

Burnt Hickory Elementary School



School Improvement Plan 2016 -2017

**Joy Viness, Principal
Cliff Cole, Superintendent**

PCSD VISION

The vision of the Paulding County School District is to provide a safe, healthy, supportive environment focused on learning and committed to high academic achievement. Through the shared responsibility of all stakeholders, students will be prepared as lifelong learners and as participating, contributing members of our dynamic and diverse community.

PCSD MISSION

The mission of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD DISTRICT GOALS

- 1. As a result of a rigorous K-12 program, all students will graduate from high school prepared for college and/or career ready.*
- 2. All students will meet or exceed academic expectations.*
- 3. All students will attend school in a safe, healthy, supportive environment.*
- 4. All stakeholders will share in the responsibility of preparing students to be lifelong learners and contributing members of the community.*
- 5. District processes and procedures will support schools' improvement efforts.*

SCHOOL MISSION & VISION

Mission: As Burnt Hickory Wolfpups, we are:

Working together to become **O**utstanding **L**earners and **F**uture leaders

Vision: Empowering students to reach their highest potential while preparing them for a successful future.

Motto: Building a Tradition of Excellence



Burnt Hickory Elementary School Improvement Action Plan

SMART Goal 1: All students' in grades K-2 will grow a minimal of a band from pretest to posttest on the Reading Universal Screener.

SMART Goal 2: All students' in grades K-2 will grow a minimal of a band from pretest to posttest on the Math Universal Screener.

SMART Goal 3: Students in 3rd grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 57.6% to 61% in 2017.

SMART Goal 4: Students in 4th grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 54.9% to 58% in 2017.

SMART Goal 5: Students in 5th grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 56.2% to 60% in 2017.

SMART Goal 6: Students in 3rd grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 68.3% to 72% in 2017.

SMART Goal 7: Students in 4th grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 63.6% to 67% in 2017.

SMART Goal 8: Students in 5th grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 64.3% to 68% in 2017.

SMART Goal 9: SWD students in 3rd-5th grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 15% to 20% in 2017.

SMART Goal 10: SWD students in 3rd-5th grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 25% to 30% in 2017.

Strategy/Initiative: Differentiated Instruction to support and monitor the progress of students in ELA and Math.

District Goal & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal: 1,2,5 GSPS: AS2,3 PL2,5	Professional Learning: Administration will be trained on the Universal Screener. Staff will be trained on implementation and how to use it for RTI and differentiation by Tony Ford, Andrea Davis, and Becky Terry.	No cost	Administration Teachers	August 2016-May 2017	Sign-in sheets, PD Express , Agendas	School Leaders Demonstrate: Understanding of the Universal Screener and uses of the data Teachers Demonstrate: Understanding how to use data generated from screener to support and monitor students.
District Goal: 1,2,5 GSPS: PL 1,4,5 IS4	Professional Learning: Continued training for teachers that teach K-2 students on the Comprehensive Reading Solutions Framework by reading consultant and Tony Ford.	PL Budget Title II Days	Administration Reading Consultant Teachers	July 2016-December 2016	Sign in Sheets PDExpress	School Leaders Demonstrate: Understanding of CRS framework and implementation in classroom. Teachers Demonstrate: Understanding the planning of instruction based on student readiness
District Goal: 1,2,5 GSPS: PL2,5 AS2,3	Professional Learning: Training for math teachers in grades K-5 on math interventions by Tony Ford.	No cost	Administration Teachers	August 2016-May 2017	Sign-in Sheets, PDExpress	Teachers Demonstrate: The ability to use math interventions with students.

District Goal & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal: 1,2,5 GSPS: PL2,5 AS2,3	Professional Learning: Training on Dynamic Differentiation by Tony Ford and Andrea Davis using Canvas and district resources for certified staff and paraprofessionals.	County Power point, Computer Canvas	Administration Teachers	July 29, 2016	Sign-in Sheet, PDExpress	School Leaders Demonstrate: The ability to provide effective feedback on differentiation. Teachers Demonstrate: The understanding of the common language of differentiation in Paulding County and what differentiation looks like in the classroom.
District Goal: 1,2,5 GSPS: PL2,5 AS2,3	Professional Learning: Training for ESEP teachers on specialized instruction during ESEP professional learning communities by Tony Ford.	No Cost	Administration ESEP Teachers	August 2016-May 2017	Sign-in sheets, PDExpress	School Leaders Demonstrate: The ability to train others. Teachers Demonstrate: The understanding of the implementation of specialized instruction.
District Goal: 1,2,5 GSPS: AS2,3	Planning: Target students will be identified by using Milestones data and Universal Screener data by Becky Terry.	Universal Screener, Milestones data	Administration	September, 2016	List of target students	School Leaders Demonstrate: The knowledge of the targeted students.

