

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

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 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in literacy to increase the percentage points by 10% of students scoring Proficient and Above on the ELA Georgia Milestones from 8% to 18%.

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 instructional expectations. (GSAPS Target Action CI-2)			Instructional Specialist	Rubric for Instructional Block Expectations	Sept 2020 - May 2021	Headphones, Laptops, Computers
Professional learning and unit planning will be provided on Canvas, Capit, Foundations, and Fountas and Pinnell Leveled Literacy Intervention for core instruction and intervention using evidence based reading strategies.	https://www.evidenceforessa.org/programs/reading/elementary/fountas-pinnell-leveled-literacy-intervention-lli		Instructional Specialist, Curriculum department, RESA-SIS support	Focus walk throughs; Professional Learning Matrix	Selected dates for ongoing school level PL.	Title 1, 1003, subs, computers, I-Pads

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Teachers and paraprofessionals will utilize the push in model during small group instruction to increase literacy levels.	https://www.evidenceforessa.org/programs/reading/elementary/fountas-pinnell-leveled-literacy-intervention-lli		Assistant Principal with RESA-SES, and SIS support	Benchmark scores; Focus Walk throughs	Sept 2020; January 2021; April 2021	Title 1, 1003
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.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf		Instructional specialist with RESA support	Writing samples and rubric	Sept 2020; November 2020; February 2021; April 2021	Title 1, 1003

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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.			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)			Instructional Specialist	Rubric for Instructional Block Expectations	August 2020-May 2021	
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.			Administration	Teacher Observations, Coaching Cycle Conferences	August 2020-May 2021	Title, 1003a

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Initiative 2 (SMART Goal):

Implementation of a rigorous curriculum through the use of evidence-based instructional strategies in numeracy to increase the percentage points 10% of students scoring Proficient and Above on the Math Georgia Milestones from 7% to 17%.

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, tutor and/or paraprofessional using the push in model during small group instruction to increase quantile levels.	https://www.evidenceforessa.org/programs/math/elementary/focusmath		Aministration	Benchmark scores Quantile Scores	Sept 2020; January 2021; April 2021	Title 1; 1003
Focus Math will be implemented to provide interventions for Tier 2 and 3 students during their differentiated, personalized learning time.	https://www.evidenceforessa.org/programs/math/elementary/focusmath		Assistant Principal and Instructional Specialist	Focus Walkthroughs	August 2020- May 2021; bi-monthly	Title 1, 1003

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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.			Instructional Specialist	Focus Walkthroughs, Student formative assessment data, and Collaborative Planning	August 2020-May 2021; bi-monthly	Title 1, 1003a
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 Specialist	Focus Walkthroughs	August 2020-May 2021; bi-monthly	N/A

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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)			Principal	Focus Walkthrough Schedule and Leadership Team Walkthrough Schedule	August 2020-May 2021; bi-monthly	20 iPads Title 1 / headphones
Use of math response journals to implement writing across the curriculum in all grade levels to include constructed response and pictorial representation in math.	https://www.evidenceforessa.org/programs/math/elementary/math-focus		Instructional Specialist	Lesson Plans, Analyzing student work, and observations	August 2020-May 2021; bi-monthly	Math journals, Title 1
Add math class libraries by Marilyn Burns with teacher interactive guides for teaching math literature					August 2020-May 2021; bi-monthly	

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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 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://www.pbis.org/research		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://www.pbis.org/research		PBIS Team	schedule of parties Pictures of events student list of winners.	September 2020- May 2021	Title 1 CSI

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Implement behavior intervention strategies for students and establish behavior intervention and PBIS room to reduce suspension rate and number of referrals and incidents.	https://ies.ed.gov/ncee/projects/evaluation/disabilities_MTSSB.asp		Behavior intervention Specialist PBIS Team	Consultant's Written Report Climate and Culture Specialist	September 2020 to May 2021, Monthly	Title One/ School Improvement
Professional learning will be held to teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate, and build positive relationships to include Responsive Classroom and Restorative Practices. To include virtual learning	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=35		Instructional Specialist, McKinney Evans and District Behavior Specialist	Focus Walks, Professional Learning Matrix	August 2020 - May 2021	Title 1/ School Improvement

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Implement teachers as advisors lessons monthly to include Harmony lessons and Tiger Talk.			Counselor	Feedback forms from teachers Student work samples	August 2020 - May 2021	N/A

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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		no cost	Instructional Coach, Mckinney-Evans	Instuctional Coach,Principal, Assistant Principal, Leadership Team	Dicipline Referral Reports, Focus walks
3	Restorative Practices Social Emotional Learning		RCSS Student Services	Behavior Specialist/ Mr. Shermont Fox	Instuctional Coach,Principal, Assistant Principal, Leadership Team	Focus walks
1, 2	RCK12 Fluency Games, GaDOE Framework Activities, and iReady online Instruction		no cost	McKinney-Evans	Instuctional Coach,Principal, Assistant Principal, Leadership Team	Focus walks

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1	Capit, Fundations, and Fountas and Pinnell Leveled Literacy Intervention	need cost	Title 1	McKinney-Evans	Instructional Coach, Principal, Assistant Principal, Leadership Team	Focus walks
1, 2, 3	GaDOE Trainings/ SLDS training/ Formative Assessment Training	need cost	Title 1	McKinney-Evans	Instructional Coach, Principal, Assistant Principal, Leadership Team	Focus walks
1, 2, 3	Summer Leadership Training	need cost	Title 1	Bradburn	Instructional Coach, Principal, Assistant Principal, Leadership Team	Focus Walks

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1, 2, 3	Model School Conference	need cost	Title 1	Bradburn	Instuctional Coach,Principal, Assistant Principal, Leadership Team	Focus Walks
1	Growing Readers	need cost	Title 1	McKinney-Evans and Darrisaw	Instuctional Coach,Principal, Assistant Principal, Leadership Team	Benchmark Assessment
1	Book Study	need cost	Title 1	Bradburn	Instuctional Coach,Principal, Assistant Principal, Leadership Team	Climate Score