



Barrow County School System

Boldly Committed to Student Success

# Yargo Elementary School

## SCHOOL IMPROVEMENT PLAN 2018-2019

**NAME OF SCHOOL PRINCIPAL:** Dr. Susan Smith

**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	Dr. Susan S. Smith	
School Governance Team Chairperson	Michelle Edwards	
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	Dr. David Beeland, Jr.	8/13/18
Superintendent	Dr. Chris McMichael	8/16/2018



## Goal 1: Academic Achievement - Reading

Grade Level	Goal for Reading	Baseline for 2017-2018	Beginning of Year	Middle of Year	End of Year
Kindergarten	80% of all students will master 90% of the 100 Kindergarten sight words	76%			
First	65% of first grade students will score at a Level I or higher on the final TRC Benchmark	57%* TRC Levels			
Second	70% of second grade students will score at a Level L or higher on the final TRC Benchmark  45% of students will meet or exceed growth projection on the MAP assessment.	55%* TRC Levels  33% MAP	N/A		
Third	90% of students will be reading on or above grade level on the Georgia Milestones Assessment according to Lexile Levels.  45% of students will meet or exceed growth projection on the MAP assessment.	83% GMA  33%* MAP	N/A	N/A for GAMS	
Fourth	87% of students will be reading on or above grade level on the Georgia Milestones Assessment according to Lexile Levels.  73% of students will meet or exceed growth projection on the MAP assessment.	83%* GMA  63%* MAP	N/A	N/A for GAMS	
Fifth	75% of students will be reading on or above grade level on the Georgia Milestones Assessment according to Lexile Levels.  55% of students will meet or exceed growth projection on the MAP assessment.	63%* GMA  44%* MAP	N/A	N/A for GAMS	

\*Comparing Same children through time (Same cohort of students).



Tier 1 Action Steps	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>K-5 teachers will improve the framework of readers' workshop:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in Instructional Round conversations that include research based learning and articles to support reading strategies.</li> <li><input type="checkbox"/> Monitor effectiveness of independent reading</li> <li><input type="checkbox"/> Consistent, daily implementation of Guided Reading</li> <li><input type="checkbox"/> Guided reading - modeling by outside expert</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>	Instructional Coach and Administration	<p>September -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze baseline TRC / Dibels data</li> </ul> <p>September - April</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Round Conversations</li> <li><input type="checkbox"/> Instructional coach support for Guided Reading</li> <li><input type="checkbox"/> Observations with feedback</li> </ul> <p>December - January</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze mid-year MAP data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Informal Observations by instructional coach</i></li> <li><input type="checkbox"/> <i>Lesson plans</i></li> <li><input type="checkbox"/> <i>Agendas from PLC meetings</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Instructional rounds</i></li> <li><input type="checkbox"/> <i>Observations</i></li> <li><input type="checkbox"/> <i>Mid yr and end of yr TRC data</i></li> <li><input type="checkbox"/> <i>Mid year and end of year MAP data for grades 2-5</i></li> <li><input type="checkbox"/> <i>GAMS Lexile data for grades 3 - 5</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Instructional Rounds In Education</i> resource book</li> <li><input type="checkbox"/> Leveled Readers and mentor texts</li> <li><input type="checkbox"/> Research based articles</li> <li><input type="checkbox"/> Beth McMichael support Guided Reading through PL</li> <li><input type="checkbox"/> Develop a list of Mentor Text to purchase</li> <li><input type="checkbox"/> Implement iXL and Moby Max</li> <li><input type="checkbox"/> Computer lab para to support implementation of resource programs</li> </ul>
<p>K-2 teachers will increase their effectiveness in the teaching of phonics by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creating shared resources and lesson plans</li> <li><input type="checkbox"/> Learning and implementing the following areas into workshop rotations from Moby Max: <ul style="list-style-type: none"> <li>• Phonics and Spelling Rules</li> <li>• Alphabet</li> <li>• Phonics Sounds</li> <li>• Phonics Blending</li> <li>• Phonics Spelling</li> <li>• Sight Words</li> </ul> </li> <li><input type="checkbox"/> Engage in Instructional Round discussions on phonological awareness, phonics, and high frequency word recognition strategies.</li> <li><input type="checkbox"/> Book study - <i>A Fresh Look at Phonics</i>, by Blevins</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>	Instructional Coach and Administration	<p>Instructional Rounds</p> <ul style="list-style-type: none"> <li>• September</li> <li>• October</li> <li>• January</li> <li>• February</li> </ul> <p>August - Pilot teachers (2) understand ESGI</p> <p>September - Moby Max training</p> <p>September - May - Shared resources and lesson plans</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Moby reports</li> <li><input type="checkbox"/> ESGI reports</li> <li><input type="checkbox"/> Agendas from Inst. Rounds</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional rounds</li> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Agenda</li> <li><input type="checkbox"/> Moby Data</li> <li><input type="checkbox"/> Dibels - Mid Yr and End of Yr data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Rounds In Education resource book</li> <li><input type="checkbox"/> Moby Max and iXL Program</li> <li><input type="checkbox"/> ESGI Program - \$400</li> <li><input type="checkbox"/> Two teachers from Kindergarten will pilot, learn and implement the ESGI program.</li> <li><input type="checkbox"/> Research phonics based program to use school wide K-2, and begin to develop plan</li> <li><input type="checkbox"/> A Fresh Look at Phonics, by Blevins (purchase books - for K-2 teachers)</li> </ul>
<p>3 - 5 teachers will increase students' vocabulary acquisition and use</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in MAP training on Student Profile and Learning Continuum</li> <li><input type="checkbox"/> Engage in instructional round discussions to increase vocabulary (problem of practice).</li> <li><input type="checkbox"/> Utilize Moby Max and MyOn with informational text - specifically use the vocabulary section, and use vocabulary within text.</li> <li><input type="checkbox"/> Utilize iXL to support the reading and understanding of informational text while increasing vocabulary acquisition.</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>	Instructional Coach and Administration	<p>August -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze MAP Data.</li> <li><input type="checkbox"/> MAP training on student profile</li> </ul> <p>September - April</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Round Conversations</li> <li><input type="checkbox"/> Instructional coach support</li> <li><input type="checkbox"/> Observations with feedback</li> </ul> <p>December - January</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze mid-year MAP data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Informal Observations by instructional coach</li> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Agendas from PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional rounds</li> <li><input type="checkbox"/> Observations</li> <li><input type="checkbox"/> Mid year and end of year MAP data for grades 2-5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize readworks.org to increase vocabulary</li> <li><input type="checkbox"/> Utilize Moby Max and MyOn</li> <li><input type="checkbox"/> Utilize iXL and train staff</li> <li><input type="checkbox"/> Research on-line Wordly Wise for vocabulary program</li> </ul>