District Goal & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal: 1,2,5 GSPS: AS2,3	Planning: Students in K-2 that need extra practice with sight words will be identified by K-2 teachers.	No cost	Administration	August 2016- April 2017	List of students identified	Teachers Demonstrate: The knowledge of students that need remediation for sight words.
District Goal 1,2,5 GSPS: PL2 IS4,5 AS3	Planning: The following times will be provided to teachers to collaboratively develop and analyze formative assessments, plan for differentiation, plan performance tasks and learning activities to support differentiated instruction. <ul style="list-style-type: none"> Common planning Early Release Days 	No Cost	Administration Members of PLCS,	August 2016- May 2017	Sign-in sheets, Agendas PDExpress, Lesson plans, common assessments	School Leaders Demonstrate: The ability to plan and schedule collaborative planning. Teachers Demonstrate: The understanding of the need of data to impact instruction and student learning. Collaborative planning with peers to successfully plan for differentiation.
District Goal 1,2,5 GSPS: AS2,3 IS5	Planning and Implementation: Universal screener will be given to all students to identify student needs in reading and math.	Universal screener logins, computers	Administration Teachers	August 2016, January, 2017, April, 2017(RTI students)	Universal Screener spreadsheets	School Leaders Demonstrate: The ability to plan for school wide implementation of the Universal Screener. Teachers Demonstrate: Knowledge of the students that need remediation and enrichment. Student Demonstrate: The completion of the Universal Screener to inform their learning.

District Goal & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1,2,5 GSPS: AS2,3 IS5	Planning and Implementation: Dibels and/or the Informal Decoding Inventory will be given to targeted students in ELA to identify student needs in reading.	Dibels IDI	Administration Teachers	August-September 2016	Data Spreadsheets	Teachers Demonstrate: Knowledge of the students that need remediation and enrichment. Student Demonstrate: The completion of the Dibels and/or IDI.
District Goal 1, 5 GSPS: PL1,4,5 IS4	Implementation: Comprehensive Reading Solutions Framework will be implemented in K-2 grade levels daily.	CRS materials, Bookroom	Administration K-2 teachers	August 2016-September, 2016	CRS Spreadsheets Lesson Plans	School Leaders Demonstrate: Knowledge of the CRS Framework and what it looks like when implemented in the classroom. Teachers Demonstrate: The ability to implement CRS Framework and gather data to differentiate. Students Demonstrate: Engagement in learning targeted around their learning needs.

District Goal & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1,2,5 GSPS: PL2, CS1, AS3,4 IS9	Implementation: Differentiation in reading and math will be implemented to provide students with remediation and enrichment to support their learning during NBI time using Comprehensive Reading Solutions, RI, MI, and classroom assessment data.	No Cost	Administration Teachers	August 2016- September, 2016	Lesson Plans Data Sheets TKES observations	Teachers Demonstrate: The ability to successfully use data to support student learning. Students Demonstrate: Mastery of the content and rigor of the standards taught while learning at readiness level.
District Goal 1,2 GSPS: C2	Implementation: Sight Word Super Stars will be implemented in the mornings to students needing sight word remediation in K-2 grade levels.	Computer Lab	Administration ESEP teacher K-2 teachers	September 2016-May, 2017	Data Sheets	Teachers Demonstrate: The ability to use data to choose students that need remediation with sight words. Students Demonstrate: Engagement in learning sight words using the computer.
District Goal 1,2,3,5 GSPS: PL6, L3	Monitoring: Formative and summative assessments will be used to monitor student progress and adjust instruction through differentiation.	C o p y P a p e r	Administrators	August 2016- April 2017	Lesson Plans, TKES observations	School Leaders Demonstrate: Analysis of formative and summative data to determine effectiveness. Teachers Demonstrate: Analysis of formative and summative data to determine next steps for instruction.

District Goal & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1,2,5 GSPS: PL 6, L3	Monitoring: School administrators will review lesson plans weekly, conduct classroom observations for TKES, and provide feedback to teachers on differentiation.	Lesson Plans	Administrators	September 2016-May, 2017	Lesson Plans TKES feedback	School Leaders Demonstrate: Observation of NBI time and providing effective feedback Teachers Demonstrate: Improved implementation of differentiation lessons.

Burnt Hickory Elementary School Improvement Action Plan

SMART Goal 1: All students' in grades K-2 will grow a minimal of a band from pretest to posttest on the Reading Universal Screener.

