



Step 1: Review 16-17 School Imp. Plan Reflection

Step 2: Executive Summary

Step 3: School Improvement Plan

- CCPRI Goal
- Academic/Instructional Goal
- Climate Goal

Step 4: Continuous, Job-Embedded Prof. Learning Plan

Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

Step 6: Data Team Reflection

2018 Executive Summary

Continuous Improvement Goals	Learner Profile (Check all that apply)		Support from FCS Depts.* (List all that apply)
CCRPI Goal			
Increase the English Learner subgroup points in ELA achievement	X	Pursue Continuous Learning	*Assessment office – support with analyzing data *T&L – support through instructional resources and strategies *Federal Programs – support in utilizing personnel, resources, and funds *ESOL – support in utilizing research-based programs and appropriate service models to meet the needs of our students
	X	Exhibit Strong Personal Qualities	
	X	Utilize Creative & Critical Thinking	
	X	Engage & Contribute	
	X	Interact Effectively	
Academic / Instructional Goal			
Increase the percentage of students reading at or above grade level	X	Pursue Continuous Learning	*Assessment office – support with analyzing data *T&L – support through instructional resources and strategies *Federal Programs – support in utilizing personnel, resources, and funds *Special Education – support in utilizing research-based programs and appropriate service models to meet
	X	Exhibit Strong Personal Qualities	
	X	Utilize Creative & Critical Thinking	
	X	Engage & Contribute	
	X	Interact Effectively	

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			the needs of our students
Climate Goal			
Improve student attendance	X	Pursue Continuous Learning	*Student Support Services – support with strategies and resources for school counselors and social worker *Information Services – support with identifying applicable reports to run
	X	Exhibit Strong Personal Qualities	
		Utilize Creative & Critical Thinking	
	X	Engage & Contribute	
	X	Interact Effectively	
* FCS Departments: <i>Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation</i>			

2018 School Improvement Plan

CCRPI Goal: Increase the English Learner subgroup points in ELA achievement

SMART Goal: The English Learner subgroup points in ELA achievement as measured by the Georgia Milestones End of Grade Assessment will increase from 38.191 in 2017 to 40.045 in 2018.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Provide professional learning in SIOP strategies	If teachers have training on best practices for teaching English learners, then students who are learning a new language will be more likely to understand the academic concepts, and achievement will increase.	January 2017 - present	Michelle Slaton, district ESOL instructional coach
Implement SIOP Model Classrooms in grades 2 and 3	If ESOL teachers who are trained in SIOP strategies have classrooms where they can practice and model SIOP instruction, other teachers can observe and learn these strategies to replicate in their classrooms	July 2017 - present	Principal to designate 2 ESOL teachers and 4 homeroom teachers for specialized training; T&L to provide SIOP training and quarterly planning time for these 6 teachers
Provide pull-out ESOL services with research-based intervention program for level 1 and 2 students; provide push-in ESOL support during science and social studies for 2 nd -5 th grade students to build academic vocabulary and background knowledge	If ESOL students receive targeted support in building background knowledge and content-area vocabulary while engaged in the four domains of language, their achievement in ELA will increase.	August 2017 - present	Administrative team to design master schedule with pull-out and push-in ESOL services; ESOL teachers to collaborate with homeroom teachers on content and language instruction

Describe how your SMART Goal will be monitored throughout the year:

Administrators will conduct walkthrough and formative observations during science and social studies instruction to provide feedback on the implementation of SIOP strategies. Teachers and administrators will review F&P and Fast Bridge data to assess growth and achievement of students after each assessment. In addition, our Quality Work Facilitator will meet with grade-level teams monthly to engage in the Data Team process. Administrators will meet with grade-level teachers in January to compare the reading levels of students from August to January and discuss needed interventions for those students not making significant progress. The Quality Work Facilitator will meet with teachers of students in the MTSS process to monitor progress and adjust interventions as necessary.

