



**Barrow County School System**

Boldly Committed to Student Success

## Bramlett Elementary School



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

**NAME OF SCHOOL PRINCIPAL:** Karen G. Dowis

**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	9/2/16
Title I Director	Dr. David Beeland	8/25/16
System Professional Learning Coordinator	Meggan McNally	8/15/16
School Governance Team Chairperson	Robyn P. Allen	9/23 /16
Principal	Karen G. Dowis	8/30/16



## Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Reading & ELA - written expression with emphasis on response to/citing texts across all subject areas	Mock writing results; ELA GMAS 2016: 3rd Grade - 21.19% Beginner Level 4th Grade - 33.62% Beginner Level 5th Grade - 23.21% Beginner Level  BCSS ELA Common Assessments; DIBELS benchmark results, myON reports;	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team Stakeholders who participated in meeting	Bramlett website, parent meeting, School Governance Team Meetings, Spring Stakeholder meeting
Math- increase student achievement; implement BCSS initiative of math workshop model	Math GMAS 2016: 3rd Grade - 56.77% Beginner or Developing 4th Grade - 42.24% Beginner or Developing 5th Grade - 62.83% Beginner or Developing BCSS Math Common Assessments: 70.7% K-5 students at mastery	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team	Bramlett website, parent meeting, School Governance Team Meetings, Spring Stakeholder meeting
Technology- effectively utilizing technology within instruction at level higher than substitution (SAMR)	Title I Needs Assessment Survey Results, CCRPI	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team Stakeholders who participated in surveys	Bramlett website, parent meeting, School Governance Team Meetings, Spring Stakeholder meeting
School Climate Rating Restructuring of PTO Continue to promote parent/student engagement events	CCRPI, School Governance Team Meeting Minutes, Parent Survey results, Attendance at parent events, Climate Rating: 5 stars	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team; Parents who responded to survey	Bramlett website, parent meeting, School Governance Team Meetings, Spring Stakeholder meeting
Continue PL based on teacher need and/or interest Continue use of PLC	Title I Needs Assessment Survey Results: Top 3 survey professional learning needs: Math Instruction, Writing Instruction, RTI	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team; Teachers and staff who responded to survey	Bramlett website, parent meeting, School Governance Team Meetings, Spring Stakeholder meeting



### 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			
100% of students in preK-5 will demonstrate growth in written expression based on grade level rubrics applied to pre (beginning of year) and post (end of year) writing assessments.	1.Implement writing across the curriculum and ensure writing is a focus across all content areas  2.Utilize non fiction texts in writing across the curriculum  3.Students in grades K-5 will cite evidence from texts  4.Implement mock writing tests  5.Facilitate planning for all support staff  6.Utilize Georgia Center for Assessment for scoring 2nd quarter mock writing test for grades 3-5  7.Facilitate professional learning using Georgia Center for Assessment (GCA) as the calibration for student writings  8.Collaborate during grade-level PLCs for strategies to improve students' writing stamina  9.Utilize the RACE strategy for writing across the curriculum	Principal/Karen Dowis  Assistant Principal/Lynne Hamilton  Instructional Coach/Susan Scott	~Pre test: by 9/30/16  ~Mock writings: End of 1st & 3rd quarter 2nd quarter: 12/1/16  ~Post test by 5/18/17  ~support planning weekly during school year  ~Georgia Center for Assessment (GCA) grading 12/1/16 mock writing	1. Minutes from writing across the curriculum committee meetings  2.PLC minutes  3.Lesson plans  4.Mock writings  5.support planning schedule  6. Direct writing instruction time in teacher schedules  7. Professional Learning sign in sheets  8.RACE rubric	<b>Leaders Demonstrate:</b> 1. The ability to communicate expectations for writing instruction and student writing performance  <b>Teachers Demonstrate:</b> 1. effective writing instruction 2. administration of mock writing tests 3. participation in writing professional learning 4.peer walkthroughs 5.analyze and use data from writing samples and mock writing tests 6.provide feedback to students through the use of rubrics, conferences, etc.  <b>Students Demonstrate:</b> 1.growth from pre to post writing test 2. articulate progress toward meeting their goals	Mock writing tests for narrative, informational, and opinion genres  Assess writing instruction across core content areas	GCA scoring: \$1481.25: \$3.95 per student paper; 375 students (grades 3-5) Funding source: Title I Carryover Budget	<b>BCSS Indicators*:</b> CIA, ITI, LSAS, CCRS  <b>AdvancED:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2  <b>GA Standards:</b> POM 1, POM 2, LT 4, LT 5  <b>Vision Initiative:</b> 4.1, 4.3, 4.4



Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts:	Evidence:			
<p>Literacy Goal</p> <p>Percentage of 3rd - 5th graders reading on or above grade level will increase from 76.59% to 85% (based on 2016 GMAS results)</p>	<ol style="list-style-type: none"> <li>1. Implement guided reading model for teaching reading k-5</li> <li>2. Utilize data to identify students who reading below grade level/struggling readers</li> <li>3. Implement Eagle Time classes offering reading support for struggling readers</li> <li>4. Implement Boxed Instruction &amp; DIBELS progress monitoring</li> <li>5. Implement &amp; utilize the Text Reading Comprehension (TRC)</li> <li>6. Utilize myON program</li> <li>7. Facilitate weekly collaborative planning between support (EIP, ESOL, SpEd) teachers and the homeroom teachers they serve</li> <li>8. Implement the Text Reading Comprehension component of DIBELS</li> <li>9. Promote and hold the reading parade for summer readers</li> <li>10. Provide differentiated instruction in literacy readiness in Pre-K</li> </ol>	<p>Principal/ Karen Dowis</p> <p>Assistant Principal/ Lynne Hamilton</p> <p>Instructional Coach/Susan Scott</p> <p>GOSA consultant/ Cary Moore</p>	<p>~DIBELS benchmark testing: beginning of year, middle of year, end of year</p> <p>~DIBELS Progress Monitoring: green= once per quarter; yellow = once every 20 days; red = every 10 days</p> <p>~EAGLE Time 2nd quarter, 3rd quarter, 4th quarter classes</p> <p>~support planning weekly throughout year</p> <p>~TRC benchmark testing : beginning, middle, and end of year</p>	<ol style="list-style-type: none"> <li>1. DIBELS benchmark testing</li> <li>2. Report card with reading level</li> <li>3. Results of TRC testing</li> <li>4. myON reports</li> <li>5. Guided reading groups documentation in lesson plans</li> <li>6. Spring 2016 GMAS results (reading levels)</li> </ol>	<p><b>Leaders demonstrate:</b> Leaders demonstrate the importance of students reading on grade level by ensuring teachers receive appropriate professional learning, needed resources, and by monitoring implementation of literacy initiatives</p> <p><b>Teachers demonstrate:</b> best practices in guided reading instruction</p> <p><b>Students demonstrate</b> 1. reading on grade level or above on the end of year (EOY) <i>Dynamic Indicators for Basic Early Learning Skills</i> (DIBELS) benchmark and on 2017 GMAS</p> <p>2. established reading goals and can articulate their progress toward meeting their goals</p>	<p>DIBELS BOY, MOY and EOY testing</p> <p>myON reports for guided reading groups</p> <p>TRC reports for guided reading groups</p> <p>Use the 1st, 2nd, 3rd quarter ELA common assessment results to differentiate and guide instruction</p>	<p>20 iPad for DIBELS assessments, classroom use supporting reading instruction, monitoring and testing using TRC: \$7,480.00</p> <p>Funding source: Title I carryover budget</p> <p>Pending available funds: 4 additional TRC kits: \$330 per kit = \$1320</p> <p>Funding source: Title I carryover budget</p>	<p><b>BCSS Indicators*:</b> CIA, ITI, LSAS, CCRS</p> <p><b>AdvancED:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2</p> <p><b>GA Standards:</b> POM 1, POM 2, LT 4, LT 5</p> <p><b>Vision Initiative:</b> 4.1, 4.3, 4.4</p>



Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
90% of K-5 students will demonstrate mastery of standards on the math Common Assessments (CA)	<p>1. Provide ongoing professional learning about the book, From Reading to Math</p> <p>2. Implement guided math teaching model for teaching math K-5</p> <p>3. Utilize classroom, report card, Georgia Milestones, and common assessment data to identify students who are performing below grade level expectations</p> <p>4. Implement Eagle Time classes offering math support for struggling mathematicians</p> <p>5. Utilize the math portion of the web based Moby Max program</p>	<p>Principal/Karen Dowis</p> <p>Assistant Principal/Lynne Hamilton</p> <p>Instructional Coach/Susan Scott</p>	<p>~EAGLE Time 2nd quarter, 3rd quarter, 4th quarter classes</p> <p>~support planning weekly throughout year</p> <p>~Common Assessments at the end of the 1st, 2nd, 3rd quarter</p> <p>~math workshop model taught during the school year</p>	<p>1. Common Assessment testing</p> <p>2. Report card with math level</p> <p>3. Moby Max reports</p> <p>5. math workshop groups documentation in lesson plans</p> <p>6. Spring 2016 GMAS results (math levels)</p>	<p><b>Leaders demonstrate:</b> Leaders demonstrate the importance of students reading on grade level by ensuring teachers receive appropriate professional learning, needed resources, and by monitoring implementation of math initiatives</p> <p><b>Teachers demonstrate:</b> best practices in math instruction</p> <p><b>Students demonstrate</b> 1. scoring at the proficient or distinguished level on the 2017 administration of the Georgia Milestones test.  2. can articulate their progress toward meeting their goals</p>	<p>Moby Max reports for guided math groups</p> <p>Report card data for guided math groups</p> <p>Use the 1st, 2nd, 3rd quarter Math common assessment results to differentiate and guide instruction</p>	<p>Moby Max web based program: Funded by BCSS</p>	<p><b>BCSS Indicators*:</b> CIA, ITI, LSAS, CCRS</p> <p><b>AdvancED:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2</p> <p><b>GA Standards:</b> POM 1, POM 2, LT 4, LT 5</p> <p><b>Vision Initiative:</b> 4.1, 4.3, 4.4</p>
Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			





