



**Barrow County School System**

Boldly Committed to Student Success

# Bethlehem Elementary School

## SCHOOL IMPROVEMENT PLAN 2018-2019

**NAME OF SCHOOL PRINCIPAL: 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
Principal	Mindy Reid	8/13/2018
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	8/7/2018
Title I Director	Dr. David Beeland, Jr.	8/13/18
Superintendent	Dr. Chris McMichael	8/2/2018



**Goal 1: READING ACHIEVEMENT-** Our overall goal is to create a culture of reading in which students love to read, and they read A LOT of books! The assessments we use to measure early literacy skills and reading levels are tools to guide instructional practices and help our readers grow. The quantitative goals in our school improvement plan are based on our district and state reading assessments. These assessments measure student progress and help us to address strengths and challenges of the individual learners. Reading levels inform our practice and let us know if our instruction is being effective.

**Barrow County School System Goal is 100% of students reading at or above grade level by 3rd Grade.** BES plans to support this goal with intentional and focused instruction. As we move toward this target, our annual measurable school improvement goals are detailed below. (\*Cohort group from the previous year)

Grade	Reading Goals	Baseline 17-18	Beg. of Year	Middle of Year	End of Year
K-2	70% of students will meet typical or high growth by the EOY as measured by the Pathways of Progress on the DIBELS composite score.	66%			
K	70% of K students will meet or exceed EOY benchmark achievement levels as measured by TRC.	63%			
1	70% of 1st grade students will meet or exceed EOY benchmark achievement levels as measured by TRC	*63%			
2	70% of 2nd grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.	*53%			
3	70% of 3rd grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.	*66%			
4	70% of 4th grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.	*66%			
5	75% of 5th grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.	*67%			
3-5	60% of students in grades 3-5 will score at or above the mid-point Lexile measure as determined by GA Milestones.	51.6%			



Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources	
<input type="checkbox"/> The 18-19 BES Leadership team will conduct quarterly Instructional Rounds to collect data that will assist us in identifying strengths of instruction & areas to target for improvement.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Mindy Reid	1. August/September 2. October/November 3. January/February 4. April/May	Lesson plans Stamina Charts Anchor charts CAFE board	Strengths and areas to target for improvement will be identified and specific PL will be used to address and adjust.	None	
	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale		Given to teachers prior to conducting instructional rounds (July/August)	N/A	Looks fors will indicate that expected items will be observed (A percentage of observed items per classroom will be measured at the BOY, MOY, and EOY)	None	
<input type="checkbox"/> All K-5 teachers will structure their 90 minute reading block utilizing the Daily 5 framework and follow the BCSS ELA Instructional Framework components with: -Mini Lessons (at least 2) -Work Session-Guided & Independent Practice/Small Group instruction & individual conferences -Closing that relates to learning targets	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Aperil Sellers	8/6-8/24 First 15 Days Launch of Daily 5/Readers' Workshop Lessons will be Implemented , focusing on establishing Read to Self (independent reading) and Work on Writing (response to reading) and building reading stamina		Look-for findings will be shared with staff as strengths will be celebrated and problems of practice will be addressed and supported	The Daily 5, 2nd Edition by Gail Boushey & Joan Moser (no cost-already have copies)	
<input type="checkbox"/> All K-5 teachers will incorporate daily interactive read alouds to build a sense of community among readers and instill a joy and love of reading	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	K-5 Leadership Reps					
<input type="checkbox"/> All K-5 teachers will explicitly teach and review how to pick "good-fit" books for independent reading	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale						
<input type="checkbox"/> All K-5 teachers will monitor independent reading by doing frequent book-box assessments and frequent individual conferences	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale						
<input type="checkbox"/> All K-5 teachers will document individual conference notes and meeting dates via conferring notebook	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale						
<input type="checkbox"/> All K-5 teachers will utilize a grade-level specific standards-based CAFE menu to help identify the skills and strategies that students need practice with in comprehension, accuracy, fluency, and expanding vocabulary	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale			1/17 PK-2 APTT Meeting 2 Foundational Skill-  1/24 3-5 APTT Meeting 2 Foundational Skill-	Conferring notebook reviews will occur quarterly during PLCs to identify strengths and areas to improve		CAFE by Gail Boushey & Joan Moser (no cost-already have copies)

