

Henry County Schools Section E: School Improvement Template

(All Schools Must Complete)

(see pg. 162-163 Data Analysis for Continuous School Improvement by Victoria Bernhardt)

- Note: Goals for the 18-19 SY must focus specifically on improving student learning outcomes. Personalized learning schools' goals and strategies should align with those outlined and previously approved in the SRC document. Title schools' goals should align with the Title I guidance. All schools must align their plan with the HCS Strategic Priorities:
 - **Unify Henry County around excellence in public education**
 - **Strengthen our core business of student learning**
 - **Ensure a high performing environment for all students**

Goal 1: Increase the percentage of 3rd-5th grade students in the proficient and distinguished categories from 38% to 48% as measured by the ELA Georgia Milestones End of Grade Assessment in Spring 2019.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
Strengthen the core business of teaching and learning in ELA by using formative instructional practices (FIP) in conjunction with the Henry County Teaching and Learning Standards (HTLS) and progressions to ensure a rigorous curriculum.	School Leaders- Rose and Lanier	School Leaders -Establishes rigor protocol to ensure fidelity using plan, do, check act cycle to monitor instructional practices	-Monthly	Increase in the percentage of students being able to articulate the requirements of the Weekly- 5X5 walk-through data
	Support Staff -Instructional Lead Teacher-Young	-Uses the 5 x 5 protocol to collect data about student learning	-Weekly	Review of lesson plans looking for alignment of learning targets, tasks, and assessments
	-Personalized Learning Lead teacher- Potts	-Reviews the collaborative planning protocol documents, minutes, and lesson plans to ensure a focus on clear learning targets, alignment of target to task, success criteria, and use of assessment data to inform instructional practices.	-Ongoing	Evidence of learning targets correlating with student learning collected via TKES and other informal walk-throughs
	-Science TOSAs	-Monitor use of clear learning targets by teachers and students during walk-throughs	Monthly	ELA CFAs pre and posttests
	Certified Staff	Certified Staff	Monthly	STAR/MAP growth data

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
		<p>-Identify and analyze what students need to know, understand, and do based upon HTLS during collaborative planning sessions and documented in lesson plans; verbalize KUD in lessons</p> <p>-Create assessments aligned to those HTLS, analyze the assessment results to develop small group instruction to providing additional support and enrichment opportunities for students not meeting or exceeding expectations</p> <p>-Create and evaluate student goals based upon HTLS to increase the percentage of students meeting and exceeding their goals</p> <p>Students</p> <p>-Articulate the learning target in ELA, their success criteria, and document their data in the learner profile OR data notebook</p> <p>-Set their goals and develop a plan to achieve their reading goals</p>	<p>Yearly</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Milestones data</p> <p>CFAs</p> <p>Formative assessments (including ticket out the door)</p> <p>(STAR data- monthly, MAP- 3x yearly, F & P- 3x yearly)</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
<p>Ensure a high performing learning environment for all of our students through professional development opportunities focused on Balanced Literacy with appropriate integration of science and social studies themes.</p>	<p>School Leaders- Rose and Lanier</p> <p>Support Staff -Instructional Lead Teacher-Young -Personalized Learning Lead teacher- Potts -Science TOSAs</p> <p>Certified Staff</p>	<p>School Leaders Providing PD opportunities to support for teachers focused on hands-on learning opportunities in Balanced Literacy such as guided reading</p> <p>Using HTLS and learning progressions to create mini-lessons and groups to meet student needs developed by teachers</p> <p>Walkthroughs/TKES and informal walk-throughs showing use of balanced literacy</p> <p>Students are able to articulate their reading goals and a plan to meet their reading goals</p> <p>Certified Staff Engages in professional development opportunities from school leaders and support staff focused on HTLS and learning progressions as it relates to Balanced Literacy</p> <p>Identify and analyze HTLS to state what students need to</p>	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly (for subject)</p> <p>Ongoing</p> <p>Weekly</p>	<p>5X5 document analysis-increase in percentage of students meeting the 5 x 5 criteria</p> <p>Review of lesson plans, meeting protocols, and Improvement of teachers performance (level 3)</p> <p>-Student work samples/rubrics alignment with HTLS and learning progressions</p> <p>5 x 5 walk-through data analysis</p> <p>Increase in student reading performance on running records, STAR reader (monthly), Fountas and Pinnell (3x yearly), MAP growth data (3x yearly)</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
		<p>know, understand, and do during ELA planning (KUD)</p> <p>Facilitate ELA instruction using components of balanced literacy to meet individual student needs</p> <p>Students</p> <p>Chart and track their reading growth and develop plans in their data notebooks and/or learner profile</p>	<p>Daily</p> <p>Monthly</p>	<p>Increased percentage of students meeting criteria on 5 x 5s</p> <p>Increased student lexiles on STAR and MAP</p> <p>Increased student lexiles on STAR reader and MAP</p>
<p>Unify our literary expectations with our stakeholders by providing parents additional opportunities to improve reading comprehension and fluency in fiction/non-fiction by providing weekly leveled reading passages and library books.</p>	<p>School Leaders- Rose and Lanier</p> <p>Support Staff</p> <p>-Instructional Lead Teacher-Young</p> <p>-Personalized Learning Lead teacher- Potts</p> <p>-Science TOSAs</p> <p>Certified Staff</p>	<p>School leaders</p> <p>-Monitor accelerated reader participation rates with the goal of 100%</p> <p>-Monitor the success index of students participating in the reading program (85% or higher)</p> <p>Certified Staff/Media Specialist</p> <p>Monitor the AR participation rates and percentage of students reading of 85% or higher</p> <p>Students</p>	<p>Weekly</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>	<p>STAR AR reports</p> <p>STAR AR reports</p> <p>STAR AR reports</p> <p>STAR AR reports</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
	Media Specialist	Increase the percentage of fiction/non-fiction books read to meet AR goals Track their growth and scores using AR tracker; reading logs	Ongoing	STAR AR reports

