



Barrow County School System

Boldly Committed to Student Success

Bethlehem Elementary School

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Mrs. Mindy Reid

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

- Schoolwide Title 1 School*
 Targeted Assistance Title 1 School
 Non-Title 1 School
 Comprehensive Support School
 Targeted Support School

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	David Beeland	7/27/17
System Professional Learning Coordinator	Ginger Crosswhite	10/3/2017
School Governance Team Chairperson	Jo Lynn Miller	9/29/17
Principal	Mindy Reid	9/1/17





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
ELA - Reading	2016-2017 DIBELS composite "at grade level" <ul style="list-style-type: none"> ● K=73% ● 1=68% ● 2=72% ● 3=66% 2016-2017 TRC "at or above grade level" <ul style="list-style-type: none"> ● K=71% ● 1=67% ● 2=80% ● 3=70% ● 4=85% ● 5=75% 2016-2017 GA Milestones-Reading "at or above grade level" <ul style="list-style-type: none"> ● 3rd grade=75.83% ● 4th grade=71.43% ● 5th grade=76.81% ● 3,4,5 combined=74.68% 	Attendees at Title I Comprehensive Needs Assessment Meeting School Governance Team BES Leadership Team Whole Staff Data Analysis Mtg.	BES Letter to Parents Report Cards/Parent-teacher conferences Grade Level/Classroom Newsletters
ELA - Writing	Meet/Exceed on Genre-Specific Writing: Narrative <ul style="list-style-type: none"> ● K=20% ● 1=40% ● 2=32% ● 3=24% ● 4=44% ● 5=62% ● K-5 combined=37% Meet/Exceed on Genre Specific Writing: Opinion <ul style="list-style-type: none"> ● K=73% ● 1=41% ● 2=61% ● 3=53% ● 4=64% ● 5=81% 	Attendees at Title I Comprehensive Needs Assessment Meeting School Governance Team BES Leadership Team	Grade Level/Classroom Newsletters Report Cards/Parent-teacher conferences





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	<ul style="list-style-type: none"> • K-5 combined=62% <p>Genre-Specific Writing: Informational</p> <ul style="list-style-type: none"> • K=51% • 1=28% • 2=44% • 3=27% • 4=57% • 5=54% • K-5 Combined=51% <p>Extended Writing Assessments % of students scoring 1 or 2 on all genres</p> <ul style="list-style-type: none"> • K=60% • 1=33% • 2=47% • 3=38% • 4=49% • 5=48% • K-5 combined: 46% <p>Constructed Writing Assessments % of students in 3-5 scoring 1 or 2 on all genres</p> <ul style="list-style-type: none"> • 3=68% • 4=70% • 5=83% • 3-5 combined=74% 		
<p>Mathematics</p>	<p>BES Big/Little 25 Math Assessment % of students meeting expected/high growth by classroom/grade level</p> <ul style="list-style-type: none"> • K=98% • 1= 96% • 2=98% • 3=94% • 4=89% • 5=47% • K-5 combined=85% <p>GA Milestones Scores in (2)-Developing, (3)-Proficient, & (4)- Distinguished</p> <ul style="list-style-type: none"> • 3rd Grade (2)= 40.17% (3)=39.17% (4)=10.83% 	<p>Attendees at Title I Comprehensive Needs Assessment Meeting School Governance Team BES Leadership Team</p>	<p>Report Cards/Parent-teacher conferences</p> <p>Grade Level/Classroom Newsletters</p> <p>Milestones score reports will be sent home in August, 2016</p>





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	<ul style="list-style-type: none"> • 4th Grade (2)= 33.08% (3)=45.86% (4)=12.78% • 5th Grade (2)= 44.20% (3)=23.91% (4)=10.14% • 3,4,5 combined (2)=38.62% (3)=36.06% (4)=11.25% 		
Parent Engagement	<p>CNA Survey: (107 parents responded)</p> <p>My child's school is family-friendly. 93%</p> <p>My school creates an environment that helps my child learn. 99%</p> <p>I am satisfied with the services provided by the school to support my child academically. 90%</p> <p>My child's teacher(s) adequately address my child's specific needs. 91%</p> <p>Family Engagement Events Data:</p> <ul style="list-style-type: none"> • 61% of students had at least one family member attend one or more family engagement events 	<p>Attendees at Title I Comprehensive Needs Assessment Meeting</p> <p>School Governance Team</p> <p>BES Leadership Team</p>	<p>BES Letter to Parents</p> <p>Email sent to Parents</p> <p>ParentLink</p> <p>BES Facebook Page</p> <p>BES Twitter</p> <p>Grade Level/Classroom Newsletters</p>