SMART Goal 2: All students' in grades K-2 will grow a minimal of a band from pretest to posttest on the Math Universal Screener.

SMART Goal 3: Students in 3rd grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 57.6% to 61% in 2017.

SMART Goal 4: Students in 4th grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 54.9% to 58% in 2017.

SMART Goal 5: Students in 5th grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 56.2% to 60% in 2017.

SMART Goal 6: Students in 3rd grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 68.3% to 72% in 2017.

SMART Goal 7: Students in 4th grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 63.6% to 67% in 2017.

SMART Goal 8: Students in 5th grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 64.3% to 68% in 2017.

SMART Goal 9: SWD students in 3rd-5th grade scoring proficient and distinguished on the Spring ELA Georgia Milestones will increase from 15% to 20% in 2017.

SMART Goal 10: SWD students in 3rd-5th grade scoring proficient and distinguished on the Spring Math Georgia Milestones will increase from 25% to 30% in 2017.

Strategy/Initiative: Utilize Professional Learning Communities to improve student learning by collaboratively planning best practice strategies to fuse literacy in all subject areas.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1,2,5 GSPS: PL5 AS2,3,4	Professional Learning: Release time will be provided to two 1 st grade teachers and two 3 rd grade teachers for Data Team Training at the district level by Gina King.	District PL funds for substitutes.	Gina King Administration Teachers	August 2016- April 2017	AESOP records, PD Express	School Leaders Demonstrate: An understanding of data teams and the implementation of collaborative planning. Teachers Demonstrate: The understanding of data teams and how to improve instructional practices by working in data teams.
District Goal 1,2,5 GSPS: PL2,3,4	Professional Learning: Training on developing protocols/norms and PLCs to maximize teacher and student learning provided by Becky Terry.	Chart Paper Markers PL budget	Administration Teachers	August 2016- April 2017	Sign-in sheets, Protocols for PLCS	School Leaders Demonstrate: The ability to lead team in the development of protocols and norms. Teachers Demonstrate: The successful creation of protocols and norms.
District Goal 1,2,5 GSPS: PL5 AS2,3,4	Professional Learning: Training on reading complex texts in content areas by the reading consultant.	Title II budget PL Budget	Administration Teachers	August 2016- April 2017	Sign-in sheets, PDExpress	School Leaders Demonstrate: The knowledge of reading strategies. Teachers Demonstrate: The ability to implement PALS.
District Goal 1,2,5 GSPS: PL2,3,4	Professional Learning: Teachers will take part in peer observations to learn literacy strategies from each other.	No cost	Administration Teachers	September, 2016- April, 2017	Peer observation sheets.	School Leaders Demonstrate: The ability to lead team in the development of protocols and norms. Teachers Demonstrate: The successful creation of protocols and norms.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 2 GSPS: POS4	Planning: Scheduled dates of PLC meetings during common planning will be provided to teachers by Becky Terry.	Computer	Administration Teachers	September, 2016	Schedule	School Leaders Demonstrate: The ability to make a schedule. Teachers Demonstrate: The importance of being present for PLC meetings.
District Goal 1,2,5 GSPS: L2,3 POS4	Planning: A professional learning room will be set up for a teacher resource area and a place for teachers to meet and analyze data by Becky Terry.	Room Bulletin Board paper, Chart paper, Instructional Resources— Local money	Administration Teachers	August-September 2016	PL Room	Teachers Demonstrate: The usage of the PL room for collaborative planning and for instructional resources.
District Goal 1,2,5 GSPS: C1,2,3 A1,3,4 I2,4,5	Implementation: Professional Learning Communities will be established and implemented to improve instructional strategies in literacy.	Paper, Chart paper markers	Administration Teachers	August, 2016-April, 2017	Demonstration classrooms sharing at staff meetings	Teachers Demonstrate: Implementation of fusing literacy with all content areas. Students Demonstrate: Engagement in learning.
District Goal 1,2,5 GSPS: C1,2,3 A1,3,4 I2,4,5	Implementation: Strategies to fuse literacy with content areas and reading complex texts in content areas will be implemented in the classroom.	Student texts	Administration Teachers	August, 2016-May, 2017		Teachers Demonstrate: Implementation of fusing literacy with all content areas. Students Demonstrate: Engagement in learning
District Goal 1,2,5 GSPS: C1,2,3 A1,3,4 I2,4,5	Implementation: Vertical Professional Learning Communities will be established and implemented to analyze assessments, develop common instructional language, and align instructional practices and expectations across all the grade levels in fusing literacy with all subject areas.	Paper	Administration Teachers	August 2016- April 2017	Sign-in sheets, Agendas Minutes	Teachers Demonstrate: Articulation of school wide content expectations. Students Demonstrate: Engagement in learning.

