



Barrow County School System

Boldly Committed to Student Success

Bramlett Elementary School

SCHOOL IMPROVEMENT PLAN 2018-2019

NAME OF SCHOOL PRINCIPAL: Karen Dowis
NAME OF SYSTEM SUPERINTENDENT: 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	Karen Dowis	8/07/2018
School Governance Team Chairperson	Robyn Allen	
System Professional Learning Coordinator	Ginger Crosswhite	8/7/2018
Title I Director	Dr. David Beeland, Jr.	8/13/18
Superintendent	Dr. Chris McMichael	8/16/2018



Goal 1: READING ACHIEVEMENT

- All students in grades kindergarten through five scoring proficient or above proficient on the beginning of the year (BOY) Text Reading Comprehension (TRC) assessment will maintain proficient or above proficient status as measured by the end of the year (EOY) TRC assessment.
- All students in grades kindergarten through five scoring below proficient or far below proficient on the BOY TRC will gain at least two levels of growth as measured by the EOY TRC assessment.
- Seventy-five percent of second graders will meet their expected growth projection in reading on the Spring 2019 MAP. (Baseline to be determined pending fall 2018 MAP reading administration.)
- Sixty percent of third graders will meet their expected growth projection in reading based on Spring 2018 to Spring 2019 MAP data. (Spring 2018 baseline = 50%)
- Sixty-four percent of fourth graders will meet their expected growth projection in reading based on Spring 2018 to Spring 2019 MAP data. (Spring 2018 baseline = 55%)
- Sixty-two percent of fifth graders will meet their expected growth projection in reading based on Spring 2018 to Spring 2019 MAP data. (Spring 2018 baseline = 54%)

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>K-5 Teachers will increase their effectiveness in the teaching of reading by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing consistent daily implementation of the BCSS reading framework <input type="checkbox"/> Emphasizing purposeful use of closing component of workshop model <input type="checkbox"/> Ensuring workshop activities are coherently and explicitly connected to learning goals <input type="checkbox"/> Progress monitoring periodically with running records and regrouping students as indicated by the data <input type="checkbox"/> Participation in vertical collaboration to align reading instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach</p>	<p>Summer: Optional professional reading: <i>The Reading Strategies Book</i> and <i>The Common Core Companion</i> Preplanning: Review BCSS reading framework for instruction and reading workshop components & expectations of implementation August: BOY administration of TRC and form reading groups BOY administration of MAP September: Data meetings for TRC and MAP (2nd-5th) October-December: Running records and classroom data analysis to adjust instruction Instructional Rounds December: MOY administration of TRC MOY administration of MAP (2nd-5th) January: Data meeting for TRC and MAP growth February-May: Running record and classroom data analysis to adjust instruction Instructional Rounds April: GMAS (3rd-5th) May: EOY administration of TRC EOY administration of MAP (2nd-5th) Review and prepare data for 2019-2020</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Informal observations by IC <input type="checkbox"/> Lesson plans <input type="checkbox"/> Coaching observation cycles by IC <input type="checkbox"/> Monthly checklist completion 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Rounds <input type="checkbox"/> Individual student growth on TRC <input type="checkbox"/> Individual student growth on MAP 	<ul style="list-style-type: none"> <input type="checkbox"/> Subscription for Learning A-Z <input type="checkbox"/> Leveled Reading books <input type="checkbox"/> MobyMax program <input type="checkbox"/> Data meeting supplies: Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Tape <input type="checkbox"/> Copy paper <input type="checkbox"/> Printer ink <input type="checkbox"/> MyON program <input type="checkbox"/> iPads & chromebooks <input type="checkbox"/> SLDS data <input type="checkbox"/> MAP data <input type="checkbox"/> Subs for release time for vertical collaboration between grade levels



