



School Improvement Plan 2023 - 2024



**Barrow County
Auburn Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Auburn Elementary School
Team Lead	Dr. Lauren Carter
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase reading achievement in K-5 according to NWEA MAP and Acadience.
Root Cause # 1	Professional learning focused on district assessments given and how to use the data to drive instruction (data teams).
Root Cause # 2	Professional learning in best practices related to reading research.
Root Cause # 3	Scheduling-Master schedule, intervention schedules, and progress monitoring schedule.
Goal	NWEA MAP-75% of students will score 2 or higher on the Milestones projected proficiency summary report. Acadience-75% of students will obtain a composite score of yellow or higher.

Action Step # 1

Action Step	Provide professional learning to improve Tier 1 instruction to all teachers related to the 5 Pillars of Reading/Science of Reading, BCSS Instructional Frameworks, RTI, and Assessments.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Agendas, Sign-In Sheets, Materials
Method for Monitoring Effectiveness	Instructional Rounds, Admin Walkthroughs, Data Teams
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Create a master schedule and instructional plan that includes well-defined instructional content blocks with clear expectations, intervention support and acceleration schedules and materials that do not interfere with Tier 1 instruction in reading and math, and clear progress monitoring schedules and expectations.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Master, Intervention, and Progress Monitoring Schedules
Method for Monitoring Effectiveness	Admin Walkthroughs, Data Teams
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implement a data teams structure that includes district-wide assessments and progress monitoring during weekly PLC meetings.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Data Protocols, Sign-In Sheets, Progress Monitoring Schedule
Method for Monitoring Effectiveness	Progress Monitoring Data, District-Wide Assessment Data
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase math achievement in K-5 according to NWEA MAP.
Root Cause # 1	Professional learning in best practices related to HMH.
Root Cause # 2	Scheduling-Master schedule, intervention schedules, and progress monitoring schedule.
Goal	NWEA MAP-75% of students will score 2 or higher on the Milestones projected proficiency summary report.

Action Step # 1

Action Step	Provide professional learning to all teachers related to HMH, the BCSS Instructional Frameworks, RTI, and Assessments.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Agendas, Sign-In Sheets, Materials
Method for Monitoring Effectiveness	Instructional Rounds, Admin Walkthroughs, Data Teams
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Create a master schedule and instructional plan that includes well-defined instructional content blocks with clear expectations, intervention support and acceleration schedules and materials that do not interfere with Tier 1 instruction in reading and math, and clear progress monitoring schedules and expectations.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Master, Intervention, and Progress Monitoring Schedules
Method for Monitoring Effectiveness	Admin Walkthroughs, Data Teams
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 2

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Revamp PBIS procedures and explicitly teach social skills to all students.
Root Cause # 1	MTSS process to track and provide support for at-risk students and families.
Root Cause # 2	Implementation of PBIS.
Root Cause # 3	Social skills required to be successful in school.
Root Cause # 4	Parent participation and school-home communication/connections.
Goal	Decrease the percentage of students that score "at-risk" in the social/emotional categories of SAEBRS by 10%. 80% of K-5 students will be absent less than 10% of the 2023-2024 school year.

Action Step # 1

Action Step	Revamp PBIS procedures (rewards, tracking system, consequences, documents).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	SAEBRS data, Teacher survey data, PBIS Rewards data
Method for Monitoring Effectiveness	SAEBRS data, PBIS Rewards data, Teacher survey data
Position/Role Responsible	Principal, Assistant Principal, PBIS Team
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement Boys Town curriculum school-wide.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	SAEBRS data, Teacher survey data, PBIS Rewards data, PL Agenda/Sign-In Sheets
Method for Monitoring Effectiveness	SAEBRS data, Teacher survey data, PBIS Rewards data
Position/Role Responsible	Principal, Assistant Principal, PBIS Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Create and implement a MTSS process that includes monthly Tier 2/at-risk meetings and the creation of a Critical Kids team (admin, counselors, social worker, etc.).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, Critical Kids spreadsheet
Method for Monitoring Effectiveness	Critical Kids spreadsheet
Position/Role Responsible	Principal, Assistant Principal, Counselors, Social Worker
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Hire a family engagement paraprofessional to provide support and improve communication to students/families.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Communication Log, Parent Events With Sign-In Sheets
Method for Monitoring Effectiveness	Parent CNA Survey, Parent Attendance at School Sponsored Events, Parent Survey
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Family Engagement Paraprofessional
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>AES used the GA Health Survey, the CNA surveys, school-level surveys, and the school improvement leadership team to get input from all stakeholders.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>AES does not have any teachers identified as ineffective or out-of-field. Class rosters are carefully created to ensure students do not have inexperienced teachers two years in a row. Our inexperienced teachers will be supported by a mentor, administration, and our instructional coach.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>AES will ensure that adopted curriculum is research-based. AES will provide professional learning on the new Science of Reading research and begin to align our instruction with the new research. BCSS adopted a new math curriculum for the 2023-2024 school year-HMH. AES has the Benchmark Writing curriculum in K-2, Benchmark Phonics in K-5, and will adopt the Heggerty phonemic awareness curriculum in 2023-2024.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>AES has one EK class and two GA Pre-K classrooms in the building. We will provide a kindergarten parent night before school starts.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>AES will revamp PBIS procedures, implement the Boys Town social skills curriculum, and implement a well-defined MTSS process for students.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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