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 - **Unify Henry County around excellence in public education**
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 - **Ensure a high performing environment for all students**

Goal 2: Increase the percentage of 3rd-5th grade students in the proficient and distinguished category from 36% to 46% as measured by the Math Georgia Milestones End of Grade Assessment in Spring 2019.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
Strengthen the core business of teaching and learning in math by using formative instructional practices (FIP) in conjunction with the Henry County Teaching and Learning Standards (HTLS) and progressions to ensure a rigorous curriculum.	School Leaders - Rose and Lanier	School Leaders -Monitor the alignment of the HTLS and Learning Progressions to classroom instructional practices	Ongoing	Increase in the percentage of students being able to articulate the requirements of the Weekly- 5X5 walk-through data
	Support Staff -Instructional Lead Teacher-Young -Personalized Learning Lead teacher- Potts -Science TOSAs	-Establishes rigor protocol to ensure fidelity using plan, do, check act cycle to monitor instructional practices -Uses the 5 x 5 protocol to collect data about student learning -Reviews the collaborative planning protocol documents, minutes, and lesson plans to ensure a focus on clear learning targets, alignment of target to task, success criteria, and use of assessment data to inform instructional practices.	Weekly	Review of lesson plans looking for alignment of learning targets, tasks, and assessments
	Certified Staff	-Uses the 5 x 5 protocol to collect data about student learning -Reviews the collaborative planning protocol documents, minutes, and lesson plans to ensure a focus on clear learning targets, alignment of target to task, success criteria, and use of assessment data to inform instructional practices.	Ongoing	Evidence of learning targets correlating with student learning collected via TKES and other informal walk-throughs
	Certified Staff	-Uses the 5 x 5 protocol to collect data about student learning -Reviews the collaborative planning protocol documents, minutes, and lesson plans to ensure a focus on clear learning targets, alignment of target to task, success criteria, and use of assessment data to inform instructional practices.	Monthly	Math CFAs pre and posttests
			Monthly	STAR/MAP growth data