<p>K-2 teachers will increase their effectiveness in the teaching of phonics by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging in a year-long study of research based phonological awareness, phonics, and high-frequency word recognition strategies <input type="checkbox"/> Creating shared resources and lesson plans <input type="checkbox"/> Continue implementation of Boxed Instruction <input type="checkbox"/> Progress monitoring students as recommended by <i>Dynamic Indicators of Basic Literacy Skills (DIBELS)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach</p>	<p>Summer: Optional professional reading for K-2 teachers: <i>A Fresh Look at Phonics</i> and <i>The Common Core Companion</i></p> <p>August: BOY administration of DIBELS Form Boxed Instruction groups (K) Administer Informal Decoding Inventory (IDI)</p> <p>September: Data meetings for DIBELS and IDI</p> <p>October-December: Running records and classroom data analysis to adjust instruction Instructional Rounds</p> <p>December: MOY administration of DIBELS MOY administration of MAP (2nd) MOY administration of IDI</p> <p>January: Data meeting for DIBELS and IDI growth</p> <p>February-May: Running record and classroom data analysis to adjust instruction Instructional Rounds</p> <p>May: EOY administration of DIBELS EOY administration of MAP (2nd) EOY administration of IDI Review and prepare data for 2019-2020</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Informal observations by IC <input type="checkbox"/> Lesson plans <input type="checkbox"/> Coaching observation cycles by IC 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Rounds <input type="checkbox"/> Lesson plans <input type="checkbox"/> Individual student growth on IDI <input type="checkbox"/> Individual growth on DIBELS 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Supplies for creating shared resources <input type="checkbox"/> APTT supplies <input type="checkbox"/> Data meeting supplies: Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Tape
<p>K-5 teachers will collaborate with the Media Specialist to plan lessons that support students in developing independent literacy skills with a specific focus on explicit instruction and selecting “good fit” books</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Media Specialist Instructional Coach</p>	<p>August: Media Center schedule created Media Specialist to attend grade level PLC to plan lessons</p> <p>August-May: Students choose good fit books when visiting the media center</p>	<p>Lesson plans</p>		<p>Books for media center http://gcba.coe.uga.edu/gcba-awards/2018-2019-nominees/</p>

- Additional supports for accelerated or academically struggling (Tiers 2-4) students**
- Interventionists to be used for Eagle Time in grades 2-5
 - Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks
 - Ensure that EIP/ESOL students receive supplemental rather than replacement instruction
 - Participation in Tome student literary society competitions
 - Eagle Time classes that engage, promote, and support literacy and real world application of reading skills

- Professional Capacity building to support the above goal and action steps**
- Phonics book study, *A Fresh Look at Phonics*, by Blevins. Bramlett’s instructional coach will receive train-the-trainer model and will redeliver PL based on Bramlett’s needs.
 - 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
 - Weekly PLC for support teachers: SpEd, EIP, ESOL, Gifted
 - PL for using Measures of Academic Progress (MAP) and Statewide Longitudinal Data System (SLDS) data to drive instruction
 - Utilize *The Reading Strategies Book* by using, critiquing, and sharing lesson plans from the book to teach reading strategies that align to the BCSS curriculum map
 - Use *The Common Core Handbook* when planning for further understanding of teaching ELA standards
 - Provide PL to support co-teaching teams; develop norms for co-teaching building-wide- facilitated by Dr. Ann Neeley
 - Monthly meetings with the 5 gifted teachers to collaborate on enrichment and data for gifted students.
 - Integrate academic content into computer lab, art, music, PE (CAMP) and media center visits
 - Increase number of teachers with gifted/reading/ESOL endorsements



Family and Community Engagement

- Literacy based foundational skills will be chosen for at least one APTT activity
- Invite families to the Summer Reading Parade to celebrate students who read at least 500 minutes over the summer
- School family days: August: reading, college, math, September: creativity Dot Day; February: kindness: March: Dr. Seuss and reading; April: poetry

Leadership Capacity

- Changes to the master schedule to increase instructional minutes
- Ensure all students are given at least 20 minutes of daily independent reading time

Goal 2: WRITING ACHIEVEMENT

(A) Thirty percent of Bramlett’s 3rd, 4th, and 5th graders will score at a level 3 or 4 on the Idea Development, Organization, and Coherence portion of the Extended Writing Task on the Georgia Milestones Assessment (GMAS) given in April, 2019. (Baseline: 3rd - 9.67%; 4th - 15.8%)

(B) Thirty percent of Bramlett’s 3rd, 4th, and 5th graders will score at a level 3 or 4 on the Narrative Writing Response portion of the GMAS given in April, 2019.(Baseline: 3rd - 17.83%; 4th - 24.4%)

(C) During the 2018-2019 school year, 90% of kindergarten, first, and second graders will improve or maintain (if at the highest performance level) by at least one performance level in two or more of the following areas of the BCSS genre specific writing rubrics:

- Informational: Focus/Information, Organization, Support/Evidence**
- Opinion: Focus/Opinion, Organization, Support/Evidence**
- Narrative: Focus/Setting, Organization/Plot, Narrative Techniques**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
K-5 teachers will increase their effectiveness in the teaching of writing by: <ul style="list-style-type: none"> <input type="checkbox"/> Providing consistent daily implementation of the BCSS writing framework <input type="checkbox"/> establishing norms for implementing the BCSS writing plan <input type="checkbox"/> consistently implement daily writing <input type="checkbox"/> Participating in vertical collaboration to align writing instruction <input type="checkbox"/> Participation in Instructional Rounds addressing writing instruction <input type="checkbox"/> Providing responsive instruction <input type="checkbox"/> Incorporating modeling of strong writing into writing instruction 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	Summer: Optional professional reading: <i>The Common Core Handbook</i> Preplanning: Establish norms for implementing BCSS writing Review BCSS writing framework for instruction	<input type="checkbox"/> Coaching cycles with district literacy specialist and instructional coach <input type="checkbox"/> Instructional Rounds completed by BRES leadership team	<input type="checkbox"/> Instructional Rounds <input type="checkbox"/> Lesson plans <input type="checkbox"/> Individual student growth as shown in portfolios	<input type="checkbox"/> Lucy Calkins writing Units of Study, \$4000 <input type="checkbox"/> Subs for release time for vertical collaboration between grade levels and instructional rounds <input type="checkbox"/> Instructional Supplies <input type="checkbox"/> Moby Max writing modules <input type="checkbox"/> MyON books to use as mentor texts <input type="checkbox"/> <i>The Writing Strategies Book</i>
K-5 teachers will keep a portfolio for each student that contains 3 scored writing samples per genre. 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	August-May: collect, score and provide feedback for portfolio samples			<input type="checkbox"/> Edutyping, Jr. program <input type="checkbox"/> Subs for Title I paraprofessional



K-5 teachers will increase the frequency of having students write in each subject area.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach		Lesson plans	Instructional Rounds	<input type="checkbox"/> Subscription to <i>PebbleGo</i> <input type="checkbox"/> Subs for instructional rounds
K-5 teachers will <input type="checkbox"/> create student friendly writing rubrics for use during writing instruction and conferencing <input type="checkbox"/> Create and use anchor charts for students to use when writing <input type="checkbox"/> Create exemplars for student writing	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach				<input type="checkbox"/> Copy paper <input type="checkbox"/> Ink <input type="checkbox"/> Laminating film <input type="checkbox"/> Chart paper <input type="checkbox"/> Markers
Additional supports for accelerated or academically struggling (Tiers 2-4) students <input type="checkbox"/> Eagle Time classes that engage, promote, and support literacy and real world application of writing skills						
Professional Capacity building to support the above goal and action steps <input type="checkbox"/> Vertical analysis of writing rubrics and expectations and common language of the standards (vocabulary) <input type="checkbox"/> Support for creating student friendly writing rubrics, anchor charts, and exemplars <input type="checkbox"/> Title I Paraprofessional will work specifically with 1st-5th grade students to provide necessary writing interventions as outlined in students' Tier 2 or Tier 3 plans <input type="checkbox"/> Collaborate to write constructed response questions to answer reading standards <input type="checkbox"/> PL on conferencing with students <input type="checkbox"/> Utilize <i>Common Core Writing to Texts</i> book by using, critiquing, and sharing lesson plans from the book to teach reading strategies that align to the BCSS curriculum map <input type="checkbox"/> Weekly PLC for support teachers: SpEd, EIP, ESOL, Gifted <input type="checkbox"/> Use <i>The Common Core Handbook</i> when planning for further understanding of teaching writing standards <input type="checkbox"/> Provide PL to support co-teaching teams; develop norms for co-teaching building-wide- facilitated by Dr. Allison Neeley <input type="checkbox"/> Monthly meetings with the 5 gifted teachers to collaborate on enrichment and data for gifted students. <input type="checkbox"/> Integrate academic content into computer lab, art, music, PE (CAMP) and media center visits <input type="checkbox"/> Provide PL to support implementation of Units of Study						
Family and Community Engagement <input type="checkbox"/> Families will be invited to correspond with their students through the Bramlett Post Office <input type="checkbox"/> School family days: August: reading, college, math, September: creativity Dot Day; February: kindness; March: Dr. Seuss and reading; April: poetry						
Leadership Capacity <input type="checkbox"/> BRES leadership team to conduct instructional rounds						



Goal 3: MATH ACHIEVEMENT

- Fifty percent of second graders will meet their expected growth projection on the spring 2019 math MAP. (Baseline to be determined pending fall 2018 Math MAP.) 46% of second graders met their growth projection according to math MAP data.
- Fifty-six percent of third graders will meet their expected growth projection on the Spring 2019 math MAP. (Spring baseline = 46%)
- Sixty-four percent of fourth graders will meet their expected growth projection on the Spring 2019 math MAP. (Spring baseline = 55%)
- Eighty-three percent of fifth graders will meet their expected growth projection on the Spring 2019 math MAP. (Spring baseline = 74%)