## Bethlehem Elementary School



<input type="checkbox"/> All K-5 teachers will work with each student to create individual student reading goals that are tailored to their specific needs	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<input type="checkbox"/> All K-5 teachers will utilize small group reading instruction that incorporates both traditional guided reading and strategy groups.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					Scholastic Guided Reading Sets K-5
<input type="checkbox"/> All K-5 teachers will display and utilize anchor charts and other visual learning tools that highlight both procedural components of the workshop/Daily 5 and the reading skills and strategies being taught	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<input type="checkbox"/> All K-5 teachers will incorporate at least one reading comprehension lesson per week that focuses on a standards-based theme in Social Studies or Science	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<input type="checkbox"/> All K-5 teachers will implement Zoophonics curriculum to support early literacy skills (Kindergarten only)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Katie Edwards				Zoophonics Kindergarten Kits
<input type="checkbox"/> All K-5 teachers will set and track goals for students in the DIBELS assessment system Pathways of Progress component (Grades K-2 only)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Katie Edwards, Ashley Akins, Kellee McAdams				
<input type="checkbox"/> 5th grade will incorporate Social Studies Weekly as part of the reading/writing block to integrate content-specific topics into literacy instruction	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Tiara Mensinger				Social Studies Weekly Subscription for 5th grade only
Increase access to books at home: <input type="checkbox"/> Books will be given to students to promote reading (as budget allows) <input type="checkbox"/> Books, poems, or other pieces of text will be sent home as “homework” with students in grades K-2 for nightly practice. <input type="checkbox"/> School-wide homework expectation will be to read for 20 minutes per day. <input type="checkbox"/> Install a “Little Free Library” on school grounds to provide access to reading materials to our families and community. <input type="checkbox"/> Hold a Family Literacy Night event or combine with APTT to promote reading and have public library on site to issue library cards and share information	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Mindy Reid	4/29-5/17 MAP assessments 2-5 4/30 PK-2 APTT Meeting 3 Foundational Skill-  5/2 3-5 APTT Meeting 3 Foundational Skill-			Scholastic books  Paraprofessional to support literacy interventions 1-5



**Additional supports for accelerated or academically struggling (Tiers 2-4) students**

- ❖ EIP and ESOL push-in services will avoid pulling students or groups during whole group mini-lessons
- ❖ SPED teachers will utilize SRA reading program/Wilson/Fundations programs with SWDs
- ❖ Title One Paraprofessional will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans
- ❖ EIP and ESOL push-in services will focus on small group guided reading or strategy groups and one-on-one conferring based on students' identified needs.
- ❖ EIP & ESOL teachers will be responsible for documenting their work in a conferring notebook or other record-keeping device that will be shared with homeroom teacher.
- ❖ EIP and ESOL push-in teachers who are in the classroom will actively participate as a co-teacher using one of the identified best practices for co-teaching.
- ❖ All co-teachers (EIP, SPED, ESOL and homeroom) will communicate regularly regarding their plan for effective reading instruction
- ❖ Reading interventions provided by specials teachers/kindergarten paraprofessionals will focus on RTI Tier 2 & Tier 3 students and will avoid pulling students from whole group mini-lessons.
- ❖ DIBELS, IDI, TRC, and MAP Reading assessment data will be utilized to identify specific needs and plan for small group instruction
- ❖ MAP Skills will be utilized as an instructional support for students who need extra practice in specific skill areas.

