



School Improvement Plan 2023 - 2024



Barrow County Yargo Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Yargo Elementary School
Team Lead	Dr. Susan S. Smith, Curriculum Leadership Team, and community stakeholders
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

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	Operations and Algebraic Thinking
Root Cause # 1	Operations and Algebraic Thinking
Goal	(1) Seventy percent of third, fourth and fifth graders will score proficient or distinguished on the Georgia Milestones Assessment. (Baseline: 33.87%) (2) Seventy percent of students will meet or exceed their projected growth in math MAP as measured from fall of 2023 to spring of 2024. (Baseline: 51.52)

Action Step # 1

Action Step	<ol style="list-style-type: none"> Implement new HMH Into GA math <ul style="list-style-type: none"> - professional learning - follow scope and sequence - instructional rounds - pre/post assessments for data teams Continue Problem Solving (CGI) Instruction in K-2 <ul style="list-style-type: none"> -Training for New Classroom teachers Complete informal walk throughs with a data form to track data of implementation of HMH and CGI.
Funding Sources	Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	<ul style="list-style-type: none"> - Informal walkthroughs by instructional coach and administration -Coaching cycles completed by IC -Instructional rounds completed by admin, instructional coach, Yargo Leadership Host Team (certified staff), and county support staff.
Method for Monitoring Effectiveness	<ul style="list-style-type: none"> -Analyze the effectiveness of strategy implementation during grade level PLCs -Analyze the effectiveness of coaching cycles during administrative team meetings.

Action Step # 1

Method for Monitoring Effectiveness	-Analyze instructional round data with Leadership Host Team
Position/Role Responsible	Dr. Susan Smith, Sandy Bradshaw, Elizabeth Jackson (Inst. Coach)
Timeline for Implementation	Yearly

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)?	Yargo will partner with the county math specialist, Tamara Bolton and the HMH trainer.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social and Emotional Learning
Root Cause # 1	Respect and Consistency
Goal	Seventy-five percent of third through fifth grade students in the spring will indicate from the "always" and "often" categories of the Georgia Student Health Survey that Yargo students treat each other well. (Baseline: 64.4%)

Action Step # 1

Action Step	<ol style="list-style-type: none"> 1. Implement Character Strong program 2x week with fidelity. 2. Utilizing the Character Strong program, create a vertical progression of competencies to increase student ownership. 3. Student Ambassadors will be utilized each month to promote each month's competency. Ambassadors will celebrate with students that demonstrate each competency. 4. Students will engage in problem-solving situations: <ul style="list-style-type: none"> --Size of the Problem --Conflict Resolution.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student survey three times per year. (August, December, and April/May)
Method for Monitoring Effectiveness	-Monthly PBIS meetings and RTI meetings to review and analyze discipline data. --Analyze student survey.
Position/Role Responsible	Dr. Susan Smith, Sandy Bradshaw, Anna Cielaszkyk, and Academic Interventionist
Timeline for Implementation	Yearly

Action Step # 1

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)?	Yargo will partner with the district behavior interventionist / coach to support the PBIS framework.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Phonics
Root Cause # 1	Phonological awareness, vertical alignment for foundational reading skills
Goal	<p>Seventy percent of all kindergarten through second grade will achieve at benchmark or above on end of year Dibels assessment for decoding and letter sounds. Decoding Baseline: K- TBD; 1st: 47.54%; 2nd: 62.27% Letter Sounds Baseline: K- TBD; 1st: 57.37%; 2nd: 53.78%</p> <p>Seventy percent of third, fourth and fifth graders will meet or exceed their expected growth in reading on Spring MAP assessments. Baseline - 3rd: 54.35%; 4th: 44.27%; 5th: 63.12%</p> <p>Seventy percent of all students in 3rd, 4th, and 5th grade will show mastery on the Cumulative Word Fluency Assessments within the Benchmark Phonics program. (Baseline: TBD)</p>

Action Step # 1

Action Step	Benchmark Phonics Program -Continue program in K-2 classrooms -Implement program in 3-5 classrooms
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	-Informal observations by Instructional Coach and Administration -Monthly data team meetings
Method for Monitoring Effectiveness	- Analyze effectiveness through observation data. -Analyze effectiveness during data team meetings and collaborative grade level discussions of data. - Analyze data from digital, grade level phonics data wall.

Action Step # 1

Position/Role Responsible	Dr. Susan Smith, Sandy Bradshaw, Elizabeth Jackson (coach), Homeroom Teachers
Timeline for Implementation	Yearly

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)?	Yargo will partner with Dr. Beth McMichael for additional support.
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing
Root Cause # 1	Vertical alignment of expectations of each genre and integration of assessment and instructional components
Goal	<p>Seventy percent of all third and fourth graders will achieve level 2, 3, or 4 on the spring 2024 narrative writing prompt for the Georgia Milestones assessment. (Baseline: 36.69%) Eighty percent of all fifth graders will achieve level 2, 3, or 4 on the spring 2024 narrative writing prompt for the Georgia Milestones assessment. (Baseline: 76.5%)</p> <p>Seventy percent of all second graders will score level 2, 3, or 4 on the spring writing assessment as administered and scored through Dr. Kevin Raczynski writing assessment support company. (Baseline: TBD)</p> <p>Seventy five percent of kindergarten and first grade will score at benchmark (green or blue) on the spring assessment while using the Yargo writing checklist. (Baseline: 65%)</p>

Action Step # 1

Action Step	<p>Continue consistent daily instruction using Dr. Kevin Raczynski's writing methods and support that was learned through professional learning from 2021 through 2023. Continue to implement the "writing rainbow" checklist, small group instruction, and differentiated skills with each genre unit. Second through fifth grade will also take mock pre and post writing assessments. Grade levels will revisit writing units to collaboratively focus on realigning vocabulary and vertical needs of standards.</p>
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
Systems	<p>Coherent Instruction Professional Capacity Supportive Learning Environment</p>
Method for Monitoring Implementation	<p>- Informal observations by instructional coach and administration -Professional learning from instructional coach to focus on realignment and vertical development.</p>

