School Improvement Plan
2023 - 2024

Barrow County

AIM Program

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	AIM Program
Team Lead	Alex Holman
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	

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

2.1 Overarching Need

2. School Improvement Goals

Overarching Need #1

Overarching Need as identified in CNA Section 3.2	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Goal #1	*The percentage of students meeting fall to spring growth goals in reading will increase from 72% to 76% as measured by the 2023-2024 administration of the MAP Growth Assessment.*

Action Step # 1

Action Step	ELA teachers will use Notice and Note close reading strategies to build student capacity for analyzing, evaluating, and critiquing texts.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Minutes Lesson Plans Classroom Observation Instructional Rounds
Method for Monitoring Effectiveness	Student work samples Classroom assessments MAP Growth scores
Position/Role Responsible	Stockwell Berry Sullivan
Timeline for Implementation	August-May
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)?	

2.1 Overarching Need

Action Step #2

Action Step	ELA teachers will develop and deliver professional development to science and social studies teachers on using Notice and Note close reading strategies for non-fiction texts
Funding Sources	Consolidated funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Minutes Lesson Plans Classroom Observation Instructional Rounds
Method for Monitoring Effectiveness	Student work samples Classroom assessments MAP Growth scores
Position/Role Responsible	Stockwell Berry Sullivan
Timeline for Implementation	September
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)?	

Action Step #3

Action Step	Teachers will develop and implement interdisciplinary lessons to support literacy and writing across content areas

2.1 Overarching Need

Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Interdisciplinary plans Teacher lesson plans Classroom Observation Instructional Rounds
Method for Monitoring Effectiveness	Student work samples Classroom assessments MAP Growth scores
Position/Role Responsible	Holman Bailey
Timeline for Implementation	August-May
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)?	

Action Step #4

Action Step	ELA teachers will develop a progressive writing protocol that includes grade specific writing skills, preferred organizers or checklists, and writing rubrics
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Writing planning meeting minutes Lesson plans

2.1 Overarching Need

	Classroom Observations Student work samples
Method for Monitoring Effectiveness	Student work samples Writing assessments MAP Growth scores
Position/Role Responsible	Holman Sullivan Berry Stockwell
Timeline for Implementation	August-October
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)?	

2.1 Overarching Need

Action Step #5

Action Step	Teachers will implement arts integration strategies in ELA, science, and social studies that support instruction and increase student engagement.
Funding Sources	Consolidated funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Classroom Observations Instructional Rounds
Method for Monitoring Effectiveness	Student products and performances MAP Growth Scores
Position/Role Responsible	Bailey Holman
Timeline for Implementation	August - October
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)?	

Overarching Need #2

Overarching Need as identified in CNA Section 3.2	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Goal #2	*The percentage of students meeting fall to spring growth goals in mathematics will increase from 47% to 60% as measured by the 2023-2024 administration of the MAP Growth Assessment.*

2.1 Overarching Needs

Action Step # 1

Action Step	Teachers will use Open Up math resources to facilitate math discussions, and peer collaboration.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Minutes Lesson Plans Observations Instructional Rounds
Method for Monitoring Effectiveness	Classroom assessments MAP Growth scores
Position/Role Responsible	Stroup Eley Hardy
Timeline for Implementation	August-May
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)?	

Action Step #2

Action Step	Teachers will utilize Georgia Numeracy Project assessments and lessons as interventions for students who need support beyond tier 1 instruction.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

2.1 Overarching Needs

	Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Student data monitoring Observations
Method for Monitoring Effectiveness	Classroom assessments MAP Growth scores
Position/Role Responsible	Stroup Eley Hardy
Timeline for Implementation	August - May
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)?	

Action Step #3

Action Step	Teachers will develop and implement interdisciplinary lessons to demonstrate the relationship between math and other content areas and the real world.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Interdisciplinary plans Teacher lesson plans Classroom Observation Instructional Rounds
Method for Monitoring Effectiveness	Student work samples Classroom assessments MAP Growth scores

2.1 Overarching Needs

Position/Role Responsible	Holman Bailey
Timeline for Implementation	August - May
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)?	