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

- ❖ SIP/Curriculum Day during Pre-Planning will include a 90 minute session focused on Reading Instruction and the components of the SIP as it pertains to this goal
- ❖ New Teachers will participate in PL regarding DIBELS, TRC, MAP, Daily 5, CAFE, and other pertinent Literacy-based content and will participate in peer observations during the reading block.
- ❖ Kindergarten Team will participate in PL regarding Zoophonics implementation
- ❖ Leadership Team will have ½ day planning each quarter to complete instructional rounds and debrief
- ❖ Grade level PLCs will have ½ day planning each quarter to address SIP goals, complete long-term planning & receive training
- ❖ Ongoing regular PLCs and PL sessions will be provided as support throughout the year.
- ❖ Media specialist and Instructional coach will provide PL regarding resources in the media center (leveled books, etc.)
- ❖ Data teams will review assessment data and plan interventions and instruction based on results

**Family and Community Engagement**

- ❖ APTT foundational skills will be identified based on the most critical needs of each grade level (based on past year's DIBELS and TRC and MAP results)
- ❖ Teachers will send home Text Reading and Comprehension question stems that focus on higher order comprehension questions for parents to use with their children when reading
- ❖ School will continue annual Read-a-thon that supports Adult Literacy Barrow by raising funds through a day-long reading event
- ❖ School will host Family Literacy Night in the fall with support from the Winder Public Library. Invite families to attend and sign up for library cards.
- ❖ School will develop a "Culture of Reading" through the use of #BESreads social media posts that include pictures of staff and students reading or participating in literacy-related activities throughout the school year .
- ❖ Continue partnership with Adult Literacy Barrow/Lanier Tech to provide a location for Adult ESOL classes to be held to support our families and others in the community.

**Leadership Capacity**

- ❖ Leadership Team will create a list of "Look-fors" that will be composed of best practices. These lists will be used to collect data in every classroom during Readers' Workshop. (Will be shared with staff and used during Instructional Rounds.)
- ❖ Leadership Team reps will review school-wide data as it is collected and will serve as lead data point persons for their grade level teams
- ❖ Administrative team will protect PLC time devoted to supporting this improvement goal
- ❖ Administrative team will use a list of "look-fors" for both informal and formal observations, including TKES
- ❖ Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged



**Goal 2: WRITING ACHIEVEMENT:** Our overall goal at BES is to create a community of writers in which students view themselves as authors. We want to encourage our students to be writers who write for enjoyment, as a response to reading and other content-area topics, for authentic purposes, and for specific audiences. We want our students to view writing as a vehicle to communicate their learning both within the classroom and school, but to authentic audiences outside of our walls.

The measurable goals based on state assessments are listed below.

Grade Level	Writing Goals	Baseline 2017-2018	2018-2019
3-5	40% of students in grades 3-5 will score a level 3 or 4 on the EOG Writing Narrative Component	26%	
3-5	40% of students in grades 3-5 will score a level 3 or 4 in Idea Development, Organization, and Coherence on the Extended Writing Task	27%	

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<input type="checkbox"/> Teachers in Kindergarten-5th Grade will implement the new BCSS K-5 Writing Plan	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Aperil Sellers	8/1-8/31 - Establishing a Writing Workshop Establish routines and procedures for a daily writing workshop.	See BCSS Launching Lessons for suggested procedural lesson plans.		
<input type="checkbox"/> Teachers will incorporate Lucy Calkins Units of Study Writing Kits into their daily writing block utilizing the following BCSS Writing Instructional Framework components: Mini Lessons Work Sessions Closing	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Aperil Sellers	9/4-11/9 Informational Writing Week 1: Collect Work Sample 1 (unassisted)  9/4-10/19 Informational writing unit  Mid-Point: •Collect Work Sample 2 (may be assisted) 10/22-11/9 •Informational writing in response to text •Collect and score Work Sample 3 (unassisted)	Instructional Coach will facilitate PLCs focused on instruction and student work analysis	Collect baseline scoring data from pre to post instruction writing samples	Lucy Calkins Units of Study Writing Kits-one kit per homeroom teacher K-5; One K-5 kit for SPED department
<input type="checkbox"/> Exemplar pieces of writing will be collected and shared with students and in teacher PLC's to assist with improvement of practice and performance.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	K-5 Leadership Reps	11/12-1/31 Opinion Writing Week 1: •Collect Work Sample 1 (unassisted)  11/12-1/11 •Opinion writing unit  Mid-Point	Exemplar pieces of writing will be identified in PLCs and shared with the grade level for use in instruction.		



