



School Improvement Plan 2023 - 2024



**Barrow County
Statham Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Statham Elementary School
Team Lead	Dr. Salethia James
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student assessment results and research based strategies to impact student achievement and high growth in literacy
Root Cause # 1	Additional literacy training for staff and families
Goal	<p>K-3rd grade students will score at or above Benchmark on the EOY Acadience DIBELS Reading Composite Score by 5/24/24 (See grade level percentages below) and</p> <p>70% of K students Baseline ___% (BOY 2023)</p> <p>70% of 1st Grade students Baseline 58% (EOY 2022)</p> <p>70% of 2nd Grade students Baseline 40% (EOY 2022)</p> <p>70% of 3rd Grade students Baseline 51% (EOY 2022)</p> <p>70% of 3rd, 4th, and 5th grade students will meet Conditional Growth Percentile targets as according to MAP by 5/24/24</p> <p>As CGP relates to achievement:</p> <p>70% of 3rd Grade students will perform in the proficient or distinguished domain of GMAS Baseline NA (EOY 2022)</p> <p>70% of 4th Grade students will perform in the proficient or distinguished domain of GMAS Baseline 26% (EOY 2022)</p> <p>70% of 5th Grade students perform in the proficient or distinguished domain of GMAS Baseline 25% (EOY 2022)</p>

Action Step # 1

Action Step	During Professional Learning Communities, staff will analyze Acadience DIBELS K-3 data and K-5 MAP Data as a diagnostic tool to determine students who will benefit from systematic, phonemic awareness interventions.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds
Method for Monitoring Effectiveness	Differentiation, Accountability- Scheduling/ Classroom Routines/ Artifacts of Engagement

Action Step # 1

Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Staff at Statham Elementary School will participate in highly effective Professional Development designed to address student growth and achievement in all areas of literacy.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds
Method for Monitoring Effectiveness	Differentiation, Accountability- Scheduling/ Classroom Routines/ Artifacts of Engagement
Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Deepen teacher understanding of evidence-based practices to be used in the reading workshop to provide students with grade-level, standards-based reading instruction and small-group differentiated instruction to ensure that all students receive consistent standards-based reading instruction. Provide small-group interventions to students in areas of literacy and English language development (3-4 days/ weekly) based on data
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds
Method for Monitoring Effectiveness	Differentiation, Accountability- Scheduling/ Classroom Routines/ Artifacts of Engagement
Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student assessment results and research based strategies to impact student achievement and high growth in mathematics
Root Cause # 1	Additional training geared towards analyzing, interpreting, and using data to drive instruction
Goal	<p>Math Achievement Data</p> <p>K-5th grade students will meet or exceed projected growth targets for EOY MAP. (*Change to conditional growth index)</p> <p>80% of KDG students Baseline will be 2023 BOY 85% of 1st grade students Baseline 70% EOY 2022 70% of 2nd grade students Baseline 43% EOY 2022 80% of 3rd grade students Baseline 62% EOY 2022 80% of 4th grade students Baseline 60% EOY 2022 70% of 5th grade students Baseline 59% EOY 2022</p> <p>70% of 3rd, 4th, and 5th grade students will meet Conditional Growth Percentile targets as according to MAP by 5/24/24</p> <p>As CGP relates to achievement:</p> <p>70% of 3rd Grade students will perform in the proficient or distinguished domain of GMAS Baseline NA (EOY 2022) 70% of 4th Grade students will perform in the proficient or distinguished domain of GMAS Baseline 37% (EOY 2022) 70% of 5th Grade students perform in the proficient or distinguished domain of GMAS Baseline 32% (EOY 2022)</p>

Action Step # 1

Action Step	Ensure that 100% of staff effectively implement evidence based mathematics instruction (following all components math program and how it correlates to the BCSS Instructional Framework, and GSE Math Standards), including planning for and delivering quality Tier 1 instruction and interventions that result in increased mathematics achievement and content mastery for all students.
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged</p> <p>Homeless</p> <p>English Learners</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>

Action Step # 1

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds
Method for Monitoring Effectiveness	Instructional Rounds Data Conferences Alignment of lesson plans to observed practices PLC agenda/minutes Walkthroughs/ Instructional Rounds Analysis of student work to look for evidence of student learning
Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Use K-5 MAP Data as a diagnostic tool to determine students who will benefit from systematic, mathematical interventions *Intentionally determine specific deficits that are able to support student success and determine next steps for each student.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds

Action Step # 2

Method for Monitoring Effectiveness	Instructional Rounds Data Conferences Alignment of lesson plans to observed practices PLC agenda/minutes Walkthroughs/ Instructional Rounds Analysis of student work to look for evidence of student learning
Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide small-group interventions to students in area of mathematics (3-4 days/ weekly) *Active student engagement vs compliance
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds
Method for Monitoring Effectiveness	Instructional Rounds Data Conferences Alignment of lesson plans to observed practices PLC agenda/minutes Walkthroughs/ Instructional Rounds Analysis of student work to look for evidence of student learning

Action Step # 3

Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student assessment results and research based strategies to impact student achievement and high growth in writing (utilization of Benchmark Writing)
Root Cause # 1	Additional training geared towards effectively utilizing the Benchmark Writing Program
Goal	<p>70% of students in grade bands will score proficient or above on writing rubric. *Baseline data will change to use BOY data. The data used now is based on BCSS Writing Rubrics, not Benchmark Writing rubrics.</p> <p>*Progress monitoring will be done per genre. (Pre/post assessments for each genre.)</p> <p>70% of K students Baseline ___% (BOY 2023) 70% of 1st Grade students Baseline 24% (EOY 2022) 70% of 2nd Grade students Baseline 26% (EOY 2022) 70% of 3rd Grade students Baseline 29% (EOY 2022) 70% of 4th Grade students Baseline 21% (EOY 2022) 70% of 5th Grade students Baseline 37% (EOY 2022)</p>

Action Step # 1

Action Step	<p>Implement a comprehensive writing curriculum (Benchmark Writer’s Workshop) in grades K - 5 in order to deepen teacher understanding of evidence based practices to be used in the writing workshop to support students</p> <p>Provide Professional Learning to faculty and staff to support the implementation of the Benchmark Writing Program.</p>
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Rounds
Method for Monitoring Effectiveness	Writing Rubrics Writing Journals Writing Benchmarks

Action Step # 1

Position/Role Responsible	Instructional Leadership Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The school sought advice via school surveys, district surveys, and grade level feedback.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>See previous goal</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>NA</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>We will continue to monitor or SAS and PBIS data and discuss interventions to support students.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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