



Barrow County School System

Boldly Committed to Student Success

Statham Elementary School

SCHOOL IMPROVEMENT PLAN 2018-2019

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| NAME OF SCHOOL PRINCIPAL: Shawn Williams |
| 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 | Shawn Williams | |
| School Governance Team Chairperson | Leigh Strickland | |
| System Professional Learning Coordinator | Ginger Crosswhite | 8/3/2018 |
| Title I Director | Dr. David Beeland, Jr. | 8/3/2018 |
| Superintendent | Dr. Chris McMichael | 8/16/2018 |



Goal 1: Reading Achievement

- K-2nd grade students will score proficient or above on the EOY DIBELS.

- 85% of K students
- 85% of 1st Grade students (Baseline 81%)
- 70% of 2nd grade students (Baseline 62%)

K-5th grade students will score proficient or above on the EOY TRC.

- 85% of K students (Baseline 81%)
- 85% of 1st grade students (Baseline 81%)
- 60% of 2nd grade students (Baseline 54%)
- 70% of 3rd grade students (Baseline 62%)
- 80% of 4th grade students (Baseline 72%)
- 80% of 5th grade students (Baseline 71%)

*Data based on Cohort Model

| Tier 1 Action Steps Coherent Instruction Supportive Learning Environment | Evidence Based Documentation | Team Lead | Timeline | Monitoring Implementation | Evaluation of Implementation and Impact | Resources |
|---|--|---|---|--|---|--|
| K-2 Teachers will utilize GOSA's Differentiated Reading Instruction boxes at the K-2 level daily with a particular focus on: <input type="checkbox"/> Proper identification and progress monitoring of students using the IDI <input type="checkbox"/> Follow scripted lessons verbatim | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale | Inst. Coach Admin | PL with Beth McMichael during preplanning Daily implementation begins in August after assessments completed | Observations both informal and formal IDI Data Sheet Bimonthly Progress Monitoring using IDI Lesson Plans | Instructional Rounds Data Conferences | DRI Boxes IDI |
| K-2 teachers will provide daily phonics lessons focusing on: <ul style="list-style-type: none"> ● Phonemic Awareness ● Sounds and letter patterns ● Blending and decoding 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 | Inst. Coach Admin Literacy Specialist | Purchase A Fresh Look At Phonics in July/August Fall 2018 - Book Study | TKES, Inst. Coaching Cycles, informal and formal observations Lesson Plans | Instructional Rounds Data Conferences | A Fresh Look At Phonics Headspout |
| Teachers will improve specific components of Reader's Workshop: <input type="checkbox"/> Opening <ul style="list-style-type: none"> ● Explicit teaching and modeling of key content and skills <input type="checkbox"/> Work session <ul style="list-style-type: none"> ● Time for Independent reading ● Conferencing - informal and formal ● Differentiated small group instruction <input type="checkbox"/> Closing | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale | Inst. Coach Admin Literacy Specialist | <ul style="list-style-type: none"> ● July - Wildcat University Revisit Workshop Expectations ● Aug-October - Monitor implementation through Instructional Rounds ● October - Wildcat University planned to address issues determined in first round ● January - Wildcat University planned to address issues determined in second round | TKES, Inst. Coaching Cycles, informal and formal observations Lesson Plans | Instructional Rounds Data Conferences | <ul style="list-style-type: none"> ● New Lesson Plan Template ● Leveled Readers ● Raz Kids ● Science A-Z ● MAP Skills |