			<ul style="list-style-type: none"> <li>•Collect Work Sample 2 (may be assisted)</li> </ul> <p>1/14-1/31</p> <ul style="list-style-type: none"> <li>•Opinion writing in response to texts</li> <li>•Collect and score Work Sample 3 (unassisted)</li> </ul>			
<input type="checkbox"/> Teachers will anchor mini-lessons to mentor texts that highlight strategies and techniques that authors use in the various genres	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<input type="checkbox"/> Teachers will frequently confer with individual students and document individual conferences via conferring notebook	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale		<p>2/4-4/5 Narrative Writing Week 1: Collect Work Sample 1 (unassisted)</p> <p>2/4-3/15 Narrative writing unit</p> <p>Mid-Point</p> <ul style="list-style-type: none"> <li>•Collect Work Sample 2 (may be assisted)</li> </ul> <p>3/18-4/5</p> <ul style="list-style-type: none"> <li>•Narrative writing in response to texts</li> <li>•Collect and score Work Sample 3 (unassisted)</li> </ul>			
<input type="checkbox"/> Teachers will utilize small group writing instruction that incorporates both traditional guided writing practice and strategy groups. Lesson outline for small groups will be included in lesson plans/conferring notebook.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<input type="checkbox"/> Mentor texts will be used to illustrate authentic use of concepts that are being taught	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<input type="checkbox"/> Anchor charts that highlight both procedural components of the writing workshop and the skills and strategies being taught will be on display to anchor students' learning.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					



<input type="checkbox"/> Teachers in grades 3-5 will Utilize the Write Score Resources to supplement daily instruction during writer's workshop	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Katelin Argo, Laura Rogers, Tiara Mensinger			Collect baseline scores for Write Score assessments in each genre: Informational, Opinion, and Narrative	Write Score Assessments, Lessons, and Materials
<input type="checkbox"/> Grades 3-5 will incorporate constructed response or extended writing tasks on a regular basis in one of the content areas such as Social Studies or Science to be scored with the GA Milestones rubric	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale					
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b>						
<ul style="list-style-type: none"> <li>❖ Individual writing conferences and small group writing instruction will be conducted in addition to whole group lessons to address individual students' specific needs</li> <li>❖ EIP and ESOL push-in services will avoid pulling individual or small groups during whole group instruction and will focus on small group guided writing and one-on-one conferring based on students' identified needs</li> <li>❖ SPED students will receive instruction based on their individual IEP goals to support the objectives of each unit of study</li> </ul>						
<b>Professional Capacity building to support the above goal and action steps</b>						
<ul style="list-style-type: none"> <li>● SIP/Curriculum Day during Pre-Planning will include a 90 minute session focused on Writing Instruction and the components of the SIP as it pertains to this goal</li> <li>● Instructional coach and district literacy specialist will provide professional learning support throughout the year.</li> <li>● Instructional coach will work with grade level teams to align their current BCSS curriculum maps and BCSS Writing Plan with the Units of Study and Write Score resources in a logical and productive manner.</li> <li>● Units of Study Writing Kits will be provided to all K-5 homeroom general education teachers; one K-5 inclusive kit will be purchased for the SPED team to share.</li> <li>● Grade level PLCs will have ½ day planning each quarter to address SIP goals, complete long-term planning &amp; receive training</li> </ul>						
<b>Family and Community Engagement</b>						
<ul style="list-style-type: none"> <li>● Individual student writing samples from each of the three genres will be displayed in the classroom and/or hallway showcasing each writing genre (at the culmination of each unit)</li> <li>● Each grade level will plan a spring writing event to engage BES families (either an evening event, something during the day, etc. to celebrate student writing)</li> </ul>						
<b>Leadership Capacity</b>						
<ul style="list-style-type: none"> <li>● Leadership Team reps will review school-wide data as it is collected and will serve as lead data point persons for their grade level teams</li> <li>● Administrative team will protect PLC time devoted to supporting this improvement goal</li> <li>● Administrative team will use a list of "look-fors" for both informal and formal observations, including TKES</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: MATH ACHIEVEMENT:** Our overall goal is to develop confident mathematicians who are not only proficient with math facts, but are effective and efficient problem-solvers who use math in real-world applications.