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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Long-Term Reading Goal: By year 2020, all students will read at or above grade level as measured by the EOG GMA.</p> <p>2017-2018 Goal: At least 80% of students in grades K-2 will be on benchmark as measured by DIBELS Next. (69% of students in grades K-3 in 2016-2017.)</p> <p>2017-2018 Goal: At least 80% of students in grades K-5 will meet or exceed BCSS grade level reading expectations as measured by TRC. (74% of students in</p>	<p>Implement Differentiated Reading Instruction (Boxed Units) in small groups in K-2 classrooms;</p> <p>Specific Professional Learning for new K-2 teachers during pre-planning-scheduled with Instructional Coach (DIBELS, IDI, TRC, and DRI)</p> <p>Administer TRC Assessment to all Ss in grades K-5 3 times during the year (BOY, MOY, EOY).</p> <p>Use Informal Decoding Inventory (IDI) data to develop an individualized instructional plan for students who fall into the strategic and intensive range as measured by DIBELS Next</p> <p>Ts will provide small group guided reading instruction based on student needs</p> <p>Ts will provide individualized instruction via conferences with Ss focusing on specific skills and strategies</p> <p>To improve Tier 1 instruction, weekly PLC's will be implemented to deconstruct</p>	<p>Principal, Assistant Principal, Instructional Coach, DIBELS SWAT Team,</p>	<p>K-2 teachers will monitor the progress of (DIBELS) the students who score in the intensive range every 10 days, progress monitor the students who score in the strategic range every 20 days, and progress monitor the students who score in the core instruction range once every grading period.</p> <p>K-5 teachers will monitor the progress of (TRC) the students who score in the intensive range every 10 days, progress monitor the students who score in the strategic range every 20 days, and progress</p>	<p>BCSS DIBELS and TRC Benchmark Testing Windows; Teacher Lesson Plans; IDI; Professional Learning Agendas; PLC Agendas; Data Team Agendas; DIBELS Next Progress Monitoring assessments in mClass; TRC Progress Monitoring assessments in mClass; K-5 teacher schedules; Conferring Notebooks; Classroom Newsletters; TKES Walkthroughs/ Formatives</p>	<p>Leaders Demonstrate: Knowledge of BES Reading data (DIBELS Next and TRC) and Reading Instructional Strategies to support instruction.</p> <p>Teachers Demonstrate: Ability to review school wide, grade level, and classroom Reading data and adapt instruction to maximize student achievement; utilize the workshop model (Daily 5) that encompasses mini-lessons, independent work, and conferring; knowledge of reading strategies (CAFE) to support student achievement.</p> <p>Students Demonstrate: Students will apply appropriate reading strategies for Comprehension, Accuracy, Fluency,</p>	<p>Data Teams: Review of DIBELS Next and TRC data</p> <p>PLC to review data and student work.</p> <p>Review Conferring Notebooks</p> <p>TKES walk-throughs and formative observations</p> <p>Data Teams: Review of DIBELS Next and TRC data that is administered three times per year to measure student progress and adjust instruction accordingly.</p> <p>The MAP assessment will be used to monitor student progress and growth.</p>	<p>2 paraprofessionals (salary and benefits) to support at-risk students during small group instruction; one-on-one instruction; tutoring assistance in reading & math</p> <p>Instructional Coach salary and benefits</p> <p>Instructional supplies, \$5000</p>	<p>BCSS Indicators: Curriculum, successRating Instruction, and Assessment (CIA); Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)</p> <p>AdvancED: 1.1, 1.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.10, 3.11, 3.12,</p> <p>GA Standards: CS1, CS2, A1, A2, A3, A4, A5, I1, I4, I5, I7, PL1, PL2, PL6, L3, L4, L7, L8</p>