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| <ul style="list-style-type: none"> Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard | | | | | | |
| <p>Teachers will enhance the quality of small group guided reading lessons by:</p> <ul style="list-style-type: none"> Strategically grouping students by reading level and reading behaviors and IEP goals Coaching individual readers during the lesson | <ul style="list-style-type: none"> Strong Moderate Promising Rationale | <p>Instructional Coach Admin</p> | <p>August - assess students using DIBELS and TRC August - data analysis to determine groups Monthly - PM students and move students in and out of flexible groups based on data Daily - guided groups with conferencing</p> | <p>Inst. coaching cycles, informal and formal observations, PM in DIBELS Lesson plans</p> | <p>Instructional Rounds Data Conferences</p> | <p>Science A-Z Leveled Books RAZ Kids Map SKills</p> |
| <p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <ul style="list-style-type: none"> SRA Kits - Utilized with students in RTI, during ELT Wilson Reading System - Special Education Students, Tier 3 RTI students a minimum of three days per week Differentiated small group instruction daily ELT - two days math, two days reading, one day additional conferencing MAP Skills | | | | | | |
| <p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> Improve the effectiveness of collaborative planning by utilizing agendas, meeting minutes, and collaborative planning norms Book Study A Fresh Look at Phonics (K-2) Engaging in a year-long study of research based phonological awareness, phonics, and high-frequency word recognition strategies Wildcat University: Personalized PL for ALL (Additional PL for guided reading (small group), DRI Box) Train EIP and SPED teachers on Wilson Reading Program Provide support and PL on co-teaching Instructional Conversations Training- monitor use of trained teachers, provide training for additional teachers Additional teachers completing ESOL and Gifted Endorsements | | | | | | |
| <p>Family and Community Engagement</p> <ul style="list-style-type: none"> APTT- Foundational Skills will be monitored to track student success. K-5 Reading Fluency Pre-K- Letter Recognition (Upper/ Lower), (K- Letters, 1st- Sight Words, 2nd- 5th- Fluency (WCPM). Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home. | | | | | | |
| <p>Leadership Capacity</p> <ul style="list-style-type: none"> Collaborative leadership through participation and facilitation of PL fosters common understandings and expectations for practice. Expectations for Workshop model (Reader's Workshop and Phonics Instruction) are clearly communicated | | | | | | |



Goal 2: Math Achievement

- 2nd - 5th grade students will demonstrate growth from BOY to EOY on the MAP.
 - 80% of 2nd grade students (baseline 75%)
 - 80% of 3rd grade students (baseline 75%)
 - 70% of 4th grade students (baseline 62%)
 - 75% of 5th grade students (baseline 70%)
- 3rd – 5th Grade students will score at levels 3 or 4 on the math portion of the GMA.
 - 55% of 3rd grade students (baseline 40%)
 - 55% of 4th grade students (baseline 40%)
 - 55% of 5th grade students (baseline 43%)

**Baselines represent cohort data where available

| 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 math workshop: <input type="checkbox"/> Opening <ul style="list-style-type: none"> ● Explicit teaching and modeling of key content and skills <input type="checkbox"/> Work session <ul style="list-style-type: none"> ● Conferencing - informal and formal ● Differentiated small group instruction and time for practice <input type="checkbox"/> Closing <ul style="list-style-type: none"> ● Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard Teachers will utilize instructional software to supplement core academic instruction. | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale | Inst. Coach Admin | <ul style="list-style-type: none"> ● July - Wildcat University Revisit Workshop Expectations ● Aug-October - Monitor implementation through Instructional Rounds ● October - Wildcat University planned to address issues determined in first round ● January - Wildcat University planned to address issues determined in second round | TKES, Inst. Coaching Cycles, informal and formal observations Lesson Plans | Instructional Rounds Data Conferences | Reflex Math MAP Skills Mobymax |
| Additional supports for accelerated or academically struggling (Tiers 2-4) students <ul style="list-style-type: none"> ● Interventions to support basic math facts/ fact fluency ● CGI - Common understandings and expectations ● Differentiated small group instruction ● ELT - two days math, two days reading, one day additional conferencing | | | | | | |
| Professional Capacity building to support the above goal and action steps <ul style="list-style-type: none"> ● Improve teacher effectiveness by improving the math content knowledge of K-5 teachers. ● Graham Fletcher- PL Math Content Coach ● Wildcat University: Personalized PL for ALL (Math Workshop) ● Error analysis training ● PL - Conferencing in math ● Instructional Conversations | | | | | | |
| Family and Community Engagement <ul style="list-style-type: none"> ● APTT- Foundational Skills will be monitored to track student success. K-5 Fact Fluency ● Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home. | | | | | | |



Leadership Capacity

- Collaborative leadership through participation and facilitation of PL fosters common understandings and expectations for practice.
- Expectations for Workshop model (Math Workshop) are clearly communicated

Goal 3: Science Achievement

- 50% of 5th grade students will score at levels 3 or 4 on the science portion of the GMA (baseline 38%).