<p>Increase level on SAMR continuum for effective use of modern technology from substitution to augmentation to support classroom instruction. Goal: 85% Baseline: 82%</p>	<p>Bramlett will focus on implementing technology infused instruction to develop proficiency and fluency in 21st century skills.</p> <ol style="list-style-type: none"> <li>1. Provide professional learning on SAMR</li> <li>2. Utilize Google Classroom and Google Apps for Education (GAFE) as a platform for Professional Learning, as well as instructionally with students in the classroom.</li> <li>3. Provide a minimum of 4 devices per homeroom classroom</li> <li>4. Utilize the <i>Edutyping, Jr.</i> keyboarding program for keyboarding fluency</li> <li>5. Provide technology rich instruction through our Eagle Time classes</li> <li>6. Collaborate during PLCs to plan for technology infused instruction appropriate at each grade level</li> </ol>	<p>Principal/Karen Dowis</p> <p>Assistant Principal/Lynne Hamilton</p> <p>Instructional Coach/Susan Scott</p> <p>Digital Coach/Mark Garland</p> <p>Media Specialist/John Whitten</p>	<p>~Mojo Mondays: Weekly PL facilitated by Digital Coach and/or other teacher leaders</p> <p>~SAMR PL throughout the school year</p> <p>~Google Classroom PL completed by 9/30/16</p> <p>~ongoing technology infused instruction throughout school year</p>	<p>Mojo Monday sign in sheets</p> <p>Devices in each room</p> <p>Google Classrooms set up for each grade level</p> <p>PL sign in sheets</p> <p>PLC minutes</p> <p>Student handbook showing opt out option for GAFE</p> <p>Spreadsheet of student GAFE accounts</p> <p>Lesson plans with use of technology</p>	<p><b>Leaders Demonstrate:</b> 1. the importance of effectively integrating technology into instruction by coordinating professional learning session topics for teachers based on areas identified as needing improvement and expressed areas of need by teachers. Leaders will model effective uses of technology during meetings and attend professional learning sessions as appropriate.</p> <p><b>Teachers Demonstrate:</b> An understanding of the importance of meaningful technology integration and an ability to meaningfully integrate technology into instruction</p> <p><b>Students Demonstrate:</b> Proficiency with tools of grade appropriate technology</p>	<p>TKES walkthroughs</p> <p>Collaboration during PLCs</p> <p>Updates to SGT throughout year</p>	<p>Renewal of <i>Edutyping, Jr.</i> keyboarding program: (approx \$2,500)</p> <p>Funding source: Pending availability--PTO or School Funds</p> <p>Technology for classrooms: \$10,000)</p> <p>Funding source: Pending availability--PTO funds Or School funds</p>	<p><b>BCSS Indicators:</b> CIA, ITI, LSAS, CCRS</p> <p><b>AdvancED:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2</p> <p><b>GA Standards:</b> POM 1, POM 2, LT 4, LT 5</p> <p><b>Vision Initiative:</b> 4.1, 4.3, 4.4</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
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Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning Artifacts Evidence	Monitoring Actions of Implementation	Resources	Alignment
80% of families will participate in at least two curriculum-based events during the 2016-2017 school year.	Utilize sign-in procedures (may include Google form and/or paper sign-in sheets tracked by homeroom) to determine percentage of families in attendance at curriculum-based events  Offer the following academic opportunities for families:  ~Curriculum Night  ~Four Spotlight Nights for EAGLE Time classes  ~Literacy Night  ~Marvelous Morning of Math  ~STEAM Night  ~Parent/Teacher conferences	Principal/Karen Dowis  Assistant Principal/Lynne Hamilton  Instructional Coach/Susan Scott  Music Teacher/Josh Luke	~Curriculum Night: 8/18/16  ~Spotlight Night: 9/29/16; 12/8/16; 2/23/17; 5/11/17  ~Literacy Night: 9/1/16  ~Math Day: 10/19/16  ~STEAM Night 1/26/17	1. multiple source invites to academic opportunities flyers, email, newsletters, school website  2. Sign in sheets for each event	<b>Leaders Demonstrate:</b> Support for teachers, students, and parents with each event; and oversight of publishing events to ensure multiple means of advertisement  <b>Teachers Demonstrate:</b> A deep, rich knowledge of the academic subjects taught  <b>Students Demonstrate:</b> Articulation of meeting or working towards their learning goals.	Seek parent feedback on whether or not participation in the event better equipped them to support their child/children academically at home  Analyze feedback and success of each event after it occurs to find ways to improve next event	\$1000.00 for dinner provided by PTO  <b>BCSS Indicators*:</b> HR, CC, PL, PS  <b>AdvancED: 1.3, 2.4, 2.5, 3.8, 4.7</b>  <b>GA Standards: VM 2, FCE 2, FCE 3</b>  <b>Vision Initiative: 2.1, 5.4, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7</b>





