



**Barrow County School System**

Boldly Committed to Student Success

# Kennedy Elementary School

## SCHOOL IMPROVEMENT PLAN 2018-2019

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

	Type name below for plan approval	Approval Date
Principal	Ryan Butcher	8/17/18
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	Dr. David Beeland, Jr.	8/2/2018
Superintendent	Dr. Chris McMichael	8/16/2018



**Goal 1: 85% of all students will be reading on grade level or have 3+ levels of growth as determined on the end on year TRC (Baseline: 82.1% ended the year on grade level or with 3+ levels of growth).**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will improve specific components of readers' workshop: <ul style="list-style-type: none"> <li><input type="checkbox"/> Include authentic printed and electronic texts</li> <li><input type="checkbox"/> Monitor effectiveness of independent reading</li> <li><input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes)</li> <li><input type="checkbox"/> Consistent, daily implementation of the workshop model</li> <li><input type="checkbox"/> Progress monitoring periodically with TRC or running records and regrouping students as indicated by the data</li> <li><input type="checkbox"/> Fresh Look Book Study</li> </ul>	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	Summer - optional professional reading re: reading workshop model Preplanning - review reading workshop components & expectations of implementation Sept./Jan./April - data meetings Fall/Winter - instructional rounds	informal observations by IC, lesson plans, coaching observation cycles by IC ,Minutes from PL's with instructional coach and system literacy specialist	Instructional rounds	Leveled readers  Instructional supplies  Chromebook computers
Teachers will collaborate with the Media Specialist to plan lessons that support students in developing independent literacy skills with a specific focus on: <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicit instruction on selecting "good fit" books</li> <li><input type="checkbox"/> Facilitating small group rotations in the media center</li> </ul>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Media Specialist	Preplanning - introduce media calendar/scheduling August - have every class visit for initial library lesson/tour September - choosing books November - begin small group rotations through media center.	Monthly committee meeting minutes, lesson plans	Instructional rounds	Leveled Readers
Using Beginning, Middle, & End of year TRC to adjust instruction and create flexible groupings.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach and grade level teachers	Barrow County Testing Calendar	Quarterly TRC & Dibels Reports	Quarterly Data Team meetings	Chromebooks TRC Leveled Books
Lesson plans will reflect daily independent reading for all kids as well as weekly guided reading at least 3 times per week	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & Administration	Weekly	Weekly checks of lesson plans as well as walkthrough and formative observations	Grade level meetings	None
2nd-5th Grade teachers will use MAP beginning, middle, and end of year data to adjust instruction and create flexible groupings	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Testing Coordinator & Grade level teachers	Barrow County Testing Calendar	Quarterly MAP reports	Quarterly Data Team meetings	Chromebooks
Monthly Reading Challenges will be offered by school to challenge students to read various genres and authors.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Media Specialist and administration	Monthly	Monthly challenge reports	Monthly Media Committee meeting	MyOn Reader Leveled Readers
3rd-5th Grade will use Study Island on a weekly basis based off of path set by MAP results.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & administration	August-May	Weekly Reports	Quarterly Data Team Meetings	Study Island



Teachers will use leveled readers and TRC type questions when working with students in groups	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach and grade level teachers	Weekly	Weekly checks of lesson plans as well as walkthrough and formative observations	RTI meetings	TRC PLC's
<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b>  Students in TIER 3 for ELA will use Map Skills for specific 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  EIP, ESOL, teachers will plan weekly with regular education teachers to ensure students needs are being met and the IEP and TPC's are being followed.  Use of Study Island, Exact Path and MobyMax aligned to specific instructional path of each student.</p>						
<p><b>Professional Capacity building to support the above goal and action steps</b>  Professional learning on Reader's Workshop will be offered to those teachers who have not had it within the last 3 years.  Professional learning on administering the TRC will be completed by all teachers during pre-planning as well as monthly in All Staff meetings.  Professional Learning on Exact Path and MobyMax  Professional learning on implementing TRC type questions into daily instruction will be provided throughout the year.  Increasing the number of teachers earning gifted/esol/reading endorsement</p>						
<p><b>Family and Community Engagement</b>  APTT meetings to focus on Reading  Family reading activities in the monthly newsletter  Establish nightly reading routine at home  Study Island or Exact Path usage</p>						
<p><b>Leadership Capacity</b>  Clear expectations set by administration on Reader's Workshop.  Instructional coach providing TRC stem questions for teachers to place in the classrooms.</p>						