District Goal and GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
District Goal 1,2,5 GSPS: PL6, L1,3,4,5,6	Monitoring: PLCs will be attended by administrators twice a month for each PLC. Feedback will be given to teachers.	No Cost	Administration Teachers	August 2016- April 2017	Sign-in sheets	School Leaders Demonstrate: Demonstrate the ability to monitor teams and to provide effective feedback.
District Goal 1,2,5 GSPS: PL6 L7	Monitoring: Reflection of participation and effectiveness of PLCS surveys will be given. Survey results will be shared during the following PLC meeting.	Surveys Copy paper	Administration Teachers	December, 2016 April, 2017	Surveys Sign-in sheets	School Leaders Demonstrate: Ability to improve PLCS by using survey data Teachers Demonstrate: Reflection of PLCS
District Goal 1,2,5 GSPS: PL6	Monitoring: Demonstration Classrooms, peer observations, and sharing during staff meetings will showcase the instructional strategies PLCs have collaboratively planned and implemented in the classroom.	No cost	Administration Teachers	August 2016- April 2017	Sign-in Sheets, Agendas	School Leaders Demonstrate: Review of schedules and provision of release time. Teachers Demonstrate: Observation and Improvement in practice. Students Demonstrate: Engagement in learning.
District Goal 1,2,5	Monitoring: Data will be collected by administration on students engaged in reading and/or writing in the classrooms.	No cost	Administration Teachers	August 2016- April 2017	Data sheets	Teachers Demonstrate: Observation and Improvement in practice. Students Demonstrate: Engagement in learning

Burnt Hickory Elementary School Professional Learning Plan

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
Continued training using the Comprehensive Reading Solutions Framework and using lexile data to differentiate in the classroom.	Reading consultant PL Budget	Administration Teachers	August, 2017- December 2017	Sign-in sheets, PDExpress	School Leaders Demonstrate: Understanding of CRS framework and implementation in classroom. Teachers Demonstrate: Understanding the planning of instruction based on student readiness.
Training on how to use data from Universal Screener to differentiate instruction.	Reading Consultant PL Budget District Support Title IIA budget	Administration Teachers	July 26, 2017 – December 2017	Sign-in sheets, PDExpress	School Leaders Demonstrate: Understanding of the Universal Screener and uses of the data Teachers Demonstrate: Understanding how to use data generated from screener to support and monitor students.
Training on math interventions.	No cost	Administration Teachers	August, 2016- May, 2017	Sign-in sheets PDExpress	Teachers Demonstrate: The ability to use interventions with students.

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
Training on Dynamic Differentiation and participation in differentiation course using canvas.	District support, Andrea Davis	Administration Teachers	August 2016-April, 2017	Sign-In sheets, PDEExpress	School Leaders Demonstrate: The ability to provide effective feedback on differentiation. Teachers Demonstrate: The understanding of the common language of differentiation in Paulding County.
Training on specialized instruction for ESEP teachers.	No Cost	Administration ESEP Teachers	August 2016-April, 2017	Sign-in sheets, PDEExpress	School Leaders Demonstrate: The ability to train others. Teachers Demonstrate: The understanding of the implementation of specialized instruction.
Training on implementing Data Teams.	Title IIA District Budget	Administration 1 st and 3 rd grade teachers	October 17 and 18, 2016	PDEExpress	School Leaders Demonstrate: An understanding of data teams and the implementation of collaborative planning. Teachers Demonstrate: The understanding of data teams and how to improve instructional practices by working in data teams
Training on developing protocols and PLCs to maximize teacher and student learning.	Title IIA Budget	EAC Teachers	September , 2016-April, 2017	PDEExpress Sign-in sheets Protocols	School Leaders Demonstrate: The ability to lead team in the development of protocols and norms. Teachers Demonstrate: The successful creation of protocols and norms.

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
Support for new music teacher provided by mentor and the fine arts director.	Title IIA District Budget	EAC Mentor Fine Arts Coord. Music teacher	August, 2016- May, 2017	Mentor paperwork, PDExpress	Mentor Demonstrates: Support of new teacher Mentee Demonstrates: Understanding of instructional practices and school procedures/policies.
Support for paraprofessionals in the area of differentiation.	Trainings during Early Release Days	Administration Teachers Paraprofession als	September , 2016- April, 2017	Sign-in Sheets	Paraprofessionals Demonstrate: Implementing instructional strategies in the classroom.