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<p>Maintain 5 star school climate rating on CCRPI.</p>	<p>1.Maintain a clean, inviting, family friendly, helpful physical environment &amp; atmosphere</p> <p>2. Offer family engagement activities throughout the year: PTO meetings; Grandparents activity; Fun Run; Fall Festival; Trunk or Treat; Santa Shop; Sweetheart Dance; Spring Social - Mother/Son; Art Show and Auction; School Musical; Awards Days</p> <p>3. Embed timely academic information in family engagement activities through handouts, signage, and/or information sessions</p> <p>4. Each teacher will make a minimum of one positive parent contact per student.</p> <p>5. Train clerical staff to use Language Line to increase ability to effectively communicate with all parents.</p> <p>6. Utilize Wednesday folders to communicate with parents regarding academic progress, school events/items of interest</p> <p>7. Provide a feedback form on our website</p> <p>8. School wide implementation of Remind 101</p>	<p>Principal/Karen Dowis</p> <p>Assistant Principal/Lynne Hamilton</p> <p>Instructional Coach/Susan Scott</p> <p>Music Teacher/Josh Luke</p> <p>Digital Coach/Mark Garland</p> <p>Bookkeeper Karen Barber</p>	<p>Grandparents activity &amp; PTO meeting: 9/1/16</p> <p>Fun Run: 9/9/16</p> <p>PTO meeting: 9/29/16</p> <p>Fall Festival: 10/22/16</p> <p>Trunk or Treat &amp; PTO meeting 10/27/16</p> <p>Dinner: ??</p> <p>Chorus Concert &amp; PTO meeting: ??</p> <p>Santa Shop: 12/6-12/9/16</p> <p>Awards Days: 1/6/17; 5/17/17 and 5/18/17</p> <p>Sweetheart Dance: 2/10/17</p> <p>Spring Social: 3/17/17</p> <p>Spring Musical: 4/27/17, 4/28/17</p> <p>Art Show &amp; Auction: 3/30/17</p> <p>Clerical staff training on Language Line: 7/28/16</p>	<p>1.Climate survey results</p> <p>2.ParentLink report of calls/emails generated for events</p> <p>3. Email documentation</p> <p>4. Classroom newsletters</p> <p>5.parent contact log</p> <p>6.feedback provided on feedback form</p> <p>7.Remind 101 usage reports</p> <p>8. Percentage of families who subscribe to BRES on the BCSS app</p> <p>9. Copies of academic handouts/signage/information session agendas</p>	<p><b>Stakeholders Demonstrate:</b> express a feeling of belonging and acceptance and articulate that the school is a welcoming environment that encourages acceptance and tolerance and support academic success, fine arts, and college and career readiness</p>	<p>Ongoing monitoring of all actions throughout year</p> <p>analyze feedback given to improvement quality of Bramlett</p>	<p>No cost to Bramlett</p>	<p><b>BCSS Indicators*:</b> HR, CC, PL, PS</p> <p><b>AdvancED: 1.3, 2.4, 2.5, 3.8, 4.7</b></p> <p><b>GA Standards: VM 2, FCE 2, FCE 3</b></p> <p><b>Vision Initiative: 2.1, 5.4, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7</b></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			
Ensure timely and accurate documentation of student contacts to improve the process for sharing pertinent student information among faculty/staff and providing appropriate support for each student	Implement use of the Contact Log component of Infinite Campus school-wide	Principal Karen Dowis Assistant Principal Lynne Hamilton Instructional Coach Susan Scott Digital Coach/Mark Garland	~Preplanning training on using the contact log component of Infinite Campus  ~August-May	1. Sign in sheet for Infinite Campus PL  2. Infinite Campus reports	<b>Leaders Demonstrate:</b> Importance of accurate and timely documentation of contacts  <b>Teachers Demonstrate:</b> Use of Contact Log in Infinite Campus to document student contacts	Review the usage reports of the contact log	No cost to Bramlett	<b>BCSS Indicators*:</b> G, C, FR, PS  <b>AdvancED: 1.2, 1.3, 1.4, 3.12, 4.7, 4.8</b>  <b>GA Standards:</b> POM 2, FCE 1, FCE 2  <b>Vision Initiative:</b> 8.1, 8.2, 8.3, 8.6, 8.7
Improve communication, documentation, and efficiency RTI process to support student progress for behavior and a streamline behavior referral process	Implement use of the RTI within Infinite Campus	Principal Karen Dowis Assistant Principal Lynne Hamilton Instructional Coach Susan Scott Digital Coach/Mark Garland School Counselor/Edie Engle	Aug. 23, 2016 training on RTI in Infinite Campus  ~Preplanning training on using the behavior component in Infinite Campus throughout SY 2016-2017	1. Sign in sheet for Infinite Campus PL  2. Infinite Campus reports	<b>Leaders Demonstrate:</b> Importance of accurate and timely documentation of behavior referrals; importance of maximizing use of our SIS to document and share information and also to minimize costs (paper, data entry by clerical personnel) <b>Teachers Demonstrate:</b> Use of Infinite Campus for behavior referrals	Using Infinite Campus when needed for tracking behavior	No cost to Bramlett	<b>BCSS Indicators*:</b> G, C, FR, PS  <b>AdvancED: 1.2, 1.3, 1.4, 3.12, 4.7, 4.8</b>  <b>GA Standards:</b> POM 2, FCE 1, FCE 2  <b>Vision Initiative:</b> 8.1, 8.2, 8.3, 8.6, 8.7
Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			





