



School Improvement Plan 2023 - 2024



Barrow County Kennedy Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Kennedy Elementary School
Team Lead	Ryan Butcher
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 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	Over several years of data a significant amount of our students are scoring below proficient in reading as seen on Milestones, Dibels, TRC and MAP assessments
Root Cause # 1	Student achievement gap continues to widen or stays consistent due to students starting school below proficient.
Goal	Decrease the number of students below the 41st achievement percentile by 10% (Fall to Spring MAP Reading Assessment).

Action Step # 1

Action Step	Teachers will participate in professional learning related to Benchmark Phonics/Units of Study through meetings with Instructional Coach
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-In Sheets, TotD, PL Plan Documents
Method for Monitoring Effectiveness	Teacher documentation of Lesson Planning, Student exemplars
Position/Role Responsible	Teacher of Record, Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Monthly

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	Teachers will implement at least 1 integrated unit using grade level appropriate read alouds of their choosing.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, monthly video reflections
Method for Monitoring Effectiveness	monthly meetings with teachers discussing reflections
Position/Role Responsible	Teacher admin
Timeline for Implementation	Monthly

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	Students will complete a reflection form on a targeted reading skill each month that will be in placed in their yearly electronic portfolio.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monthly Evidence meetings with each grade level
Method for Monitoring Effectiveness	Student assessment data on MAP, Dibels, TRC and Fluency
Position/Role Responsible	Teacher, student, Admin and IC
Timeline for Implementation	Monthly

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	Over several years of data a significant amount of our students are scoring below proficient in math as seen on Milestones and MAP assessments as well as informal math assessments given in class.
Root Cause # 1	Student achievement gap continues to widen or stays consistent due to students starting school below proficient. Parents are reluctant to engage in the math curriculum.
Goal	Decrease the number of students below the 41st achievement percentile by 10% (Fall to Spring MAP Math Assessment).

Action Step # 1

Action Step	Teachers will participate in HMH professional learning throughout the year.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-In Sheets, Lesson Plans, PL Planning Documents
Method for Monitoring Effectiveness	Teacher Lessons, Student Exemplars,
Position/Role Responsible	Teacher of record, Principal, AP, IC
Timeline for Implementation	Monthly

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	Teachers will implement at least 1 integrated unit (contains grade level Benchmark Phonics, Reading skills, Math skills, Writing Skills, as well as Social Emotional topics) using grade level appropriate read alouds of their choosing.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, videos each month
Method for Monitoring Effectiveness	student assessment using HMH standard reports as well as MAP
Position/Role Responsible	Teachers and admin
Timeline for Implementation	Monthly

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	Students will complete a reflection form on a targeted math skill each month that will be in placed in their yearly electronic portfolio.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monthly evidence meetings
Method for Monitoring Effectiveness	Student assessment in HMH and MAP
Position/Role Responsible	Student, Teacher and Admin
Timeline for Implementation	Monthly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Over several years of data a significant amount of our students are scoring below proficient in writing as seen on Milestones as well as informal and formal classroom assessments done by teachers
Root Cause # 1	Insufficient school focus on writing. Students lack skills on organizing their thoughts and writing coherently. Students lack handwriting/typing instruction.
Goal	Number of students scoring an overall score of 11 or less on narrative writing (scored on BCSS Narrative writing rubric) will decrease by 10% from August to May sample.

Action Step # 1

Action Step	Teachers will collect one writing sample from students each month.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher Lesson Plans, Teacher folder of student exemplars.
Method for Monitoring Effectiveness	Student exemplars
Position/Role Responsible	Teacher of record, Principal, AP, IC.
Timeline for Implementation	Monthly

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	Students will complete a reflection form on a targeted writing skill each month that will be in placed in their yearly electronic portfolio.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monthly evidence meetings
Method for Monitoring Effectiveness	Teacher Scored writing samples
Position/Role Responsible	Students and teachers
Timeline for Implementation	Monthly

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	Using exemplars, teachers will participate in collaboratively scoring student writing samples monthly using the BCSS rubrics, conduct interrater reliability and participate in data analysis for targeted writing instruction.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Calendar, SGT minutes
Method for Monitoring Effectiveness	Teacher scored writing samples
Position/Role Responsible	Teacher, Admin
Timeline for Implementation	Quarterly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Since the start of the pandemic in 2020 we have not been able invite parents into the classrooms to experience the instruction of students so that they know what is expected. We want to be able to have monthly activities for families.
Root Cause # 1	Balancing academic and social/emotional/physical well-being.
Goal	The percent of students who have at least 1 parent/guardian attending a school-wide parent engagement activity will be 30% or above on at least 7 of the 9 activities.

Action Step # 1

Action Step	Grade level teachers will be assigned a month and will plan for implementation of a parent engagement activity.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign In Sheets, Grade-level meeting minutes
Method for Monitoring Effectiveness	Parent Sign-In Sheets
Position/Role Responsible	Teacher of record, Principal, AP, IC
Timeline for Implementation	Monthly

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	KES will employ a parent engagement clerk to assist with parent communications and community relations.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	School Calendar
Method for Monitoring Effectiveness	Parent & Student surveys
Position/Role Responsible	Admin and Parent Engagement clerk
Timeline for Implementation	Weekly

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	KES will increase the amount of Parent Engagement activities that are linked to student achievement or instruction from 3 to 9 (1 per month)
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	monthly sign in sheets for activities
Method for Monitoring Effectiveness	parent surveys after activities
Position/Role Responsible	Teachers and admin
Timeline for Implementation	Monthly

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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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>Staff surveys, Parent surveys, Student surveys,</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>All teachers are certified, or working to become certified, and those who are rated as ineffective are put on differentiated PLP's as needed.</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>The Title I instructional program at KES will utilize an Instructional Coach to support our faculty and staff. Supplemental instruction will come via parent engagement use of Edmentum (online/e-instruction). Paraprofessionals will be utilized to increase instructional opportunities for students in the areas of reading and math during specials time.</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>This program will impact all students in the school, regardless of academic proficiency.</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>	
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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>	
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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>We utilize PBIS and Character Strong as foundational practices. Data is analyzed monthly at each grade-level.</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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