## Yargo Elementary School



<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.</li> <li>• Advanced Content classrooms in 4th and 5th grade for purposes of enrichment.</li> <li>• Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.</li> <li>• Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).</li> <li>• Wilson Phonics and Seeing Stars Instruction for our Students with Disabilities.</li> <li>• DRI boxed instruction for phonics-based skill remediation</li> </ul>
<p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li>• District literacy specialist (Beth McMichael) and school instructional coach will provide ongoing PL and classroom support on effective implementation of Reader Workshop components.</li> <li>• Digital Coach will provide PL on ReadWorks Digital and the IXL program to support use of those tools for reading instruction</li> <li>• Provide training on MAP to help use data to inform instruction</li> <li>• Instructional Coach and Principal will provide PL on <i>Instructional Rounds In Education</i></li> <li>• Phonics book study, <i>A Fresh Look at Phonics</i>, by Blevins. Coaches to receive train-the-trainer model and will redeliver PL based on school needs.</li> <li>• Increase the number of teachers who earn the Gifted endorsement and the ESOL endorsement to meet the unique learning needs of specific student populations.</li> </ul>
<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Host Academic Parent Teacher Teams (APTT) three times per year. The meetings will be held in September, January and April/May. The resources needed will be: \$2000 for supplies and \$1000 for Interpreters (set aside at District Level). Leads for this parent to home partnership will include: Dr. Smith, Mr. Mehrhof, Mrs. Kent, Mrs. Wadsworth, and Ms. George.</li> <li>• Use of social media to send information and tips to support instruction</li> <li>• Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home</li> </ul>
<p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li>• Clear communication from administration to teachers related to expectations for conducting reader's workshop and guided reading with fidelity</li> <li>• Clear communication from administration to teachers related to expectations for implementation of Instructional Rounds</li> <li>• Leadership will participate in professional learning activities to build a common understanding throughout the building.</li> </ul>