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
		<p>-Monitor use of clear learning targets by teachers and students during walk-throughs</p> <p>Certified Staff -Identify and analyze what students need to know, understand, and do based upon HTLS during collaborative planning sessions and documented in lesson plans; verbalize KUD in lessons -Create assessments aligned to those HTLS, analyze the assessment results to develop small group instruction to providing additional support and enrichment opportunities for students not meeting or exceeding expectations -Create and evaluate student goals based upon HTLS to increase the percentage of students meeting and exceeding their goals</p> <p>Students -Articulate the learning target in math, their success criteria, and document their data in the learner profile OR data notebook</p>	<p>Yearly</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Milestones data</p> <p>Math CFAs</p> <p>Formative assessments (including ticket out the door)</p> <p>(STAR Math data- monthly, MAP- 3x yearly)</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
		-Setting their goals and developing a plan to achieve their math		
<p>Ensure a high performing learning environment for all students focused on providing hands-on opportunities for learning math.</p>	<p>School Leaders - Rose and Lanier</p> <p>Support Staff -Instructional Lead Teacher-Young -Personalized Learning Lead teacher- Potts -Science TOSAs</p> <p>Certified Staff</p>	<p>School Leaders Providing PD opportunities to support for teachers focused on hands-on learning opportunities in math such as the CRA model (Concrete, Representational, Abstract model)</p> <p>Teachers using HTLS and learning progressions implementing use math manipulatives (such as tens frames) during in lesson planning and in math instruction</p> <p>Walkthroughs/TKES and informal walk-throughs showing use this instructional strategies</p> <p>Students are able to articulate the use of CRA as they problem solve as it relates to their learning targets</p> <p>Certified Staff Engages in professional development opportunities from school leaders and support staff in math such as CRA model to improve number sense</p>	<p>Ongoing (November-May)</p> <p>Monthly</p> <p>Ongoing</p> <p>Weekly Monthly Yearly</p> <p>Ongoing</p>	<p>STAR math growth data CFAs Milestones</p> <p>Increase in the percentage of students being able to articulate the requirements of the Weekly- 5X5 walk-through data</p> <p>TKES and informal walk-throughs-increase in the number of teachers proficient or higher CFAs STAR math Milestones</p> <p>STAR math growth data CFAs Milestones</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
		<p>Identify and analyze HTLS to state what students need to know, understand, and do during planning (KUD)</p> <p>Facilitate math instruction in which students moving from concrete to representational to abstract</p> <p>Conduct number fluency checks – specifically to grade level ex: (kindergarten- counting)</p> <p>Students</p> <p>Chart and track their math fluency in their data notebooks and/or learner profile</p>	<p>Weekly</p> <p>Daily</p> <p>Weekly and monthly</p> <p>Ongoing</p>	<p>CFAs</p> <p>Formative assessments</p> <p>CFAs and STAR math</p> <p>CFAs, formative assessments, STAR math</p>
<p>Unify our school by using a common school-wide math strategy (such as CUBES-Circle key numbers and units, Underline the question, Box</p>	<p>School administration- Rose and Lanier</p>	<p>School Leader-</p> <p>-Review of Lesson plans/units with a focus on math problem solving in each lesson</p>	<p>Weekly</p>	<p>Increase in the percentage of students able to</p>

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<p>math action words, evaluate/eliminate, Show your work/check) to improve problem solving.</p>	<p>-Instructional Lead Teacher-Young</p> <p>-Personalized Learning Lead teacher- Potts</p> <p>-Certified Staff</p>	<p>-Monitor use of strategy during the math instructional framework via informal walk-throughs and formal (TKES)</p> <p>Teachers with posted math strategy on anchor charts, model and refer to how to use the strategy during problem solving</p> <p>Students use of strategy during problem solving</p> <p>Teachers Review student work and percentage of students with accurate results and showing their work</p> <p>Students Able to show how they use the strategy to solve a problem (verbally and written) and justify correct and incorrect answers</p>	<p>Ongoing</p> <p>Ongoing (November- May)</p> <p>Ongoing (November-May)</p> <p>Ongoing</p> <p>Ongoing</p>	<p>TKES and informal walk-throughs- increase in percentage of proficient teachers in areas such instructional strategies</p> <p>Assessments including CFAs, Pre/post math unit tests with problem solving- Illuminate</p> <p>Student work math samples such as Math Exemplars</p> <p>CFAs Pre/Post tests</p> <p>Student work samples CFAs Pre/post tests</p>

