

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

School: A. Brian Merry Elementary

Principal: Kimberly Mungo
31-May-19

Date: _____

Performance Measure (with unit of measure)	Baseline	Actuals	Actual	Target	Actuals	Target	Actuals
	(2015-2016)	Year 1 (2016-2017)	Year 2 (2017-2018)	Year 3 (2018-2019)	Year 3 (2018-2019)	Year 4 (2019-2020)	Year 4 (2019-2020)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	21%	11%	8%	16%	25%	30%	
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	11%	31%	87%	46%	94%	98%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	32%	17%	17%	27%	20%	27%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	10%	6%	24%	30%	12%	20%	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	62%	65.5	75.7	69.7		72.4	

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

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

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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):

By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the ELA/Reading 2020 GMAS.

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
ELA Teachers will continue to engage in weekly collaborative lesson planning to deconstruct standards and create lessons that teach the grade-appropriate curriculum.	https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/School%20and%20District%20Effectiveness	Rationale	Principal, Administrative Intern, and Instructional Coach	Agendas, Sign-In Sheets, Collaborative Planning Calendar, Lesson Plans	1st 9 week period(August 6-October 7, 2019), 2nd 9 week period(October 8-December 20, 2019)	Title One, RCBOE/ Rubicon, Pens, Chart Paper, Highlighters, Notebooks, Folders
All teachers will use a Data Analysis Protocol to determine student needs and plan for differentiated instruction that will be used during the work period.	https://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf	Rationale	Principal, Administrative Intern, and Instructional Coach, Gifted Teacher	Data Notebooks, Lesson Plans, Observations, Student Work Samples, Grouping Sheets	Universal Screener #1 August 6, 2019-September 6, 2019, US# 2 January 7-31, 2020, US #3 March 2-20,	Title One/ Pens, Chart Paper, Highlighters, Notebooks, Folders

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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
All teachers' grades K-5th grade will use a Data Analysis Protocol to determine student needs and plan for targeted data driven instruction that will be used during the intervention period.	https://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf	Rationale	Principal, Administrative Intern, and Instructional Coach	Data Notebooks, Intervention Lesson Plans, Observations, Student Work Samples, Grouping	Universal Screener #1 August 6, 2019-September 6, 2019, US# 2 January 7-31, 2020, US #3 March 2-20,	Title One and RCBOE/ i-Ready, Build-Up and Spiral Up, Words Their Way, Pens, Chart Paper, Highlighters, Notebooks, Folders
All ELA/Reading teachers grades K-5th will use computer-based programs to help students build mastery towards the ELA/Reading standards	http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.200.1057&rep=rep1\$type=pdf	Rationale	Principal, Administrative Intern, Instructional Coach	Monthly Student Progress Reports,	period(August 6-October 7, 2019), 2nd 9 week period(October 8-December 20, 2019), 3rd 9	Title One, IXL, Learning Farm, i-Ready, MyOn

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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

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Initiative 2 (SMART Goal):

By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the Math 2020 GMAS.

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
All teachers will use the Data Analysis Protocol to determine student needs and plan for differentiated instruction that will be used during the work period.	https://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf	Rationale	Principal, Administrative Intern, and Instructional Coach, Gifted Teacher	Data Notebooks, Lesson Plans, Observations, Student Work Samples, Grouping	Universal Screener #1 August 6, 2019-September 6, 2019, US# 2 January 7-31, 2020, US #3	Title One/ Pens, Chart Paper, Highlighters, Notebooks, Folders
All teachers' grades K-5th grade will use a Data Analysis Protocol to determine student needs and plan for targeted data driven instruction that will be used during the intervention period.	https://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf	Rationale	Principal, Administrative Intern, and Instructional Coach	Data Notebooks, Intevntion Lesson Plans, Observations, Student Work Samples, Grouping	Universal Screener #1 August 6, 2019-September 6, 2019, US# 2 January 7-31, 2020, US #3 March 2-20,	Title One and RCBOE/ i-Ready, Pens, Chart Paper, Highlighters, Notebooks, Folders and Math Manipulatives

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Initiative 2 (SMART Goal):

By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the Math 2020 GMAS.

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
All Math teachers grades K-5th will use computer-based programs to help students build mastery towards the Math standards	http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.200.1057&rep=rep1\$type=pdf	Rationale	Principal, Administrative Intern, Instructional Coach	Monthly Student Progress Reports,	1st 9 week period(August 6-October 7, 2019), 2nd 9 week period(October 8-December 20, 2019), 3rd 9	Title One, IXL, Learning Farm, i-Ready

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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

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Initiative 3 (SMART Goal):

By the end of the 2019-2020 school year the number of OSS infractions will decrease by 5% percentage points by implementing a school-wide discipline plan using PBIS strategies.

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
Communicate the expectations and protocols in the School-Wide Behavioral Plan to all faculty and staff and students that includes PBIS strategies.	https://www.pbis.org/research and https://www.pbis.org/Common/Cms/files/pbisresources/Guidance%20for%20States%20on%20ESSA%20	Strong	Leadership Team	School-Wide Expectation Posters for the hallway, classrooms, bathrooms, cafeteria, and	July 31, 2019-August 9, 2019, October 8-October 11, 2019, January 7-9, 2020, March 13-18, 2020.	Title One, Poster Maker Paper, laminating paper, tape, Poster Frames
Implement a Positive Reward System for the students found in the School-Wide Behavioral Plan	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-	Rationale	Principal, Administrative Intern, School Incentive Team	Celebration Calendar which will include Dragon movie days, Dragon Store days, Conduct grade	1st 9 week period(August 6-October 7, 2019), 2nd 9 week period(October 8-December 20, 2019), 3rd 9	Title One, School Fundraisers, School Donations from Community Partners, Incentives

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Initiative 3 (SMART Goal):

By the end of the 2019-2020 school year the number of OSS infractions will decrease by 5% percentage points by implementing a school-wide discipline plan using PBIS strategies.

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
On a bi-weekly basis, the school climate team will meet to identify students with three or more discipline referrals and out-of-school suspensions and implement behavioral interventions including RTI.	https://www.naesp.org/principal-januaryfebruary-2018-comprehensive-learning/better-approach-school-discipline	Rationale	Principal, School Climate Team, Social Worker, Guidance Counselor	Meeting Agendas, Meeting Minutes, Sign-in Sheets	Meet Bi-Weekly starting the week of August 12, 2019 thru the week of May 11, 2020.	Notebooks, folders
Identify teachers with the highest number of referrals and implement focus walks on classroom management. If necessary, help develop a behavioral intervention plan for the teacher.	https://www.ascd.org/publications/educational_leadership/dec07/vol65/num04/Classroom_Walk-Throughs.aspx	Rationale	Principal and Administrative Intern	Focus Walk Forms, Discipline Referral Forms	Ongoing	Discipline Referral Forms

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By the end of the 2019-2020 school year the number of OSS infractions will decrease by 5% percentage points by implementing a school-wide discipline plan using PBIS strategies.

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

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Written Rationale

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

ESSA recognizes four levels of evidence:

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

The following links can be utilized for evidence:

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

<https://ies.ed.gov/ncee/wwc/>

<https://evidenceforessa.org>

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

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

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Written Rationale

Rationale #1						
Initiative:	By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the ELA/Reading 2020 GMAS. By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the Math 2020 GMAS.					
Action Step:	ELA Teachers will continue to engage in weekly collaborative lesson planning to deconstruct standards and create lessons that teach the grade-appropriate curriculum and Math Teachers will continue to engage in weekly collaborative lesson planning to deconstruct standards and create lessons that teach the grade-appropriate curriculum.					
Current Research to Support this Action Step	According to GADOE: Curriculum Standard 1: Uses a systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction. Leadership Standards 3: Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. Leadership Standard 5: Builds leadership capacity through shared decisionmaking and problemsolving.					
Expected Results	Student achievement will improve.					
How will Success be Measured?	Through student assessments that include: The 2nd and 3rd Universal Screeners, Benchmarks, Common Assessments, Progress Reports and Report Cards.					
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						