Grade	Math Goals	Baseline 2017-2018	Beginning of Year	End of Year
PK-1st	At least 90% of students will meet their APTT foundational skills EOY target.	n/a		
2-5	70% of students will meet or exceed projected growth targets from BOY to EOY on the MAP assessment.	53%		

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers in grades 1-5 will utilize the Learning Continuum and MAP SKILLS to identify and differentiate small group math instruction during math workshop</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	Tiara Mensinger		Data teams will review data and plan for instruction		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Each grade level K-5 will implement a spiral/cumulative review or preview of “big ideas” that will be incorporated into their daily math workshop</li> <li><input type="checkbox"/> Instructional software will be used to supplement classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	Leadership Team	December 3-20 MAP assessment in grades 1-5			Mountain Math Resources-K-5th grade \$1650 for online version
<ul style="list-style-type: none"> <li><input type="checkbox"/> All K-5 teachers will utilize the math workshop model during their 90 minute math block to include: -Spiral Math Review -Mini-lesson - Work session -Closing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>			Look-fors		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving strategies will be taught at least 2 times per week utilizing the CGI philosophy in grades K-3.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	Aperil Sellers				



<input type="checkbox"/> Students in grades 1-5 will engage in 3 sessions of Reflex Math per week with these sessions taking place in the classroom using Chromebooks/iPads, during Computer Lab special, and during the open computer lab. (Students also have access to the program online and can complete at home.)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Leadership Team, Joe Tice	4/29-5/17 MAP assessment in grades 1-5			Reflex Math Software Subscription
<input type="checkbox"/> Moby Max Math program will be utilized in grades 1-5 in the computer lab, staffed by paraprofessional	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Joe Tice				Moby Max (District has purchased)  Paraprofessional for Computer Lab

**Additional supports for accelerated or academically struggling (Tiers 2-4) students**

- This goal specifically addresses all tiers of the continuum through small group and individual instruction based on students' specific needs as identified through MAP assessments
- Special education teachers will also utilize the learning continuum as support is provided

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

- SIP/Curriculum Day during Pre-Planning will include a 90 minute session focused on Math instruction and the components of the SIP as it pertains to this goal
- Data teams/PLCs will utilize the learning continuum component of MAP to identify instructional goals/plan instruction for small groups
- Data teams/PLCs will analyze Reflex Math, Moby Max, and MAP data to determine effective implementation and areas to further support students

**Family and Community Engagement**

- APTT Foundational skill will be identified to support each grade level's highest need based on previous year's MAP results and other pertinent assessment data

**Leadership Capacity**

- ❖ Leadership Team reps will review school-wide data as it is collected and will serve as lead data point persons for their grade level teams
- ❖ Administrative team will protect PLC time devoted to supporting this improvement goal
- ❖ Administrative team will create a list of "look-fors" that will be used for both informal and formal observations, including TKES
- ❖ Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged



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.

- PK Visits: In May, local PK programs such as Head Start and BFUMC visit BES during the school day for a tour and activities.
- PK Sneak-a-Peek: In May, the PK team conducts an informational evening event for families of students who will be entering PK the following August.
- Kindergarten University: In May, the Kindergarten team conducts an informational evening event for families who will be entering K the following August.
- Rising 6th Graders: Counselor from middle school visits in May; Instrument testing in May; Students take field trip to middle school
- 5th Grade teachers complete Google form with recommendations regarding instructional programs, personal characteristics, etc. of students that 6th grade team will utilize as they create class schedules and programs
- 5th Grade Celebration: End of the year awards program with a guest speaker whose message is focused on goal-setting and the transition to middle school and beyond.
- 5th Grade students create career portfolios that focus on researching their interests in particular careers and the education that will be required to achieve those goals. As part of our Career Day, we also have the high school come to do a presentation on the different pathways students can follow in high school.