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<p>grades K-5 in 2016-2017.)</p> <p>2017-2018 Goal: At least 80% of students in grades 3-5 will be reading at or above grade level as measured by Lexile on the Georgia Milestones Assessment. (75% of students in grades 3-5 in 2016-2017.)</p>	<p>standards and align instruction and assessment accordingly.</p> <p>All Ss in grade K-5 will participate in at least 20 minutes of independent reading during the school day</p> <p>Ss will be encouraged to read 20 minutes each night All Ts in grades 1-5 will implement the Words Their Way word study program.</p> <p>Advanced Content classes in grades 4 and 5</p> <p>Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.</p>		<p>monitor the students who who score in the core instruction range once every grading period.</p> <p>For students who receive Differentiated Reading Boxed Instruction, K-2 teachers will administer the boxed instruction end of unit assessment every 14 days.</p>		<p>and and Expanded Vocabulary.</p>			
<p>ELA - Writing</p> <p>The percentage of students in grades K-5 scoring in the proficient range in the Narrative, Informational, and Opinion genres will increase from the 16-17 SY data . Each grade level has determined scores for</p>	<p>Implement writing across the curriculum</p> <p>Teachers will engage in Data Team discussions regarding the outcomes of students' mock writing assessments. Data will be analyzed to determine next steps for instruction.</p> <p>Ts will implement strategies for written response in all subject areas (Reading, Math, Social Studies, Science, Art, Music, and PE)</p> <p>Specific Professional Learning focusing on the Lucy Calkins</p>	<p>Principal, Assistant Principal, Instructional Coach, BES Leadership Team</p>	<p>August-May: Genre Specific Writing is scored quarterly. 1st Qtr- NAR 2nd Qtr- INF 3rd Qtr- OPN The writing will then be placed in the student's writing portfolio in the classroom.</p> <p>Mock Writing Sept. 27, 2017-NAR Nov. 29, 2016-INF</p>	<p>Student writing samples.</p>	<p>Leaders Demonstrate: Knowledge of BES writing data and writing Instructional Strategies to support instruction.</p> <p>Teachers Demonstrate: Ability to review data and adapt instruction To utilize the writer's workshop model in the classroom to include mini-lessons, independent, and conferring; knowledge</p>	<p>Data Teams: Review of Genre Specific Writing data and Mock Writing data</p> <p>PLC to review data and student work</p> <p>Review Conferring Notebooks</p> <p>TKES walk-throughs and formative observations.</p> <p>District-wide Mock Writing Assessments will be conducted 3 times during the school</p>	<p>Paraprofessional Salary and Benefits -Computer Lab during specials rotation-focus will be on keyboarding and basic computer skills as well as integrating projects based on grade level needs</p> <p>Instructional Coach salary and benefits</p>	<p>BCSS Indicators*: Curriculum, Instruction, and Assessment (CIA); Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)</p> <p>AdvancedED: 1.1, 1.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.10, 3.11, 3.12,</p>

