



Barrow County School System

Boldly Committed to Student Success

# Auburn Elementary School

## SCHOOL IMPROVEMENT PLAN 2018-2019

<b>NAME OF SCHOOL PRINCIPAL:</b> Julia Hodges
<b>NAME OF SYSTEM SUPERINTENDENT:</b> Dr. Chris McMichael
<input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i>

	Type name below for plan approval	Approval Date
Principal	Julia Hodges	8/13/18
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	7/26/2018
Title I Director	Dr. David Beeland, Jr.	8/2/18
Superintendent	Dr. Chris McMichael	8/16/2018



**Goal 1: Reading achievement.** Grade levels K-2 will achieve benchmark level on the EOY DIBELS and TRC assessment. Grades 3-5 will increase the Reading Conditional Growth Measure EOY MAP assessment.

DIBELS EOY	TRC EOY	MAP EOY
K - 37% (benchmark 85%)	K - **% (benchmark 72%)	3rd - 65% (benchmark 59%)
1st - 85% (benchmark 75%)	1st - 72% (benchmark 69%)	4th - 65% (benchmark 60%)
2nd - 78% (benchmark 62%)	2nd - 72% (benchmark 69%)	5th - 65% (benchmark 59%)

\*\* pending BOY DIBELS & TRC data

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Swat Team will administer DIBELS and IDI for BOY, MOY, and EOY assessments to assigned classes. Swat team will administer TRC EOY.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach, EIP	<b>TRC BOY:</b> 8/1/18-9/7/18 <b>TRC MOY:</b> 11/26/18-12/19/18 <b>TRC EOY:</b> 4/8/19-5/15/19 <b>Dibels BOY:</b> 8/6/18-8/17/18 <b>Dibels MOY:</b> 12/3/18-12/14/18 <b>Dibels EOY:</b> 4/29/19-5/10/18	DIBELS data TRC measurement IDI inventory	Ensure administration fidelity of DIBELS, TRC, and IDI by using a SWAT team.	<ul style="list-style-type: none"> <li>iPads for K &amp; 1st</li> <li>Chromebooks</li> <li>TRC kits/Progress monitoring kits</li> <li>Dibels notebook</li> </ul>
→Daily, teachers will consistently implement the reading workshop model by giving a 5-15 minute mini-lesson on a specific skill or strategy. →Students will demonstrate their behavioral engagement during the mini-lesson by following classroom norms. →Students will demonstrate cognitive engagement through turn and talks, and collaborative conversations. →Instructional software will be used to supplement classroom instruction.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach  With regards to supporting Units of Study, the IC will designate one PL per month to collaborate with each grade level on the upcoming lessons.	Summer - optional professional reading re: reading workshop model Preplanning - review reading workshop components & expectations of implementation Sept./Jan./April - data meetings Fall/Winter - instructional rounds 6 Planning days: Oct 5; Jan ¼; Feb 15; May 23	Informal observations by IC, lesson plans, coaching observation cycles by IC, grade level planning meetings, planning days,	Instructional rounds	<ul style="list-style-type: none"> <li>Units of Study for Reading grades K-5</li> <li>Educational Galaxy (K-5)</li> <li>Leveled readers Guided Room: Books (Levels H-S), Shelving(6)</li> <li>Coaching Books for Milestone Prep (3-5)</li> <li>HP Teacher (8)</li> <li>Student Chromebook computers</li> <li>Document cameras (45)</li> <li>Swivl cameras (10)</li> <li>Subs Inst. Rounds</li> <li>Book boxes (K-3)</li> <li>MyOn</li> <li>Moby Max</li> </ul>
→All teachers will monitor effectiveness of independent reading by meeting with specific students independently to differentiate and to	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade Level Coordinator	August 2018-May 2019 (daily)	Conferencing notebook/log, grade level data meetings, Educational Galaxy	Progress Monitoring on TRC, teacher created assessments, MAP Skills data	<ul style="list-style-type: none"> <li>Progress monitoring kit</li> <li>Teacher Reader's Workshop notebook</li> <li>Educational Galaxy(K-5)</li> </ul>