**Goal 2: 55% of students in grades 1-5 will be at or above grade level as determined on the end of year MAP RIT score in math (Baseline: 51% at or above.)**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Lesson plans will reflect daily math skill practice and weekly problem solving activities (CGI) as well as math workshop	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & Administration	weekly	Weekly checks of lesson plans as well as walkthrough and formative observations	Instructional Rounds	CGI Training
After 2nd-5th Grade Students are administered MAP in math at the beginning and middle of the year, teachers will conference with students to set goals	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Testing Coordinator & Grade level teachers	Barrow County Testing Calendar	Quarterly MAP reports	Quarterly Data Teams	MAP
All students will monitor their progress on grade level specific math facts (1st Addition, 2nd Subtraction, 3rd Multiplication, 4th Division, 5th Fraction)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers	Weekly	Student progress monitor charts	Monthly Math Committee meeting	Speed Tests
3rd-5th grade will use Study Island on a weekly basis based off of path set by MAP results	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & administration	August-May	Weekly Reports	Quarterly Data Team Meetings	Study Island
<p><b><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u></b>            Students in TIER 3 for math will use Map Skills for specific needs.            EIP, ESOL and SpEd teachers will plan weekly with regular education teachers to ensure students needs are being met and the IEP and accomodation plans,s are being followed.            Use of Study Island, Exact Path and MobyMax aligned to specific instructional path of each student.</p>						
<p><b><u>Professional Capacity building to support the above goal and action steps</u></b>            Professional learning on MAP for all teachers before giving BOY as well as after each administration to effectively do Data Digs.            Professional learning on Cognitive Guided Instruction for teachers who have not been trained.</p>						
<p><b><u>Family and Community Engagement</u></b>            APTT meetings to focus on Math            Family Math activities in the monthly newsletter            Work on grade level assigned Math facts nightly            Study Island or Exact Path usage</p>						
<p><b><u>Leadership Capacity</u></b>            Clear expectations set by administration on use of CGI and constructed response questions.</p>						



**Goal 3: 50% of students will score 4+ out of 7 on Extended Writing task and 2+ out of 4 on Narrative Writing response on the Georgia Milestones (Baseline: 43% scored 4+ on Extended and 2+ on Narrative) .**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Lesson plans will reflect weekly genre specific (based on BCSS Scope and Sequence) writing as well as monthly extended response writing tasks	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade level teachers & Administration	weekly	Weekly checks of lesson plans as well as walkthrough and formative observations	Grade level meetings	None
Writing Committee will supply all grade levels with examples of scored writing from 3rd-5th for grade levels upon which to reflect	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Administration, writing committee, and grade level teachers	Barrow County Testing Calendar	Monthly minutes of planning	Writing Feedback on bulletin board	
Professional Learning presented by Beth McMichael on 3rd-5th GMA expectations for writing	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach District Literacy Specialist	Quarterly	Schedule with McMichael Sign in sheets	Monthly Writing committee meetings	Beth McMichael Writing Thief

**Additional supports for accelerated or academically struggling (Tiers 2-4) students**  
 Writing Journals and writing teams

**Professional Capacity building to support the above goal and action steps**  
 Have a professional come in and discuss what was on the Milestone last couple of years, to teach us how to respond to different prompts.  
 Professional learning on vertical alignment of writing standards for all teachers.

**Family and Community Engagement**  
 APTT meetings to focus on Writing  
 Family Writing activities in the monthly newsletter

**Leadership Capacity**  
 Writing Committee will provide exemplars of writing at all levels and share strengths and weaknesses identified across the school.

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.

Thorough Kindergarten registration day to evaluate student abilities as they enter Kindergarten. Head Start and Learn and Play Preschool facilities tour KES in Spring of each year. Kindergarten Family Fun night the first month of school to teach parents about the daily Kindergarten routine and to encourage family participation in the school.

Fifth grade students visit cluster middle school to learn about middle school expectations and familiarize themselves with the layout of the school. Fifth grade students try out for band and can sign up for chorus. Middle school counselor brings peer leaders over to KES to meet with 5th graders to teach about daily routines (connections, content classes, etc.) Cluster middle school teachers met with families of rising 6th grade Accelerated Math students to discuss program expectations.