**Goal 2: Academic Achievement - Writing**

Grade Level	Goal for Writing	Baseline for 2017-2018	Beginning of Year	Middle of Year	End of Year
Kindergarten	82% of students in kindergarten will write two or more complete sentences in Narrative and/or Informational Writing.	79%			
First	57% of students in first grade will score at a level 3 or above one the BCSS Informational Writing Rubric in the area of support and evidence.	50%			
Second	57% of students in second grade will score at a level 3 or above one the BCSS Informational Writing Rubric in the area of support and evidence.	50%*			
Third	45% of students in third grade will score Level 2 or above in Narrative Writing on the GMA.	39%	N/A	N/A for GAMS	
Fourth	55% of students in fourth grade will score Level 2 or above in Narrative Writing on the GMA.	39%*	N/A	N/A for GAMS	
Fifth	82% of students in fifth grade will score Level 2 or above in Narrative Writing on the GMA.	77%*	N/A	N/A for GAMS	

\*Comparing Same children through time (Same cohort of students).



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 will increase and solidify effective writing instruction: <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop leveled steps for writing which will include exemplars.</li> <li><input type="checkbox"/> Professional learning communities with vertical discussions to establish cohesive vocabulary and expectations that will be for each grade level.</li> <li><input type="checkbox"/> Create universal writing vocabulary/terminology for each grade level.</li> <li><input type="checkbox"/> 3rd - 5th - community learning on GMA best writing practices - Utilize Writing to Text book</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>	Instructional Coach and Administration	September - April <ul style="list-style-type: none"> <li><input type="checkbox"/> Leveled Step Development</li> <li><input type="checkbox"/> PLC with vertical discussions and grade level terminology</li> <li><input type="checkbox"/> 3rd - 5th Write Score - sample October / November</li> <li><input type="checkbox"/> 1st and 2nd - BCSS data taken September, December, and May.</li> <li><input type="checkbox"/> K- data taken December and May</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write Score - Writing sample for 3rd - 5th</li> <li><input type="checkbox"/> BCSS writing rubric for 1st and 2nd</li> <li><input type="checkbox"/> PLC agendas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Growth through writing samples</li> <li><input type="checkbox"/> 3rd - 5th MAP Language Usage Score growth</li> <li><input type="checkbox"/> 3rd - 5th GA Milestones ELA scores - levels of growth</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consultant (Shelley Mauldin)</li> <li><input type="checkbox"/> For Grades 3-5, utilize "Write Score" to obtain data to support writing instruction and lessons from consultant.</li> <li><input type="checkbox"/> Engage in professional learning to increase understanding of iXL for ELA.</li> <li><input type="checkbox"/> Writing to Text book (for 1st through 5th)</li> </ul>
<p><b><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u></b></p> <ul style="list-style-type: none"> <li>• Title 1 Paraprofessional for remediation in literacy, K-5.</li> <li>• Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.</li> <li>• Advanced Content classrooms in 4th and 5th grade for purposes of enrichment..</li> <li>• Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.</li> <li>• Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).</li> <li>• IEP progress monitoring and data collection</li> </ul>						
<p><b><u>Professional Capacity building to support the above goal and action steps</u></b></p> <ul style="list-style-type: none"> <li>• Shelly Mauldin - PL on "Writing Rainbow" - leveled steps and exemplar creation.</li> <li>• Instructional Coach will lead PLC to develop universal vocabulary in writing for each grade level</li> <li>• Digital Coach will provide PL on the iXL program to support use of those tools for writing instruction</li> <li>• Increase the number of teachers who earn the Gifted endorsement and the ESOL endorsement to meet the unique learning needs of specific student populations.</li> <li>• Instructional conversations utilizing excerpts from the following professional books: Word Nerds, Close Writing, and Scaffolding Young Writers.</li> </ul>						
<p><b><u>Family and Community Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Use of social media to send information and tips to support instruction</li> <li>• Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home</li> </ul>						
<p><b><u>Leadership Capacity</u></b></p> <ul style="list-style-type: none"> <li>• Clear communication from administration to teachers related to expectations and guidelines for writing instruction and vocabulary to be implemented</li> <li>• Leadership will participate in professional learning activities to build a common understanding throughout the building.</li> </ul>						