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Written Rationale

Rationale #2							
Initiative:	By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the ELA/Reading 2020 GMAS. By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the Math 2020 GMAS.						
Action Step:	All teachers will use the Data Analysis Protocol to determine student needs and plan for differentiated instruction that will be used during the work period.						
Current Research to Support this Action Step	To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypothesis about strategies to raise student achievement and implementing instructional changes to test hypotheses.						
Expected Results	Student achievement will improve.						
How will Success be Measured?	Through student assessments that include: The 2nd and 3rd Universal Screeners, Benchmarks, Common Assessments, Progress Reports and Report Cards.						
Data Points	Beginning of Year			Goal		Actual	
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

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Written Rationale

Rationale #3							
Initiative:	By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the ELA/Reading 2020 GMAS. By the end of the 2019-2020 school year, the percent of students scoring proficient or distinguish will increase by 5%percentage points on the Math 2020 GMAS.						
Action Step:	All math teachers grades K-5th will use computer based programs to help students build mastery towards the math standards and all ELA/Reading teachers grades K-5th will use computer-based programs to help students build mastery the ELA standards.						
Current Research to Support this Action Step	Technology helps people learn, be creative, and become players and communicators in a global village. Technology, tied to the internet, allows students of all ages to engage in knowledge building on a worldwide stage as never before possible. Many learning opportunities may never reach students in high-poverty or isolated schools except through the use of technology.						
Expected Results	Student achievement improves.						
How will Success be Measured?	Through student assessments that include: The 2nd and 3rd Universal Screeners, Benchmarks, Common Assessments, Progress Reports, Report Cards, and monthly student reports from the computer programs.						
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:	September 5, 2019, January 9, 2020, and May 7, 2019.						
End-of-Year Results and Reflection							

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Written Rationale

Rationale #4						
Initiative:	By the end of the 2019-2020 school year the number of OSS infractions will decrease by 6% percentage points by implementing a school-wide discipline plan using PBIS strategies.					
Action Step:	Communicate the expectations and protocols in the School-Wide Behavioral Plan to all faculty and staff and students.					
Current Research to Support this Action Step	School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success.					
Expected Results	The numbers of OSS referrals will decreased.					
How will Success be Measured?	By counting the number of discipline referrals bi-weekly.					
Data Points	Beginning of Year		Goal		Actual	
Status Checkpoint Dates:						
End-of-Year Results and Reflection						

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Written Rationale

Rationale #5							
Initiative:							
Action Step:							
Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

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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
#1	Professional Learning on Sadlier Phonics and Vocabulary	July 31-August 5, 2019, October 2019, and February 2020	RCBOE	Principal, Administrative Intern, Instructional Coach, RCBOE Curriculum Department	Instructional Coach, Principal and Administrative Intern	Student Progress Monitoring data, Student Work Samples, Universal Screeners 2 and 3, Benchmark Data, i-Ready progress monitoring data
#1 and #2	Data Analysis Protocol on Universal Screeners	The week of September 12-16, 2019	Universal Screener #1 data	Principal, Administrative Intern, Instructional Coach,	Principal, Administrative Intern, Instructional Coach,	Class Grouping Sheets, Data Analysis Agenda/Sign-In Sheets, i-Ready Intervention PDFs
#1 and #2	Data Analysis Protocol on Benchmark Assessments	The week of November 4-8, 2019	Benchmark Assessment #1	Principal, Administrative Intern, Instructional Coach,	Principal, Administrative Intern, Instructional Coach,	Class Grouping Sheets, Data Analysis Agenda/Sign-In Sheets

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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 and #2	Professional Learning on how to use the computer-based programs with fidelity(i-Ready, IXL and Learning Farm)	September 2019, October 2019	Title One and RCBOE	Instructional Coach, Teacher Leaders	Instructional Coach, Principal and Administrative Intern	Student reports from the various programs, progress monitoring sheets,
#3	Professional Learning on PBIS strategies implemented in the school-wide behavior plan	August 2019, October 2019, January 2020, March 2020	N/A, School-Based	School Climate Team, Principal and Administrative Intern	Principal, Administrative Intern, and School Climate Team	Number of Discipline Referrals
#1 and #2	Professional Learning on Gifted Strategies	September 2019, February 2020	N/A, School-Based	Gifted Teacher, Instructional Coach, Administrative Intern	Principal, Administrative Intern, Instructional Coach,	Lesson Plans, PL Agenda/Sign-In sheets

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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