<p>Participation in the Positive Behavior Intervention Support (PBIS) recognitions will increase from monthly to weekly and will include attendance recognitions for teachers and students.</p>	<ol style="list-style-type: none"> <li>1. PBIS school-wide rewards system implementation (menu created by PBIS committee)</li> <li>2. Students recognized on walls outside of classroom including: ~monthly attendance ~students of the week</li> <li>3. investigate implementing a BRES safety patrol</li> <li>4. PBIS PL</li> <li>5. Provide afterschool detention</li> <li>6. Teachers recognized on the BRES digital signage and through Bramlett News Network</li> <li>7. Discuss and review Title I compacts at parent conferences and in class</li> </ol>	<p>Principal Karen Dowis</p> <p>Assistant Principal Lynne Hamilton</p> <p>Instructional Coach Susan Scott</p> <p>Digital Coach/Mark Garland</p> <p>School Counselor Edie Engle</p>	<p>~choice menus set by quarter</p> <p>~a minimum of monthly updates of wall recognition</p> <p>~monthly PBIS committee meetings</p> <p>~PBIS PL at least quarterly</p> <p>~afterschool detention as needed</p> <p>~lesson plans implemented daily</p>	<ol style="list-style-type: none"> <li>1. Choice menus</li> <li>2. Eagle of week certificates</li> <li>3. minutes from PBIS committee meetings</li> <li>4. sign in sheets from PBIS PL</li> <li>5. contact logs indicating afterschool detention</li> <li>6. lesson plans documentation</li> </ol>	<p><b>Leaders Demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. facilitating afterschool detention</li> <li>2. recognizing teachers for attendance</li> <li>3. participating in PBIS meetings and PL</li> </ol> <p><b>Teachers Demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. updating walls for classroom recognitions</li> <li>2. using SLDS for a management tool as well as finding resources</li> </ol> <p><b>Students demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. Positive behavior in all aspects of school</li> <li>2. Recite and follow the PBIS EAGLE pledge</li> </ol>	<ol style="list-style-type: none"> <li>1. examine discipline data for trends</li> <li>2. evaluate PBIS celebrations quarterly for improvements and effective incentives</li> <li>3. regularly recognize teachers for attendance and effective practices</li> </ol>	<p>\$1000 for PBIS quarterly rewards and teacher incentives</p> <p>Funding source: PTO money School money</p>	<p><b>BCSS Indicators*:</b> G, C, FR, PS</p> <p><b>AdvancED: 1.2, 1.3, 1.4, 3.12, 4.7, 4.8</b></p> <p><b>GA Standards: POM 2, FCE 1, FCE 2</b></p> <p><b>Vision Initiative: 8.1, 8.2, 8.3, 8.6, 8.7</b></p>
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### Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Infinite Campus: 1.contact log 2.tracking behavior 3.effective uses of SLDS	1.Instructional Coach 2. Admins 3. Anna Humble	IC training - July 27		Infinite Campus reports and SLDS reports will be utilized to see the effectiveness of using these portions of Infinite Campus	No cost
Writing Across the Curriculum: 1.Georgia Center for Assessment 2.utilizing RACE as a writing strategy 3.interrater reliability 4.understanding rubrics 5.writing workshop model 6.using data to drive instruction 7.using feedback from peer walkthroughs 8.writing data and prescriptions 9.data meetings from BCSS ELA CAs	1.Admins  2.Instructional Coach			Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	GCA scoring cost: \$3.95 per student in grades 3-5 Funding Source: Title I carryover money  Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds
Math: 1.workshop model 2.CGI 3.best practices 4.writing in math 5.using data to drive instruction 6.high expectations 7.using feedback from peer walkthroughs 8.data meetings from BCSS CAs	1.Admins  2.Instructional Coach	PL - August 4, 11, 18, 25		Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds
Reading: 1.guided reading 2.TRC 3.using data to drive instruction 4.high expectations 5.using feedback from peer walkthroughs 6.data meetings from BCSS CAs	1.Admins 2.Instructional Coach 3. Shanda Farmer 4. GOSA Lang. & Lit. Specialist			Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds





Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Science: Establish Science Ambassadors to participate in and re deliver trainings in anticipation of the state mandated new 3D Science standards for the 2017-2018 school year.	1. Admins 2. Instructional Coach	~Establish science committee by 8/31/16  ~Science trainings throughout school year 2016-2017  ~Science committee meetings August-May	1. minutes from Science Committee meetings  2. sign in sheets from science PL redelivery from trainings  Understanding and knowledge of the Science 3D standards 2. Participate in science PL	Redelivery of science 3D trainings	\$1000.00 for subs to cover for Science Ambassadors to go to training  Funding Source: Title I carryover money
EAGLE Time Classes: 1. using data to drive instruction 2. scheduling for effective EAGLE Time classes 3. performance based classes 4. using data from rubrics to form/improve classes	1. Admins 2. Instructional Coach 3. Leadership Team			Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds
Mandated Updates: ~Gifted ~SpEd ~ESOL: WIDA Standards, updates ~Mandated Reporter	1. Admins 2. Instructional Coach 3. Gifted teacher 4. ESOL department 5. SpEd department 6. Counselor	July 27, 2016	sign in sheet and a copy of the presentation/handouts/agenda	Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	No cost
PBIS @ BRES: 1. data analysis 2. updates 3. refreshers	1. Admins 2. Instructional Coach 3. Counselor			Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds
Curriculum Counts! 1. ELA curriculum maps, ALD rubrics, writing rubrics, phonics scope & sequence, fluency rubrics 2. Math curriculum maps, CGI scope & sequence 3. report card updates 4. BCSS High Impact and Best Practices and Curriculum Guides	1. Admins 2. Instructional Coach			Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	No cost





Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Mojo Mondays *based on feedback changed to "Wired Wednesdays" after first month of school: 1.effective use of technology in the classroom 2.refreshers: AIL; myON; DIBELS; Infinite Campus gradebook; docushare; Brain Pop & Brainpop Jr.; Tumblebooks; Moby Max; Self-serve; Discovery Education; Edutyping, Jr.; Outlook Calendar & email functions 3.Google classroom 4.GAFE	1.Admins 2.Instructional Coach 3.Digital Coach	4.PL sign in sheets  5.PLC minutes  6.Student handbook showing opt out option for GAFE  7. Spreadsheet of student GAFE accounts  8. Lesson plans with use of technology	1. Mojo Monday sign in sheets  2.Devices in each room  3.Google Classrooms set up for each grade leve4.PL sign in sheets  4.PLC minutes  5. Teachers demonstrate understanding of the importance of meaningful technology integration and an ability to meaningfully integrate technology into instruction  <b>Students Demonstrate:</b> 1. Proficiency with tools of grade appropriate technology	Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	No cost
RTI: 1.BCSS manual 2.appropriate and timely interventions	1.Admins 2.Instructional Coach 3.Lauren Carter, CEIS RTI Coordinator			Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds
Professional Learning Communities	Admins, IC, Teachers	Once per week during 2016-2017 school year	Meeting minutes; students achievement data; lesson plans	Teachers will be evaluated through: ~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	No cost

