (SMART Goal):**

Hains Elementary will increase the number of students scoring proficient in ELA by 7 percentage points from 22% to 29% as measured by 2019-2020 Georgia Milestones.

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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 provided to develop the capacity to analyze the CCRPI data for each content and sub-group.	<a href="https://lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf">https://lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf</a>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Principal, AP, and Instructional Coach	Aggregated data	Oct-19	N/A
Third through Fifth grade teachers will benchmark using Performance Matters to monitor student learning quarterly. Teachers will complete a (DAP) data analysis protocol to analyze benchmark data to support instruction.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Instructional Coach	Data from Performance Matters (Baseball card & Scoreboard Report)	Oct. 7-25 Dec. 2-20 March 2-20	N/A

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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 will administer Pre and Post test for each unit. After pre and post test have been administered teachers will complete Data Analysis Tool to determine instructional needs such as, pacing and small groups.	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</a>	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Instructional Coach and Grade Chairs	Data Analysis Protocol, adjustments to pacing guide, and lesson plans.	Assessment Calendar	N/A
The Growing Readers team will create processes and protocols for school-wide independent reading time for Kindergarten through third grade. Students will independently read for 15 minutes to increase fluency and build lexile levels.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale  <input checked="" type="checkbox"/> Strong	Assitant Principial, Instructional Coach, and Margo Husky (Growing Readers)	Observation Tool, Running Record of students, lexiled library for teacher candiates	Sep-19	N/A

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Third through Fifth grade teachers will utilize Reading Plus in their ELA stations to help support student learning. The personalized program will work to help students strengthen reading comprehension, vocabulary, efficiency, and motivation.	<a href="https://www.evidenceoflearning.org/programs/reading/elementary/reading-plus">https://www.evidenceoflearning.org/programs/reading/elementary/reading-plus</a>	<input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale  <input type="checkbox"/> Strong	Instructional coach and Principal	Lesson plans, Diagnostic Test, Progress Monitoring	Sep-19	N/A
Using the collaborative planning process teachers will collaboratively plan effective lessons weekly. Teachers will unpack standards to build rigorous lessons that implement higher level questioning.		<input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale  <input checked="" type="checkbox"/> Strong	Instructional Coach	Collaborative planning audit/monitoring	Every Tuesday	N/A
Kindergarten through second grade will follow the Foundations and CapIt Reading. CapIt will be used during the foundations piece of teachers ELA block to help build students phonics understanding.	<a href="https://ies.ed.gov/nce/wwc/Intervention/733">https://ies.ed.gov/nce/wwc/Intervention/733</a>	<input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Instructional Coach	CAPIT reports on student reading levels	Daily	N/A

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**Initiative 2 (SMART Goal):**

Hains Elementary will increase the number of students scoring proficient in Math by 7 percentage points from 20% to 27% as measured by 2019-2020 Georgia Milestones.

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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
Daily Number Sense strategies will be used to increase students number sense through the use of mental math strategies.	<a href="https://ies.ed.gov/nce/edlabs/regions/southeast/aar/m_04-2017.asp">https://ies.ed.gov/nce/edlabs/regions/southeast/aar/m_04-2017.asp</a>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Sims- Fifth grade Lead Math teacher	Anchor Charts, Walk through data	Professional Learning September, Observation of implementation, Observation by Lead teacher	N/A
First grade through Fifth grade teachers will administer 3 benchmark assessments using Performance Matters to monitor student learning. Teachers will complete a (DAP) data analysis protocol to analyze benchmark data to support instruction.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Instructional Coach and Assisstant Principal	Data from Performance Matters (Baseball card & Scoreboard Report)	Oct. 7-25 Dec. 2-20 March 2-20	N/A

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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 will use exit tickets 3 to 5 times per week for formative data. This data will be used to create small groups and check for student understanding.	<a href="https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017259.pdf">https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017259.pdf</a>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Instructional Coach	Formative data sheet, documentation in weekly lesson plans,	Sept. 2019	N/A
Professional learning will be provided to develop the capacity to analyze the CCRPI data for each content and sub-group.	<a href="https://lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf">https://lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf</a>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Principal, Instructional Coach	Aggregated data	Oct. 2019	N/A

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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
Teacher will administer Pre and Post test before each unit. After pre and post test have been administered teachers will complete Data Analysis Tool to determine instructional needs such as, pacing and small groups.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Assistant Principal and Instructional Coach	Data Analysis Tool, adjustments to pacing guide, and lesson plans	Assessment Calendar	N/A
Teachers will utilize Iready during math intervention. Students will complete lessons that are built for their personalized learning path. Lessons will target their deficits.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Assistant Principal and Instructional Coach	Intervention Lessons, Iready PDFs, Iready lessons	22-Aug-19	N/A
		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale				

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

Improve the Safety and Orderliness of Environments

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**Initiative 3 (SMART Goal):**

During the 2019-2020 school year, Hains Elementary will implement a school wide PBIS behavior framework to increase the school climate star rating from 2 stars to 3 stars.

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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
Behavior sub committee will be created to compile teacher SWIS data.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	PBIS Team Leader, Assitant Principal, Principal, and 5th grade	SWIS Data	Sep-19      Oct-19 Nov-19 Dec-19 Jan-20 Feb-20 March-20 April-20	N/A
Attendance sub committee will be created to compile classroom attendance data and to complete attendance protocols		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Assitant Principal, Instructional Coach, EIP teacher	Classroom Attendance Data	Sep-19      Oct-19 Nov-19 Dec-19 Jan-20 Feb-20 March-20 April-20	N/A

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Survey sub committee to pull surveys and explain the affect on school CCRPI		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Suvey Committee Leader	Survey Results	Oct.-Nov. 2019	N/A
Self assessment survey (one) survey to improve for 27% to 80% which is recommended for reliable results. This assessment is used to identify the staff perception of the implementation status and improvement priority for school-wide classrooms, non-classroom and individual student systems. The results will aid in identifying the staff priorities for the Action Planning	<a href="https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf">https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf</a>	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	PBIS Team Leader-Leverett	SAS Report results found in SLDS PBIS portal.	May-20	N/A



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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
Improve the Tiered Fidelity Inventory (TFI) for 27% to 80% by the end of the 2019-2020 schoolyear which provides the team with reliable surveys to guide implementation of PBIS.	<a href="https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf">https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf</a>	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	PBIS Team Leader-Leverett	Evidence will be the TIC report results which can be found in the SLDS PBIS tab	May-20	N/A
PBIS team will create incentives and incentive calendar for students to earn for their hard work and good behavior.		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	Team Leader-Leverett	Classroom data sheets for behavior	Aug-19	Title 1
Use of the Team Implementation Checklist (TIC) as a progress monitoring tool used to access Universal (Tier I ) Implementation. This will enable the team to:examine Tier 1 implementation fidelity and identify Tier 1 implementation elements as in place,partially in place, or not in place to inform action planning.	<a href="https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf">https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20State%20Plans.pdf</a>	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Written Rationale	PBIS Team Leader-Leverett	Evidence will be the TIC report results which can be found in the SLDS PBIS tab	August 2019, January 2020, May 2020	N/A