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<p>proficiency based on BCSS rubric. 16-17 percentages are included at the beginning of the SIP.</p> <p>2017-2018 Goal: At least 50% of students in grades 3-5 will score in the "Proficient Learner" and "Distinguished Learner" categories on the Milestones ELA portion.. (46.55% of students in grades 3-5 in 2016-2017.)</p>	<p>Writing Kits/Curriculum and on effectively using technology to share & display student work.</p> <p>At least 45 minutes have been allotted to each grade level for the implementation of writer's workshop.</p> <p>Computer Lab Special will focus on writing skills as well as keyboarding/computer skills to enhance students' ability to write utilizing technology and appropriate resources.</p> <p>Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.</p>		<p>Mar. 7, 2018- OPN</p>		<p>of the BCSS and/or Georgia Milestones Writing Rubrics</p> <p>Students Demonstrate: Proficiency in each of the three writing genres (narrative, informational, opinion); ability to write on a given topic for an extended period of time; use the writing process to refine their writing.</p>	<p>year and scored by BES teachers. The Mock Writing is formatted after the Georgia Milestones text-based extended writing.</p>	<p>Instructional supplies</p> <p>Update technology in classrooms, including interactive projectors to facilitate mini-lessons. \$17,600, Title I</p>	<p>GA Standards: CS1, CS2, A1, A2, A3, A4, A5, I1, I4, I5, I7, PL1, PL2, PL6, L3, L4, L7, L8</p>
<p>Mathematics By 2020, 70% students in grades 3-5 will score in levels 3 and 4 as measured by the EOG GMA.</p>	<p>Ss will engage in 3 sessions of Reflex Math per week.</p> <p>Specific Professional Learning in math content and progression of development K-5.</p> <p>To improve Tier 1 instruction, weekly PLC's will be implemented to deconstruct standards and align instruction and assessment accordingly.</p>	<p>Principal, Assistant Principal, Instructional Coach, K-5 Teachers</p>	<p>August - all classes begin using Reflex Math (in Classroom and Math Computer Lab)</p>	<p>Teacher Lesson Plans, Professional Learning Agendas; PLC Agendas; Data Team Agendas; Reflex Math Usage Reports; BCSS CGI Scope and Sequence;</p>	<p>Leaders Demonstrate: Knowledge of BES Mathematics data and mathematics Instructional Strategies to support instruction.</p> <p>Teachers Demonstrate: Ability to review school wide, grade level, and classroom</p>	<p>PLC to review data and student work.</p> <p>TKES walk-throughs and formative</p> <p>Goal: The percentage of students in grades 3-5 scoring in the "Proficient Learner" and "Distinguished Learner" categories</p>	<p>\$3000 Reflex math software</p> <p>Instructional Coach salary and benefits</p> <p>Instructional supplies</p>	<p>BCSS Indicators*: Curriculum, and Assessment (CIA); Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)</p>

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	<p>Teachers in K-5 will utilize the Math workshop model as a framework for instruction.</p> <p>Grades 4-5 will model one math constructed response per week.</p> <p>Teacher-made interactive math word walls will be implemented and maintained to focus on key vocabulary and math concepts.</p>			<p>teacher daily schedules; Conferring Notebooks; TKES Walkthroughs/ Formatives</p>	<p>mathematics data and adapt instruction to maximize student achievement; utilize the workshop model that encompasses mini-lessons, independent work, and conferring; Incorporate problem solving using the CGI philosophy that includes strategy sharing, visual representations, and rich discourse. Teachers will use their knowledge of problem types and solution strategies to make decisions about their curriculum that will best support student achievement.</p> <p>Students Demonstrate: Increase in problem solving skills and fact fluency.</p> <p>Ability to problem solve and explain their mathematical thinking verbally and in written form.</p>	<p>will increase by 5% or more. (47.31% in 2016-2017.)</p> <p>The MAP assessment will be used to monitor student progress and growth.</p> <p>Instructional Coach will work with individual teachers to refined instruction.</p>	<p>AdvancED: 1.1, 1.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.10, 3.11, 3.12,</p> <p>GA Standards: CS1, CS2, A1, A2, A3, A4, A5, I1, I4, I5, I7, PL1, PL2, PL6, L3, L4, L7, L8</p>
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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
100% of homeroom teachers in grades PK-5 will implement Academic Parent-Teacher Teams with a focus on math skills. (Baseline data will be collected regarding the percentage of students who have a family member represented at the sessions.)	<p>APTT Core Team will be formed to facilitate, manage, and guide implementation of this new opportunity for parent engagement.</p> <p>Schedule 3 APTT events to increase parental capacity for increasing student achievement.</p> <p>Professional Learning in parent communication and the importance of positive home-school relationship.</p>	<p>Principal; Assistant Principal; Family Engagement Committee Chairperson</p> <p>APTT Core Team</p>	<ul style="list-style-type: none"> August, 2017 Core Team will meet at least once per quarter. July 27, 2017 Grade level teacher supported planning Aug. 22, 2017 Team Meeting #1 and Core Team Debrief (K-2) Aug. 24, 2017 Team Meeting #1 and Core Team Debrief (3-5) Aug. 29, 2017 Teacher Debrief Sessions Jan 4, 2018 Grade level teacher supported planning Jan. 23, 2018 Team Meeting #2 and Core Team Debrief (K-2) Jan. 25, 2018 Team Meeting #2 and Core Team Debrief (3-5) Jan. 30, 2018 Teacher Debrief Sessions Mar. 16, 2018 Grade level teacher supported planning May 1, 2018 Team Meeting #3 and Core Team Debrief (K-2) May 3, 2018 Team Meeting #3 and Core Team Debrief (3-5) May 8, 2018 Teacher Debrief Sessions May 15, 2018 Family Focus Group 	<p>Sign-in sheets</p> <p>Surveys</p>	<p>Leaders Demonstrate: Commitment to partnering with families to support students.</p> <p>Teachers Demonstrate: The ability to effectively partner with parents to build academic capacity of parents to support students at home.</p> <p>Students Demonstrate: Increased achievement levels on grade-level foundational skills..</p> <p>Parents Demonstrate: The ability to effectively partner with the school to build academic capacity for their children.</p>	<p>Administrators will attend events</p> <p>APTT team will meet after each event to evaluate strengths and challenges</p> <p>Grade levels will meet to reflect on strengths and challenges</p>	<p>Instructional games and activities will be paid from a Title I system set aside.</p>	<p>BCSS Indicators: Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)</p> <p>Advanced: 1.1, 2.4, 2.5, 3.3, 3.5, 3.8</p> <p>GA Standards: PL1, PL4, PL5, L4, L8</p>