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understand the needs of the specific reader. →The teacher will keep specific notes on individual students, making sure to meet with all students at least once per 10 days/2 weeks.				data, MyON data, MAP data		<ul style="list-style-type: none"> <li>Teacher created assessments / MyOn</li> </ul>
Students will show evidence of their learning and application of the skill or strategy during the closing/share of the mini-lesson using artifacts or by explaining their understanding of the content that was taught.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Classroom teacher, Support staff	August 2018-May 2019 (daily)	TKES observations, Instructional Rounds, informal observations by IC, lesson plans, coaching observation cycles by IC, whiteboards, teacher created assessments	Journal reflections, teacher observations, anecdotal notes, whiteboards	<ul style="list-style-type: none"> <li>Whiteboards (K-2)</li> <li>County/Teacher created assessments</li> <li>Journals</li> </ul>
Fountas and Pinnell phonics lessons (K-2) will be implemented daily and phonics skills will be embedded across the curriculum (reading, writing, math, science, and social studies).	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Classroom teacher, Support staff	August 2018-May 2019 (daily)	TKES observations, Instructional Rounds, informal observations by IC, lesson plans, coaching observation cycles by IC, whiteboards, teacher created assessment data	Teacher created assessments, teacher observations,	<ul style="list-style-type: none"> <li>Magnetic letters (K-2)</li> <li>Sentence strips (K-2)</li> <li>Chart lined paper (K-2)</li> <li>Note cards(K-2)</li> <li>Whiteboards (K-2)</li> <li>Teacher created assessments</li> <li>Dry erase markers and erasers</li> <li>Ziplock bags</li> <li>Colored cardstock (primary colors)</li> <li>Barrow County Grade Level Scope &amp; Sequence</li> <li>Book Study - A Fresh Look at Phonics (K-2)</li> </ul>
Students will show evidence of their learning by applying writing strategies to each genre.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Classroom teachers	For informational, opinion, and narrative writings, we will take samples in the form of a pre, formative, and summative assessments	Data team meetings led by IC and grade level collaborative planning	Student made rubrics, exemplars	<ul style="list-style-type: none"> <li>* Journals</li> <li>* Chart paper</li> <li>* Book Study - Writing Strategies (3-5)</li> </ul>
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b> <ul style="list-style-type: none"> <li>Provide specific interventions for at-risk readers in K-2 and students performing in the bottom 25% on the GMA (i.e. additional small group session w/ support personnel, EIP, ELT, IEP research-based intervention from the repository)</li> <li>Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans</li> <li>Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks.</li> <li>Ensure that EIP/ESOL students receive supplemental rather than replacement instruction.</li> <li>Maximize co-teaching in grades 4 and 5 with all content areas.</li> <li>DRI box instruction for our students in the bottom 25% in grades K-2.</li> <li>MAP Skills (grade 2-5)</li> </ul>						

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**Professional Capacity building to support the above goal and action steps**

- Utilize SWIVL to record and reflect upon literacy instruction.
- Arrange for SPED teachers to observe regular classroom teachers implementing small group guided reading lesson. This could be facilitated through the use of SWIVL if scheduling in-person visits becomes difficult.
- Increase the number of teacher who earn gifted, ESOL, reading, STEAM endorsements to meet the needs unique learning needs of specific student populations.
- District literacy specialist and school instructional coach as well as administration will provide/participate ongoing PL (monthly), Coaching Cycles and classroom support on effective implementation of Reader Workshop components
- Provide substitute teachers so that teacher leaders can conduct instructional rounds to determine progress on improving instructional problems of practice and participate in debriefing sessions.

**Family and Community Engagement**

- Literacy based foundational skills will be chosen for at least one APTT activity.
- LiveSchool will be utilized to promote positive behavior, thereby enhancing instructional time and engagement.

**Leadership Capacity**

- Clear communication from administration to teachers related to expectations for conducting reader’s workshop and guided reading groups will take place daily. It’s expected that teachers meet daily with their lowest groups.
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged.
- Faculty will read *Engaging Students with Poverty in Mind*, Eric Jensen

**Goal 2: Math Achievement:** Grades 2-5 will increase the Math Conditional Growth Measure to 66% (benchmark 55.5%) on the EOY MAP Assessment.