| 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"/> Implement weekly hands-on, inquiry based lessons to all students during specials | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale | Title I Parapro Inst. Coach | Design implementation plan - June 2018 Order materials - June/July 2018 Begin classes - August 2018 | Formal and informal observations | Instructional rounds, | STEAM Kits Robotics Kits Picture Perfect Science - NSTA |
| <input type="checkbox"/> Provide science related leveled books to all students for independent and small group guided reading | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale | Inst. Coach | Aug-October - purchase books related to science standards | Formal and informal observations | Instructional Rounds | Science A-Z |
| Additional supports for accelerated or academically struggling (Tiers 2-4) students <ul style="list-style-type: none">• Thinklab to accelerate 1st and 2nd grade students• 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• After school Robotics Competition Team• Classroom extensions through Picture Perfect Science• ESOL support during 4th and 5th science classes• PL on Finch Robots | | | | | | |
| Professional Capacity building to support the above goal and action steps <ul style="list-style-type: none">• Collaborative planning with Title I parapro and grade levels to plan lessons• Picture-Perfect Science Online Course to support implementation of Picture Perfect Science Lessons• Wildcat University: Personalized PL for ALL (RESA- Science focused) | | | | | | |
| Family and Community Engagement <ul style="list-style-type: none">• Farm to School connections, work with local farmers to produce food and plan lessons related to science | | | | | | |
| Leadership Capacity <ul style="list-style-type: none">• Collaborative leadership through participation and facilitation of PL fosters common understandings and expectations for practice. | | | | | | |



Goal 4: Writing

- 60% of students in 3rd-5th grade will score 2 or more points on the narrative writing portion of the GMA. (baseline 50%)
- 75% of students in 3rd-5th grade will score 2 or more points on the Lang. Usage and Conventions portion of the GMA (baseline 65%)

| 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 Writer's Workshop: <ul style="list-style-type: none"> ❑ Opening <ul style="list-style-type: none"> • Explicit teaching and modeling of key content and skills ❑ Work session <ul style="list-style-type: none"> • Conferencing - informal and formal • Differentiated small group instruction and time for practice ❑ Closing <ul style="list-style-type: none"> • Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard | <ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale | Title I Parapro Inst. Coach Admin | July - Wildcat University -PL with Beth McMichael during pre-planning (Writer's Workshop Writing Plan Implementation Daily implementation begins in August after assessments completed August- Writing (Next Steps) PL with Beth McMichael and Admin Aug-October - Monitor implementation through Instructional Rounds October - Wildcat University planned to address issues determined in first round PL Mentor Sentences, Frayer Model January - Wildcat University planned to address issues determined in second round | Formal and informal observations Instructional Rounds Lesson Plans | Instructional rounds Data Conferences | Lucy Calkins Kits |



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|---|--|-----------------------------------|---|---|--|---|
| <p>Incorporate Daily Oral Language Activities</p> | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale | <p>Inst. Coach Admin</p> | <p>August - Determine what DOL program/activities will be used by grade level</p> <p>Aug-October - Monitor implementation through Instructional Rounds Daily- 5-10 minute DOL activity in grades K-5</p> <p>October - Wildcat University planned to address issues determined in first round PL Mentor Sentences, Frayer Model</p> <p>January - Wildcat University planned to address issues determined in second round</p> | <p>Formal and informal observations</p> | <p>Instructional Rounds Data Conferences</p> | <p>Mountain Language DOL Mentor Sentences</p> |
| <p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u></p> <ul style="list-style-type: none"> • Individualized conferencing opportunities • Vocabulary Acquisition (ESOL support) • Support Staff- Frayer Model- 12 Most Powerful Words • | | | | | | |
| <p><u>Professional Capacity building to support the above goal and action steps</u></p> <ul style="list-style-type: none"> • Provide substitute teachers to facilitate collaborative planning and PLC opportunities • Wildcat University: Personalized Writing for All- PL Writer's Workshop, Mentor Sentences • Lucy Calkins Training • Instructional Conversations Training and Implementation | | | | | | |
| <p><u>Family and Community Engagement</u></p> <ul style="list-style-type: none"> • APTT- Foundational Skills will be monitored to track student success. • Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home. | | | | | | |
| <p><u>Leadership Capacity</u></p> <ul style="list-style-type: none"> • Collaborative leadership through participation and facilitation of PL fosters common understandings and expectations for practice. • Expectations for Workshop model (Writer's Workshop) are clearly communicated | | | | | | |



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.

Transitioning from elementary to middle school

- Fifth grade is departmentalized to help students transition to middle school easier. Bear Creek had approached SES and stated that was one of the biggest problems for students coming to middle school.
- Fifth grade students visit BCMS in May to tour the school.
- Fifth grade students can attend a half-day orientation in July to walk through their schedule and classes prior to school starting.
- SES has adopted the BCMS PAWS stamp card to track behavior for PBIS.
- Fifth grade teachers hold transition meetings with BCMS teachers to help support students with IEPs and/or 504s.
- Fifth grade teachers provide input with recommended math classes.
- The BCMS band and chorus teachers visit SES each year to generate interest and excitement for their programs.
- SES 5th grade teachers would like to do vertical planning/observations with 6th grade teachers.