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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>CCRPI Climate Rating</p> <p>BES will receive a CCRPI Climate Rating of at least four stars or higher.</p> <p>Staff attendance will average at least 95% per month.</p> <p>Reduce office referrals by 5% over previous year (89 discipline events in 2016-2017.)</p>	<ul style="list-style-type: none"> All students will engage in PBIS School-wide Assemblies. BES House system will continue to focus on creating a positive school climate and culture. Monthly House Meetings to analyze behavior data and build positive climate/culture. Welcome back breakfast, t-shirts, goodie bags, and postcards for staff to get them excited about the upcoming school year. Student attendance will be closely monitored and perfect attendance for homerooms will be announced daily. Assure that at least 100 parents take the survey Require 100% of staff to take the survey Assure at least 90% of students in grade levels surveyed take the GA Health Survey Principal and Assistant Principal will conduct morning announcements focusing on setting a positive tone to begin each day Continue Student Ambassador program to increase new student knowledge of expectations Connect bus behavior with school expectations by positively reinforcing appropriate behaviors (Bus of the Month & Student of the Month) Continue Rising Stars New Teacher Induction program Require teachers to send a minimum of 1 positive post-card per week to include all students within the year. 	<p>Principal/AP ; BES Leadership Team; PBIS committee; School counselor</p>	<p>Monthly Attendance rates</p> <p>Monthly discipline data</p> <p>Surveys begin in the Fall</p> <p>Quarterly meetings with Rising Stars</p>	<p>Emails, ParentLink, Newsletters, Flyer home, BOE Reports, Tyler Pulse Discipline Reports</p>	<p>Leaders Demonstrate: An awareness of the impact that a positive school climate has on overall morale and the academic achievement of students.</p> <p>Teachers Demonstrate: Knowledge of what makes up our Climate Rating (surveys, discipline data, and attendance). Desire to be at school every day possible.</p> <p>Students Demonstrate: Students feel safe at school, students desire to be at school every day.</p>	<p>Principal/AP will monitor numbers through the online tool that shows totals for each survey.</p> <p>Principal/AP will also share monthly staff attendance rates at faculty meetings or via the staff newsletter..</p>	<p>Student postcards & postage \$1000 (BES general)</p> <p>Staff welcome back breakfast, post cards, t-shirts, and goodie bags: \$2500 (BES general)</p>	<p>BCSS Indicators: Communications (C)</p> <p>AdvancED: 1.3, 2.4, 2.5, 4.7</p> <p>GA Standards: L1</p>





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Professional Learning Plan to Support School Improvement Plan