### Goal 3: Academic Achievement - Math

Grade Level	Goal for Math	Baseline for 2017-2018	Beginning of Year	Middle of Year	End of Year
Kindergarten	90% of all Kindergarten students will meet or exceed on 80% of the math sections of GKIDS.	89%			
First	67% of students will earn a 70% or higher on 60 mixed addition and subtraction problems using the numbers 0-10 in 2.5 minutes by May 1.	62%			
Second	85% of second grade students will answer 28 or more addition and subtraction facts to 20, on a 2 minute 100 problem test by May 1.  50% will meet or exceed the growth projection on the MAP assessment.	81%  40% MAP			
Third	65% of students will score a Level 3 or 4 on the math Milestones.  50% will meet or exceed the growth projection on the MAP assessment.	62% GMA  40%* MAP	N/A  N/A	N/A for GAMS	
Fourth	70% of students will score a Level 3 or 4 on the math Milestones.  60% will meet or exceed the growth projection on the MAP assessment.	62%* GMA  54%* MAP	N/A  N/A	N/A for GAMS	
Fifth	55% of students will score a Level 3 or 4 on the math Milestones.  75% will meet or exceed the growth projection on the MAP assessment	58%* GMA  69%* MAP	N/A  N/A	N/A for GAMS	

\*Comparing Same children through time.

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 increase math reasoning ability and fact fluency among students: <input type="checkbox"/> Fact practice <input type="checkbox"/> Continue with Academic Parent Teacher Teams (APTT) <input type="checkbox"/> Revisit CGI instructional processes and implementation with staff who are already trained <input type="checkbox"/> Train new staff members on CGI <input type="checkbox"/> Train teachers on Data Teaming - Continue with data teaming- twice a month	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach and Administration	<input type="checkbox"/> Three APTT meetings per year (September, January and April/May). <input type="checkbox"/> Fact practice and CGI will be implemented throughout the entire 2018-2019 school year <input type="checkbox"/> New Staff trained on CGI in August 2018 <input type="checkbox"/> IC train on Data Teaming - Fall semester	<input type="checkbox"/> Debriefings with teachers after each meeting <input type="checkbox"/> Data Graphs <input type="checkbox"/> Surveys <input type="checkbox"/> APTT agenda and sign-in sheets <input type="checkbox"/> Computer-based resources: Student usage data	<input type="checkbox"/> Data Graphs <input type="checkbox"/> Surveys <input type="checkbox"/> Computer-based resources: Progress data from the computer-based program	<input type="checkbox"/> Math manipulatives <input type="checkbox"/> MobyMax <input type="checkbox"/> Reflex Math <input type="checkbox"/> IXL <input type="checkbox"/> APTT - Supplies - \$2,000; APTT - Interpreters - \$1,000 (set aside at District Level)
3-5 teachers will increase math reasoning and calculation among students: <input type="checkbox"/> Purchase more manipulatives <input type="checkbox"/> Revisit CGI - number times/week (3rd Grade Only) <input type="checkbox"/> Train new staff members on CGI (3rd, 4th and 5th Grade)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach and Administration	<input type="checkbox"/> Three APTT meetings per year (September, January and April/May). <input type="checkbox"/> Computer-based resources will be utilized	<input type="checkbox"/> Debriefings with teachers after each meeting <input type="checkbox"/> Data Graphs <input type="checkbox"/> Surveys.	<input type="checkbox"/> Data Graphs <input type="checkbox"/> Surveys <input type="checkbox"/> Computer-based resources: Progress data from the	<input type="checkbox"/> Math manipulatives <input type="checkbox"/> MobyMax <input type="checkbox"/> Reflex Math <input type="checkbox"/> IXL