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Goal 3: Increase the percentage of 5th grade students in the proficient and distinguished categories from 21% to 31% as measured by the Science Georgia Milestones End of Grade Assessment in Spring 2019.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
Strengthen the core business of teaching and learning in science by using formative instructional practices (FIP) in conjunction with the HTLS standards and progressions to ensure a rigorous curriculum.	School Leaders - Rose and Lanier	School Leaders Establishes rigor protocol to ensure fidelity using plan, do, check act cycle to monitor instructional practices -Uses the 5 x 5 protocol to collect data about student learning -Reviews the collaborative planning protocol documents, minutes, and lesson plans to ensure a focus on clear learning targets, alignment of target to task, success criteria, and use of assessment data to inform instructional practices. -Monitor use of clear learning targets by teachers and students during walk-throughs	Monthly	Increase in the percentage of students being able to articulate the requirements of the Weekly- 5X5 walk-through data
	Support Staff -Instructional Lead Teacher-Young -Personalized Learning Lead teacher- Potts -Science TOSAs		Weekly	Review of lesson plans looking for alignment of learning targets, tasks, and assessments
	Certified Staff		Ongoing	Evidence of learning targets correlating with student learning collected via TKES and other informal walk-throughs
			Monthly	Science CFAs pre and posttests
			Monthly	

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		<p>-Identify and analyze what students need to know, understand, and do based upon HTLS during collaborative planning sessions and documented in lesson plans; verbalize KUD in lessons</p> <p>-Create assessments aligned to those HTLS, analyze the assessment results to develop small group instruction to providing additional support and enrichment opportunities for students not meeting or exceeding expectations</p> <p>-Create and evaluate student goals based upon HTLS to increase the percentage of students meeting and exceeding their goals</p> <p>Students</p> <p>-Articulate the learning target in science, their success criteria, and document their data in the learner profile OR data notebook</p> <p>-Setting their goals and developing a plan to achieve their science goals</p>	<p>Yearly</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	<p>Science Milestones data (5th)</p> <p>CFAs</p> <p>Formative assessments (including ticket out the door)</p> <p>CFAs Formative assessments</p> <p>CFAs Formative assessments</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Measurement of Strategies How Is It Done?	Measurement of Strategies Timeline	Evaluation How Effective Was It?
<p>Ensure a high performing environment in science through professional development focusing on hands-on science engagement experiences to increase mastery of science content.</p>	<p>School Leaders - Rose and Lanier</p> <p>Support Staff -Instructional Lead Teacher-Young -Personalized Learning Lead teacher- Potts -Science TOSAs</p> <p>Certified Staff</p>	<p>School Leaders Providing PD opportunities to support for teachers focused on hands-on learning opportunities that focus on inquiry, such as the 5E model, in which each stage builds on the next stage: Engage, Explore, Explain, Extend, Evaluate</p> <p>Teachers using HTLS and learning progressions implementing use science frameworks during in lesson planning and in instruction</p> <p>Walkthroughs/TKES and informal walk-throughs showing use this instructional strategies</p> <p>Students are able to articulate a deep understanding of the scientific topics for each unit.</p>	<p>Ongoing (November-May)</p> <p>Daily</p> <p>Ongoing</p> <p>Daily</p>	<p>CFAs Formatives Milestones</p> <p>Increase in the percentage of students being able to articulate the requirements of the Weekly-5X5 walk-through data</p> <p>TKES and informal walk-throughs-increase in the number of teachers proficient</p> <p>5 x 5s CFAs STAR math</p>

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		<p>Certified Staff</p> <p>Engages in professional development opportunities from school leaders and support staff in science such as the 5E model to increase student understanding on content within science HTLS and progressions.</p> <p>Identify and analyze science HTLS to state what students need to know, understand, and do during planning (KUD)</p> <p>Facilitate science instruction with open-ended questions, guided investigations, hands-on projects and research.</p> <p>Conduct formative and summative assessments on HTLS to ensure mastery</p> <p>Students</p> <p>Chart and track their science goals in their data notebooks and/or learner profile</p>	<p>Ongoing</p> <p>Weekly</p> <p>Daily</p> <p>Ongoing</p> <p>Monthly</p>	<p>Milestones</p> <p>Formative assessments (ticket out the door, 3,2,1, etc.)</p> <p>CFAs</p> <p>Milestones</p> <p>Lesson plans, collaborative planning documents, collaborative meeting minutes</p> <p>Formative assessments</p> <p>CFAS</p> <p>CFAs, formative assessments</p> <p>Milestones (5th grade science)</p> <p>CFAs, formative assessments</p>