Academic / Instructional Goal: Increase the percentage of students reading at or above grade level

SMART Goal: The percent of students reading on or above grade level as measured by the Fountas & Pinnell Benchmark Assessment System will increase from 53% in spring 2017 to 55% in spring 2018.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Provide instructional coaches (K-2 and 3-5) to provide professional learning on balanced literacy strategies	If teachers have onsite professional learning and support, they will be more likely to incorporate new strategies that are research-based and meet the needs of our students.	July 2017 to present	Principal will convert teaching allotments to coaching positions; T&L will provide coaching support and balanced literacy framework; Coaches will meet regularly with grade-level teachers as a team and individually
Utilize monthly Data Team meetings to review student progress and achievement levels in reading	If teachers regularly track student progress, they can adjust instruction to meet student needs.	August – conduct baseline assessments with FastBridge and F&P Monthly – conduct running records December – conduct winter F&P assessments January – conduct Fast Bridge assessments May – conduct spring F&P and Fast Bridge assessments	F&P: Homeroom and special education teachers Fast Bridge: Title I, EIP, and ESOL teachers
Provide research-based intervention programs for students who require extra support in reading	If students receive research-based, targeted instruction in specific areas of need, we can close the achievement gap and help them meet grade-level standards.	September 2017 - present	Quality Work Facilitator to oversee MTSS program and interventions; Special Education, EIP, Title I, ESOL teachers to provide daily instruction with intervention materials

Describe how your SMART Goal will be monitored throughout the year:

Teachers and administrators will review F&P and Fast Bridge data to assess growth and achievement of students after each assessment. Administrators will meet with grade-level teachers in January to compare the reading levels of students from August to January and discuss needed interventions for those students not making significant progress. In addition, our Quality Work Facilitator will meet with grade-level teams monthly to engage in the Data Team process. Furthermore, the Quality Work Facilitator will meet with teachers of students in tiers 2 & 3 to monitor student progress and adjust interventions.

Climate Goal: Improve student attendance

SMART Goal: The percentage of students who are absent less than 10% of school days will increase from 93.5% in 2016-17 to 93.7% in 2017-18.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Implement PBIS schoolwide	If our school provides a safe, positive learning environment, students will want to attend school more frequently.	January 2017 - present	PBIS school leadership committee; rewards for positive student behavior
Identify students with previous attendance challenges and provide a daily check-in and reward program for improving attendance	If students are greeted each morning by a caring adult, they will feel more connected to school and want to attend.	August 2017 - present	School counselors; attendance charts and rewards
Implement a quarterly student recognition program that provides specific feedback to students about what they are doing well	If students are recognized for achievement or improvement in academics, behavior, character, or work ethic, they will feel a sense of pride and connection to their school and want to attend more often.	August 2017 - present	Principal, teachers, and paraprofessionals; certificates

Describe how your SMART Goal will be monitored throughout the year:

The administrative team will review monthly school-wide attendance data and discuss individual student attendance needs during monthly Share Team meetings. Counselors will track student attendance for students in their incentive program.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s): Teachers will increase their knowledge of research-based strategies to promote high levels of student engagement, to provide balanced literacy instruction, and to facilitate the growth and achievement of English learners.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior (<i>"If...then..."</i> Statements)	Connection to Continuous Improvement Goal(s):
7/31/17 – 11:30-1:30	PBIS Training (Positive Behavior Interventions and Supports)	If classrooms are positive environments with minimal disruptions, instructional time will increase and students' attendance and engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
8/9/17 – 2:45-3:45	APTT Overview (Academic Parent Teacher Teams)	If teachers and parents work together to support specific learning goals, student achievement will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
8/15/17 – planning times	APTT Goal Setting	If teachers and parents work together to support specific learning goals, student achievement will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
8/29/17 – planning times	District Technology Training	If teachers utilize research-based technology tools during instruction, student engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
8/30/17 – 2:45-3:45	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
9/6/17 – ½ day sessions (K-2) 9/13/17 – ½ day sessions (3-5)	APTT Training	If teachers and parents work together to support specific learning goals, student achievement will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
9/12/17 – planning times (3-5) 9/19/17 – planning times (K-2)	MTSS Training (Multi-tiered Student Supports)	If teachers understand how to set goals for improvement and monitor progress, students will close gaps and improve achievement.	Increase EL subgroup performance Increase reading achievement Improve attendance
9/20/17 – 2:45-3:45	PBIS Training	If classrooms are positive environments with minimal disruptions, instructional time will	Increase EL subgroup performance Increase reading achievement