	Professional Learning Strategy to support achievement of SMART Goals	Captains	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources	
	<p>The following professional learning plan represents the topics on our calendar for the school year, based on our School Improvement Plan. As needs arise, this schedule and/or topic is adjusted to meet the needs of our teachers and students. Instructional technology related PL will take place every Tuesday morning at 7:30 and will be an optional PL for teachers. Various topics will be presented by the Digital Coach. Most Tuesdays & some Thursdays are designated PLC days. Each grade level will be meeting to deconstruct the GSE in Math to effectively plan Tier 1 instruction and create common standards-based assessments.</p>					
PrePlanning	Writing Workshop, Lucy Calkins, and Characteristics of the Narrative Genre; APTT training	APTT team, Instructional Coach				
Week Of:	Tuesday/Thursday - PLC during planning Tuesday-Tech Tuesday at 7:30 AM	Wednesday-7:00 AM				
8-7	(Tues.) No PLC	Learning Targets & Team Building		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.	
8-14	(Tues.) No PLC	APTT Folder Creation		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.	
8-21	(Tues.) Creating Norms and DIBELS, TRC, and DRI	DIBELS Data Dig; Effective Reading Strategies		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.	
8-28	(Tues.) ELA PLC/(Thurs.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	EL: How to incorporate instructional strategies for our EL students.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.	





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9-4	(Tues.) ELA PLC: Narrative Writing	Committee Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
9-11	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Think First/Stay Safe Training-Griner		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
9-18	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
9-25	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments); (Thurs.) MAP Grade Level Data Teams	MAP Data Reports		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
10-2	No PLC: Work on Report Cards	No AM meeting		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
10-9	Fall Break	Fall Break		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
10-16	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments) (Thurs.) Writing Instruction	SS/Science Standard Deconstructing; Digital Coach Innovative Tech Training		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		





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10-23	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
10-30	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	TRC Data Analysis		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
11-6	(Tues.) Teacher Planning Day; APTT Core Team Training District	Committee Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
11-13	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	ESOL: Effective practices for Language Learners; ACCESS		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
11-20	Thanksgiving Break	Thanksgiving Break		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
11-27	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
12-4	(Tues.) ELA PLC/(Thurs.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Faculty Led Choice PL: Sessions TBD		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
12-11	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Committee Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		

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1-4 & 1-5	(Tues.) ELA PLC/(Thurs.)Math PLC (deconstructing standards and creating common assessments)	SS/Science Standard Deconstructing		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
1-8	(Tues.) ELA PLC/(Thurs.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	TRC & DIBELS Data Analysis and Review		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
1-15	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments) (Thurs.) Grade Level MAP data teams	MAP-MOY Data Review & Analysis		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
1-22	(Tues.) APTT Final Preparations	No Meeting-APTT Week		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
1-29	(Tues.) (Thurs.) APTT Grade Level Debrief	Faculty Choice PL: Sessions TBD		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
2-5	(Tues.) ELA PLC/(Thurs.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
2-12	(Tues.) ELA PLC/(Thurs.)Math PLC (deconstructing standard, planning instruction, s and creating common assessments)	GIFTED- Identifying students for the gifted program and how to incorporate effective instructional strategies in the classroom.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		

Bethlehem Elementary School





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2-19	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Committee Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
2-26	(Tues.) Math PLC (deconstructing standards, planning instruction, and creating common assessments)	SS/Science Standard Deconstructing		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
3-5	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
3-12	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	SPED-IEP compliance, modifications & accommodations		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
3-19	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Committee Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
3-26	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Whole Staff Milestones Training		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
4-2	Spring Break	Spring Break		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		





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4-9	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
4-16	Milestones: No PLC	Milestones-Meeting TBD		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
4-23	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	Committee Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
4-30	(Tues.)Math PLC (deconstructing standards, planning instruction, and creating common assessments)	SS/Science Standard Deconstructing		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
5-7	No PLC: APTT Week	RTI Tier 2 Mtg.		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
5-14	No PLC	18-19 Class Roster Meeting		PLC template; Lesson Plans; Common Assessments (actual assessments and student data)	Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		
5-21	(Tues.) Work Session: Class Rosters	EOY MAP, TRC, and DIBELS Data Dlg			Instructional coach, principal, or assistant principal will facilitate PLC work; Teacher observations; Common Assessment Data; Lesson Plans.		