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
K-5 teachers will increase their effectiveness of teaching math by: <ul style="list-style-type: none"> ❑ Providing consistent daily implementation of the BCSS math framework ❑ Ensuring workshop activities are coherently and explicitly connected to learning goals ❑ Tiered support using the Class Report with RIT Scores, Learning Continuum and MAP SKILLS to differentiate small group math instruction during math workshop will be expected from every teacher in grades 2-5 ❑ Participation in vertical collaboration to align math instruction ❑ Supplementing classroom instruction using software. 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	Instructional Coach		<ul style="list-style-type: none"> ❑ Informal observations by IC ❑ Lesson plans ❑ Coaching observation cycles by IC 	<ul style="list-style-type: none"> ❑ Instructional Rounds ❑ Moby Max reports ❑ Individual growth on MAP (2nd-5th) ❑ Individual growth on 1st grade math assessment (1st) ❑ Individual growth on GKIDS (K) ❑ Individual growth on BCSS teacher created math standard rubrics 	<ul style="list-style-type: none"> ❑ Instructional Supplies ❑ Moby Max program: math and math facts modules ❑ iPads & chromebooks ❑ Formative Loop math individualized program ❑ Subs for release time for vertical collaboration between grade levels ❑ APTT supplies
Third, Fourth, and Fifth grade teachers will host <i>Waking Up with Math</i> grade level sessions for parents and students	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	Instructional Coach 3-5 teachers	Bi weekly beginning after Fall Break	<ul style="list-style-type: none"> ❑ Informal observations by IC ❑ Folders w/ handouts 	<ul style="list-style-type: none"> ❑ Individual growth on MAP (3rd-5th) ❑ GMAS results ❑ Parent survey results ❑ Classroom results 	<ul style="list-style-type: none"> ❑ Copy paper ❑ Ink ❑ Video Equipment to record sessions
Additional supports for accelerated or academically struggling (Tiers 2-4) students <ul style="list-style-type: none"> ❑ Interventionists to be used for Eagle Time in grades 2-5 ❑ Ensure that EIP/ESOL students receive supplemental rather than replacement instruction ❑ Eagle Time classes that support and develop math literacy 						
Professional Capacity building to support the above goal and action steps <ul style="list-style-type: none"> ❑ <i>Foundations of Fractions</i> class for 3-5 teachers taught by BRES instructional coach ❑ Math consultant, Graham Fletcher, to provide PL for 3-5 teachers ❑ 4-5 teachers participate in BCSS PL on key math topics fractions and decimals- facilitated by Tamara Bolden, WES instructional coach ❑ Vertical collaboration for alignment of math instruction ❑ K-2 teachers review math standards breakdown, EQs, and rubrics ❑ 3-5 teachers to create math standards breakdown, EQs, and rubrics ❑ Provide PL to support co-teaching teams; develop norms for co-teaching building-wide- facilitated by Dr. Ann Neeley ❑ Integrate academic content into computer lab, art, music, PE (CAMP) and media center visits ❑ Use <i>The Common Core Handbook</i> when planning for further understanding of teaching math standards 						



Family and Community Engagement

- Math Literacy based foundational skills will be chosen for at least one APTT activity
- Resources to support math instruction will be posted on the BRES website and sent home in newsletters
- Teachers will facilitate Morning Math sessions for parents and students
- Videos showing teaching of math standards during Morning Math will be posted on BRES website
- Invite families to the BRES Summer Math dance party for students who completed 500 minutes of math work/games over the summer
- School family days: August: reading, college, math, September: creativity Dot Day; February: kindness; March: Dr. Seuss and reading; April: poetry

Leadership Capacity

Leadership team to conduct instructional rounds for math strategies

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.

Transition from Preschool to Kindergarten:

BRES kindergarten teachers screen all rising kindergarteners and utilize this data to prepare class rosters. The screening data includes academic, social, and emotional readiness assessments. Kindergarten parents are invited to a Sneak-a-Peek in the spring and an Open House event in the fall.

Transition from Elementary to Middle School:

As part of our 5th grade Sneak A Peek on May 9, 2019, our district ELA and math literacy specialists will present sixth grade and middle school math placement descriptions and share how elementary school ELA GSE builds the foundation for mastering middle school ELA standards. The gifted teacher and other 5th grade teachers provide recommendations for placement in 6th grade math classes. Our school Counselor also facilitates a fifth grade field trip to the middle school in the late spring. On this field trip, students tour the school, meet sixth grade staff and teachers, and are introduced to the culture and expectations of their new school. BRES fifth grade teachers also compile data summaries for sixth grade teachers for use in establishing class rosters.

An end of the year transition meeting is held for each 5th grade student with an IEP. A middle school special education teacher is present to help answer questions and provide guidance on educational opportunities for each child. Middle School band and chorus teachers visit our fifth graders to generate interest and excitement in these programs.