2.1 Overarching Needs

Action Step #4

Action Step	Teachers will implement arts integration strategies in math that support instruction and increase student engagement.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Classroom Observations Instructional Rounds
Method for Monitoring Effectiveness	Student products and performances MAP Growth Scores
Position/Role Responsible	Bailey Holman
Timeline for Implementation	August - May
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)?	

Overarching Need #3

Overarching Need as identified in CNA Section 3.2	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Goal #3	*The percentage of students missing 10 days of school or less during the 2023-2024 school year will increase from 56% to 75%.*

2.1 Overarching Need

Action Step # 1

Action Step	Revise the AIM attendance protocol, and communicate the expectations to students , parents, and caregivers.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Written attendance protocol Signed attendance policy forms
Method for Monitoring Effectiveness	Monthly attendance data
Position/Role Responsible	Schmidt Holman
Timeline for Implementation	August
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)?	

Action Step #2

Action Step	Revise the schoolwide PBIS plan to include the the use of the PBIS Rewards application. Implement rewards that are flexible and frequent.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

2.1 Overarching Need

	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PBIS Data Attendance Data
Method for Monitoring Effectiveness	Monthly attendance data
Position/Role Responsible	Hardy Kelley Holman
Timeline for Implementation	August- May
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)?	

Action Step #3

Action Step	Implement monthly attendance incentives for students.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance Data
Method for Monitoring Effectiveness	Monthly attendance data
Position/Role Responsible	Schmidt Holman
Timeline for Implementation	August - May

2.1 Overarching Need

| 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)? | |

2.1 Overarching Need

Action Step #4

Action Step	Increase student engagement by focusing on interdisciplinary and experiential learning activities.
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student project samples Student feedback reflections
Method for Monitoring Effectiveness	Student feedback reflections
Position/Role Responsible	Holman Bailey
Timeline for Implementation	August - May
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)?	

Action Step #5

Action Step	Interdisciplinary student personal projects pilot
Funding Sources	Consolidated Funds
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

1 General Improvement Plan Information

1	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student project samples Student feedback reflections
Method for Monitoring Effectiveness	Student feedback reflections
Position/Role Responsible	Holman Bailey
Timeline for Implementation	April-May
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)?	

3. REQUIRED QUESTIONS

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

Required Questions

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).

All stakeholders are invited to the annual spring planning meeting. At this meeting parents, community partners and other stakeholders can provide input to guide our school improvement plan development. Because we have a small staff at AIM, all teachers, the counselor, and the instructional coach are members of the leadership team. The leadership team meets weekly and has input into the development of the school improvement plan.

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.

All AIM teachers are certified in the field that they teach. Additionally, most AIM teachers are gifted endorsed. All AIM teachers receive have been to ArtsNow foundational training and have either completed three years of ArtsNow residency rotations or are currently in the ArtsNow residency program. All teachers attend relevant professional learning based on content and school and district initiatives.

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).

Instruction at AIM integrates the arts (visual, theater, dance, music), technology, engineering, and other innovative strategies to teach the Georgia Standards of Excellence. ELA teachers utilize Readers' Workshop strategies and Notice and Note reading strategies. ReadTheory.com is used as an intervention to support at-risk students in reading. Math classes utilize Open Up math resources and provide at-risk or struggling students support through Georgia Numeracy Project strategies.

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.

Levels of support in the MTSS system are determined by several criteria. MAP Growth data in reading and math is the primary method to determine eligibility for MTSS. At AIM we also use attendance data, and the SAEBRS behavior screener to determine the levels of support. Based on the data, students receive additional support during the Individualized Success segment during the day.

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

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

> **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.**

> **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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.**

AIM students will meet with representatives from BASA during the Fall to introduce them to high school opportunities and prepare them for the next steps in the transition process. Students will visit BASA in the Spring and work with BASA counselors to determine an academic pathway and schedule high school courses.

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.

AIM is a PBIS school. We use PBIS Rewards to track points earned. Students learn to monitor their points and redeem them for classroom and schoolwide rewards. Behavior data is tracked and reviewed at leadership and PBIS meetings.

ADDITIONAL RESPONSES

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