<b>3rd - 60% (benchmark 51%)</b>
<b>4th - 70% (benchmark 67%)</b>
<b>5th - 68% (benchmark 63%)</b>

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
All teachers will monitor effectiveness of math instruction by meeting with specific students independently to differentiate and to understand the needs of the specific learners. →Teachers will keep specific notes on individual students, making sure to meet with all students at least once per 2 weeks/10 days.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade-level leads; teachers	August 2018-May 2019 (daily)	Conferencing notebook/evidence of student progress; team data meetings; Educational Galaxy data; Reflex Math data	MAP Math (2-5); GKids (K)	Educational Galaxy(K-5)  Reflex Math
Guided Math - Students will show evidence of their learning and application of the skill or strategy during the closing/share of the mini-lesson Evidence of their learning includes: sharing - being able to explain their learning.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade-level leads; teachers	August 2018-May 2019 (daily)	Team data meetings; lesson plans; informal observations by IC; teacher or grade-level created assessments	MAP Math (2-5); GKids (K)	White Boards  Dry Erase Markers and erasers



Problem solving using CGI instruction lessons will be implemented as follows per grade-level: K-2: minimum of 2x/week (with the EOY goal 3x/week) 3-5: minimum of 3x/week	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade-level leads; teachers; Instructional Coach; administration	August 2018-May 2019 (2-3x/week)	Lesson plans Reflections	MAP Math (2-5); GKids (K); CGI notebook/journal	BCSS CGI Scope and Sequence per grade level  Swivel Cameras
<b><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u></b> -EIP, ESOL and Gifted teacher support in co-taught classrooms -Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary math interventions as outlined in students' Tier 2 or Tier 3 plans						
<b><u>Professional Capacity building to support the above goal and action steps</u></b> - Use the Swivel cameras to videotape CGI lessons for reflective purposes - CGI training/refresher course for all teachers - Data teams/PLC's will analyze Reflex Math and MAP data to determine effective implementation and areas to further support students						
<b><u>Family and Community Engagement</u></b> <ul style="list-style-type: none"> <li>• Math based foundational skills will be chosen for at least one APTT activity.</li> </ul>						
<b><u>Leadership Capacity</u></b> <ul style="list-style-type: none"> <li>• Administrative team will protect PLC time devoted to supporting this improvement goal</li> <li>• Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged</li> </ul>						



**Goal 3: Attendance: Teachers will increase the percentage of days present to 95% each month. Benchmark 93.76%. Student attendance will increase to 96%. Benchmark 95.16%**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Monthly jean pass incentives for teachers who have 100% attendance (for the previous month)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Administration	August 2018-May 2019	Teacher absentee list generated by administration	FOB Report	-FOB (scan cards) -Daily teacher absentee report
The registrar will generate a list weekly (Wednesday) of students with 3 or more absences.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Registrar	August 2018-May 2019	Weekly report from Infinite Campus	Weekly report from Infinite Campus	-Infinite Campus
Teachers will use the absentee list to make calls home and log the contact in Infinite Campus.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Teachers	August 2018-May 2019	Weekly report from Infinite Campus	Infinite Campus	-Telephone -Infinite Campus
Teachers with three consecutive absences will provide a doctor's excuse.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Administration	August 2018-May 2019	Doctor's excuses will be turned in to administration	Record kept on Google doc	-Doctor's verification of illness/absence
Students with three consecutive absences will provide a doctor's excuse.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Teachers	August 2018-May 2019	Doctor's excuse will be turned into teachers	Doctor's excuse will be turned into bookkeeper/registrar	-Doctor's verification of illness/absence
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students:</b> -home visits by Social Worker at 5 days total - awards for Most Improved Attendance every 9 weeks -Class DoJo to monitor total points earned quarterly celebration						
<b>Professional Capacity building to support the above goal and action steps</b> -PL on how teacher absences impact student performance and learning. -PL on compliance versus commitment and applying the concepts						
<b>Family and Community Engagement</b> -Increase communication between school and home regarding student attendance (via ClassDoJo, email, texts, phone calls, etc.)						
<b>Leadership Capacity</b> -Teachers need local school leadership to clearly define teacher attendance expectations. -Monitor teacher attendance through data collection using the FOB report. -Follow up with Faculty/Staff						



Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

- 5th graders will tour the middle school in May.
- Invite local daycares and feeder preschool programs to visit AES for a tour in the spring.
- Kindergarten Sneak-a-Peek Night for parents in the spring.
- Share information from Westside with rising 6th graders.
- AES 5th grade teachers will observe both 6th grade ELA and math classes at WMS in early September to better understand what's expected of their students.
- AES principal will meet with WMS principal in mid-July to discuss at-risk rising 6th graders to ensure a smoother transition.