## Yargo Elementary School



<input type="checkbox"/> Train teachers on Data Teaming - Continue with data teaming- twice a month			during the entire 2018-2019 school year. <input type="checkbox"/> Grade level requests for needed manipulatives at the beginning of the 2018-2019 school year. <input type="checkbox"/> New Staff trained on CGI in August 2018. <input type="checkbox"/> IC train on Data Teaming - Fall semester	<input type="checkbox"/> Computer-based resources: Student usage data. <input type="checkbox"/> Manipulatives: Instructional Rounds data <input type="checkbox"/> New Staff CGI Training sign in sheets.	computer-based program. <input type="checkbox"/> Manipulatives: 3-5 Math MAP data. <input type="checkbox"/> CGI: Math MAP data from the classrooms of our newly trained staff.	<input type="checkbox"/> APTT - Supplies - \$2,000; APTT - Interpreters - \$1,000(set aside at District Level)
K-5 teachers will improve the framework of math workshop: <input type="checkbox"/> Engage in Instructional Round conversations that include research based learning and articles to support math strategies. <input type="checkbox"/> Professional learning, as identified in Instructional Rounds- Therefore, a PLC for math will be formed. (Horizontal and Vertical Teams will take place.)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach and Administration	September - April <input type="checkbox"/> Instructional Rounds <input type="checkbox"/> PLC - Vertical and Horizontal Teams	<input type="checkbox"/> PLC agendas <input type="checkbox"/> Lesson plans <input type="checkbox"/> Debriefing with teachers	<input type="checkbox"/> Grades 2-5 - MAP Data <input type="checkbox"/> Grades 3-5 GA Milestones scores <input type="checkbox"/> K - GKIDS data in Math <input type="checkbox"/> 1st - Google doc with Math fact data	<input type="checkbox"/> Instructional Rounds In Education resource book <input type="checkbox"/> Beth McMichael support with Math framework workshop model
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b> <ul style="list-style-type: none"> <li>Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.</li> <li>Advanced Content classrooms in 4th and 5th grade for purposes of enrichment..</li> <li>Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.</li> <li>Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).</li> <li>SPED: Use repetition and review in general education and resource settings; IEP progress monitoring and data collection</li> </ul>						
<b>Professional Capacity building to support the above goal and action steps</b> <ul style="list-style-type: none"> <li>Instructional coach will provide ongoing PL and classroom support on effective implementation of math Workshop components.</li> <li>Digital Coach will provide PL on IXL program to support use of those tools for math instruction</li> <li>Provide training on MAP to help use data to inform instruction</li> <li>Instructional Coach and Principal will provide PL on <i>Instructional Rounds In Education</i></li> <li>Provide ongoing training on the implementation/monitoring of CGI</li> <li>Provide training on MobyMax to support use of those tools for math instruction</li> <li>Increase the number of teachers who earn the Gifted endorsement and the ESOL endorsement to meet the unique learning needs of specific student populations.</li> </ul>						
<b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>Host Academic Parent Teacher Teams (APTT) three times per year. The meetings will be held in September, January and April/May. The resources needed will be: \$2000 for supplies and \$1000 for Interpreters (set aside at District Level). Leads for this parent to home partnership will include: Dr. Smith, Mr. Mehrhof, Mrs. Kent, Mrs. Wadsworth, and Miss. George.</li> <li>Develop videos to inform parents/guardians on math concepts and strategies that align with our Common Core math standards</li> <li>Use of social media to send information and tips to support instruction</li> <li>Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home</li> </ul>						
<b>Leadership Capacity</b> <ul style="list-style-type: none"> <li>Leadership will participate in professional learning activities to build a common understanding throughout the building.</li> <li>Clear communication from administration to teachers related to expectations for implementation of Instructional Rounds</li> </ul>						

## Yargo Elementary 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.

Preschool-Elementary:

- Elementary “Sneak-a-Peek” night for Parents of upcoming Pre-K and Kindergarten students.
- Elementary School Open House during Pre-Planning.
- Kindergarten Screenings, which included ideas of skills that parents could work on over the summer, prior to entering Kindergarten.
- IEP Transition Meetings from Preschool-Elementary, with a YES SpEd Teacher in attendance.
- During the Summer of 2019, we plan to implement a 4-day, 3 hours per day “Boost Camp,” which is tutoring for those students who scored very low on the Kindergarten Screener (Budget recommendation: \$1600)

Elementary-Middle:

- 5th Grade “Field Trip” to Middle School to allow students an orientation to their new school.
- YES Counselor and AP meet with HMMS Counselor at end of the school year to review 504 Plans, and discuss the individual needs of those students.
- 5th Grade Teachers reviewed the Math Placement recommendation spreadsheet, and made adjustments, as appropriate.
- 5th Grade Teachers completed a Student Information form on each student, which included achievement information and other pertinent information.
- IEP Transition Meetings held during the last weeks of school, which included a Middle School Teacher.
- HMMS Counselor visits each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year.