Action Step # 1

Method for Monitoring Implementation	- Dr. Raczynski's pre- and post assessment for second through fifth grade. - Kindergarten and first grade pre- and post assessment with the writing checklist.
Method for Monitoring Effectiveness	-Teachers will analyze data and writing samples from students pre and post assessments. -Teachers will calibrate the effectiveness of the levels of student scores (Why did this student score a level 1 and what can specifically be done to support this student to achieve a level 2?)
Position/Role Responsible	Dr. Susan Smith, Sandy Bradshaw, Elizabeth Jackson (Coach)
Timeline for Implementation	Yearly

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)?	We will partner with Dr. Kevin Raczynski and Associates for second grade support regarding text based constructed response writing. In addition, Raczynski and Associates will provide text based informational writing pre and post assessments for grades 2-5.
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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>Advice was collected to develop our school improvement plan from a variety of surveys. These surveys include the Comprehensive Needs Assessment administered to the parents, certified staff, and classified staff. In addition, students took the GSHS (Georgia Student Health Survey). Information was also gleaned through the data teaming process wherein each grade level analyzed data aligning to priority standards and identified evidence based practices to support our learners. The leadership team participated in a review of our school's progress in alignment with the district goals and initiatives to identify the 2023-2024 school improvement plan. This leadership team included members of the Student Governance Team and school staff. Finally, this school improvement plan will be reviewed with the school administration and district personnel to confirm goals and action steps.</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>Students at Yargo are served in clusters based on identified needs and then certified staff members who are best qualified or received specialized training support these students. For example, students who are identified as struggling readers may be placed in a class with general education students, but receive early intervention program (EIP) supports through a push-in, certified EIP teacher. This teacher has received additional training on Jan Richardson's Guided Reading Plus model. Students identified as below grade level in math also receive a push in EIP teacher, and these teachers have been trained to provide supports through the Georgia Numeracy Project. Yargo's ESOL children receive instruction from push in teachers who are highly qualified in their area. These teachers have been trained or studied to receive their specialized licensure, and most have also been trained in the Wilson program or Foundations program. Each grade level has one or more gifted support teacher to provide instruction and collaborative academic advice. Within our special education program, all teachers are highly qualified. Two are trained with the dyslexia endorsement, three are trained with the Wilson program, and two are trained with the Foundations Program. Support teachers are placed in rooms of newly hired teachers to ensure students are served adequately.</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>The Title I instructional program focuses on Reading and Math. Regarding Reading, a team of teachers have taken the Dyslexia endorsement and teach other faculty members regarding practices specific to phonemic and phonological awareness. Grade level teams in first and second grades meet monthly to discuss a learning trajectory to meet the phonics needs of students. Guided Reading Plus has been utilized to support identified students in the areas of phonics, fluency, and comprehension. In addition, Benchmark phonics has been utilized pervasively in the K-2 grade band to promote phonics skill development. Differentiated Reading Instruction strategies by Walpole (DRI Box Instruction) is utilized as a tiered intervention in kindergarten, first, and second grades. Two classroom teachers are trained and implement Foundations, and three special education teachers utilize the Wilson program to support phonics instruction. Regarding Math, teachers utilize the GA Numeracy Project to identify students' needs regarding conceptual understanding. Early Intervention Program teachers work intensively with identified students with the GA Numeracy Project and Guided Reading Plus. Our Academic Interventionist supports K-2 students in the areas of Reading and Math. The Academic Interventionist utilizes the above programs and incorporates specific interventions for tier 2 and tier 3 students. All plans are reviewed on a monthly basis and changes to plans are made to meet students current level of performance. Students who are identified as MVP receive the same programs and interventions as other students enrolled in our school. The school meets to identifies the needs of these students to ensure that their needs are met.</p>
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<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>Yargo Elementary School is not a Title One Targeted Assistance school</p>
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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>	<p>Yargo presently has two Pre-K programs. These classes participate in the same activities and instruction as the Kindergarten through fifth grade classes. Pre-K also attends four specials classes on a rotation; these classes are media, art, PE, and music. At the beginning of the year, our Pre-K teachers invite parents to a special curriculum night where they share information about their day and curriculum expectations. Parents are also invited to come to "Wildcat Family Night" where they learn how to be a partner with the teacher to support their child at home with a curriculum focus. The goal is to build a positive home to school relationship. In the Pre-K program, parents are also asked to attend two yearly conferences to learn more about the progress of their child. In the spring, Yargo invites all parents of rising Pre-K and Kindergarteners to come to a "Sneak-A-Peak" evening. During this night, the children participate in group activities and tour the school while parents meet the teacher and learn more about expectations of the early childhood student.</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>	<p>not applicable</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>The school PBIS team reviews the student discipline data to identify those students that are "at risk" and need further support. In addition, this team also reviews the location, time of day, and frequency of discipline data. At that time, the team identifies next steps to maintain consistency of the PBIS framework and provide support for staff and students. In addition, our counselors support students through individual and group counseling services. Counselors have worked with boys identified in grades three, four, and five as needing more support with executive functioning and social-emotional development. Further, to support the familial needs of students who have been identified with a mental disorder, the family is recommended for services under the Local Interagency Planning Team. Third party counseling services including Pathways and Social Empowerment serve students at school including the provision of parenting support for families. Our social worker</p>
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	<p>connects families with local support to provide techniques to support parents as they work with their children at home with social-emotional and academic needs.</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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