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		increase and students' attendance and engagement will rise.	Improve attendance
10/3/17 – planning times	Writing Strategies	If teachers utilize research-based instructional strategies for written expression, students will communicate more effectively.	Increase EL subgroup performance Increase reading achievement Improve attendance
10/4/17 – 2:45-4:00	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
10/10/17 – planning times	SIOP Strategies (Sheltered Instruction Observation Protocol)	If teachers utilize research-based instructional strategies to build vocabulary and background knowledge, language acquisition will increase leading to higher student achievement.	Increase EL subgroup performance Increase reading achievement Improve attendance
10/20/17 – full day	District Collaboration	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
11/1/17 – 2:45-3:45	PBIS Training	If classrooms are positive environments with minimal disruptions, instructional time will increase and students' attendance and engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
11/7/17 – planning times	District Technology Training	If teachers utilize research-based technology tools during instruction, student engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
11/8/17 – 2:45-4:00	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
11/14/17 – planning times	SIOP Strategies (Sheltered Instruction Observation Protocol)	If teachers utilize research-based instructional strategies to build vocabulary and background knowledge, language acquisition will increase leading to higher student achievement.	Increase EL subgroup performance Increase reading achievement Improve attendance
12/5/17 – planning times	District Technology Training	If teachers utilize research-based technology tools during instruction, student engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
1/5/17 – all day	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
1/17/18 – ½ day sessions (K-2) 1/24/18 – ½ day sessions (3-5)	APTT Training	If teachers and parents work together to support specific learning goals, student achievement will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
1/23/18 – planning times	SIOP Strategies (Sheltered Instruction Observation Protocol)	If teachers utilize research-based instructional strategies to build vocabulary and background knowledge, language acquisition will increase	Increase EL subgroup performance Increase reading achievement Improve attendance

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		leading to higher student achievement.	
1/30/18 – planning times	Literacy Strategies	If teachers utilize research-based instructional strategies to build balanced literacy, students will be stronger readers, writers, and thinkers.	Increase EL subgroup performance Increase reading achievement Improve attendance
1/31/18 – 2:45-3:45	PBIS Training	If classrooms are positive environments with minimal disruptions, instructional time will increase and students’ attendance and engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
2/6/18 – planning times	District Technology Training	If teachers utilize research-based technology tools during instruction, student engagement will rise.	Increase EL subgroup performance Increase reading achievement Improve attendance
2/7/18 – 2:45-4:00	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
2/20/18 – all day	District Collaboration	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
2/28/18 – 2:45-3:45	Dual Language Immersion	If teachers understand research behind language acquisition, they can better meet the needs of second-language learners.	Increase EL subgroup performance Increase reading achievement Improve attendance
3/7/18 – 2:45-4:00	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
3/14/18 – ½ day sessions (K-2) 3/21/18 – ½ day sessions (3-5)	APTT Training	If teachers and parents work together to support specific learning goals, student achievement will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
3/20/18 – planning times (3-5) 3/27/18 – planning times (K-2)	Literacy Strategies	If teachers utilize research-based instructional strategies to build balanced literacy, students will be stronger readers, writers, and thinkers.	Increase EL subgroup performance Increase reading achievement Improve attendance
5/9/18 – 2:45-4:00	Professional Learning Communities	If teachers pursue professional learning to meet their individual needs, their capacity to meet student needs will increase.	Increase EL subgroup performance Increase reading achievement Improve attendance
5/29/18 – 8:00-10:00	Reflection	If teachers reflect on what they have learned and how it has impacted student learning and growth, they will be more likely to implement and improve on these strategies in the future.	Increase EL subgroup performance Increase reading achievement Improve attendance

2017-18 School Improvement Plan Reflection

Please provide a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths / weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)

CCRPI Goal

Academic / Instructional Goal

Climate Goal

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Data Teams Reflection

Process:

Impact on Instruction/Achievement: