## Franklin County School System

## School Improvement Plan (SIP)

## 2018-2019

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| **NAME OF SCHOOL/PRINCIPAL:**  **Lavonia Elementary/Jenica Johnson** |
| **NAME OF DISTRICT/SUPERINTENDENT:**  **Wayne Randall** |
| *□ Comprehensive Support School □ Targeted Support School X School-wide Title 1 School □ Targeted Assistance Title 1 School □ Non-Title 1 School □ Opportunity School* |

Goals from District Improvement Plan (DIP) for FY18, FY19, FY20

* Through the PLC process, the % of students scoring at levels 3 and 4 on GA Milestones in ELA and mathematics will increase

by 2% per year over the next three years.

* The number of discipline incidents will decrease by 3% per year over the next three years.

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| **SIGNATURES:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Title 1 Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Title 1 Schools only) |

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| Name | Position/Role | Signature |
| Jenica Johnson | Principal |  |
| Laura Baskins | Assistant Principal |  |
| Lindsey Shaver | Instructional Partner |  |
| Braden Holland | Counselor |  |
| Tyler Matthews | K Teacher |  |
| Allison Elrod | 1st Teacher |  |
| Kelly Knighton | 2nd Teacher |  |
| Cara Pierce | 3rd Teacher |  |
| Tina Bowers | 4th Teacher |  |
| Taylor Grizzle | 5th Teacher |  |
| Sandi Owens | Paraprofessional |  |
| Laurie Bryant | Media specialist |  |
| James Tanner | CAMMP |  |

**SIP Committee Members** (Title I schools must include administrators, teachers, parents, students, paras, etc.)

## Needs Assessment/ Data Review Results

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| **Prioritized Needs** | **Data Source** | **Participants Involved** | **Communication to Parents and Stakeholders** |
| Increase student achievement in ELA and Math on Georgia Milestones in grades 3-5  Student Achievement on Dibels | RI/MI  Milestones  CCRPI results  Dibels  Common Formative Assessments | Central Office  Administration  Counselor  Teachers  Instructional Partner  Parents  Students | Title I parent nights  Milestones parent reports  Newsletters  School Website/Facebook  Remind App |
| Improve Student Behavior/specifically decrease incidents of physical contact | PBIS/SWIS incident reports  School wide discipline data | Administration  Counselor  Teachers  Instructional Partner  Parents  Students | Title I parent nights  Student agendas  School website/Facebook page  Meetings  Remind App |
| Improve Student Attendance | Attendance data  Attendance interventions  Attendance meetings | Administration  Counselor  Teachers  Parents  Students | Title I parent night  Messenger call outs  Attendance meetings |
| Professional Learning Communities | PLC continuum  RI/MI/Dibels data  Milestones data | Central Office  Administration  Teachers  Instructional Partner | Meetings agendas  Faculty calendar |

## SMART GOAL #1: LES students will increase the percent of those scoring in the proficient/distinguished category in ELA by the following percentages per grade level: 3rd grade will increase by 3% from 34% to 37%, 4th grade will increase by 4% from 21% to 25%, 5th grade will increase by 3% from 32% to 35%.

| **Action /Strategies** | **Evaluation of Implementation and Impact on Student Learning** | | **How will this strategy be monitored?** | **Estimated Cost, Funding Source, and/or Resources** |
| --- | --- | --- | --- | --- |
| **Artifacts** | **Evidence** |
| -Teachers will implement the common formative assessments (CFA) that were developed last year. Results will be analyzed at weekly professional learning community meetings to assess student progress and reflect on teaching practices.  -Professional Learning Communities will collaborate on a consistent basis.  -Implementation of guided reading will be monitored. Professional development will be provided to teachers to assist with guided reading.  -Students will complete 3 narrative writing samples throughout the year. Teachers will analyze these samples and use the information to develop lessons. Ten Lucy Calkins writing lessons will be required by all classroom teachers.  -Utilization of instructional paraprofessionals during reading differentiation in grades K-5. Instruction in their small groups will focus on phonics.  -Usage of the effective lesson framework and Franklin County classroom model.  -Media center will be added to CAMMP rotation to focus on a love of reading and increase independent reading time for students.  -Instructional partner will model lessons in classrooms and support the implementation of guided reading in all grade levels.  -Teacher mentor program for new teachers | -CFA results  -Narrative writing samples  -Benchmark assessments/Dibels  -Lesson plans  -PLC meeting agendas  -IP schedule  -Classroom observations  -Teacher Mentor logs | **-**Student achievement on benchmarks, Dibels, GKids and GMAS.  -Classroom observations | -Analysis of CFA results (by IP & teachers)  -Analysis of writing samples (by IP & teachers using Lucy Calkins rubric)  -Function of PLC  -Classroom observations (lesson plans reviewed at this time)  -Monitoring student data | Resource: Instructional partner and Curriculum director |

## SMART GOAL #2: LES students will increase the percent of those scoring in the proficient/distinguished category in Math by the following percentages: 3rd grade will increase by 3%, 4th grade will increase by 3%, 5th grade will increase by 3%.

| **Action /Strategies** | **Evaluation of Implementation and Impact on Student Learning** | | **How will this strategy be monitored?** | **Estimated Cost, Funding Source, and/or Resources** |
| --- | --- | --- | --- | --- |
| **Artifacts** | **Evidence** |
| -Teachers will implement the common formative assessments (CFA) that were developed last year. Results will be analyzed at weekly professional learning community meetings to assess student progress and reflect on teaching practices.  -Professional Learning Communities will collaborate on a consistent basis.  -Implementation of the Bridges Math resource will be monitored. Professional development will be provided to teachers to assist with implementation.  -All teachers will implement Number Corner with fidelity the first 20 minutes of their math instruction.  -The Do the Math program will be utilized for students on Tier 3 in math.  -Instructional partner will model lessons and support the implementation of Bridges Math at all grade levels.  -Teachers will focus on grade level standards to drive their instruction. | -CFA results  -Bridges assessments  -Lesson plans  -PLC meeting agendas  -IP schedule | -Student achievement on benchmarks, MI, Gkids, and GMAS. | -Analysis of CFA results  -Analysis of Bridges assessment results  -Function of the PLC  -Classrom observations  -Monitoring student data | Resource: Instructional partner and Curriculum director. |

## SMART GOAL #3: LES students will decrease the number of office referrals during the 18-19 school year from 127 to 115 (10% decrease). LES will decrease the percentage of physical contact referrals from 55 to 33 (40% decrease).

| **Action /Strategies** | **Evaluation of Implementation and Impact on Student Learning** | | **How will this strategy be monitored?** | **Estimated Cost, Funding Source, and/or Resources** |
| --- | --- | --- | --- | --- |
| **Artifacts** | **Evidence** |
| -Revamp PBIS framework with a new focus on teaching appropriate behavior and streamlining our discipline process.  -Teachers will be provided with suggestions for consequences other than the removal of recess.  -Quarterly PBIS celebrations to celebrate students who are making good choices.  -Create a PBIS store called the Bark Bin where students can be recognized for going above and beyond at school.  -Continuation of the 7 Mindsets focusing on a different mindset each month with weekly lessons in the classroom.  -Positive referral process where teachers can nominate students who are doing the right things.  -Positive notes home and phone calls to parents to share good news. | -Bulldog bucks  -Quarterly celebration attendance  -Lesson plans  -School wide matrix  -Newsletters and social media postings  -Faculty meeting agendas  -PBIS flowchart  -Alternatives to recess removal document | **-**Student discipline data | -Student discipline data  -Lesson plans  -Classroom observations  -Quarterly PBIS celebrations | -Bulldog bucks, Bark Bin and celebrations-$1000  -PBIS training for new team members  Resources: Pioneer RESA |

**SMART GOAL #4:** LES will increase the percentage of students who met the criteria of not being absent 10% or more of enrolled days from 88.45% to 90%.

| **Action /Strategies** | **Evaluation of Implementation and Impact on Student Learning** | | **How will this strategy be monitored?** | **Estimated Cost, Funding Source, and/or Resources** |
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| **Artifacts** | **Evidence** |
| -Daily phone calls to students who are absent  -Attendance protocol implementation where parents are contacted at 4 days, 5 days, 8 days, 10 days, etc.  -Perfect Attendance celebrations each time a class spells out the words “Perfect Attendance” outside their classroom doors.  -Board in the front foyer to publicize the numbers of absent students, tardies and early checkouts per grade level.  -Attendance intervention with chronically absent students  -Support from social worker as needed | -Attendance reports  -Meeting minutes and attendance plans  -Classroom displays | -Attendance reports | -Attendance meetings  -Board in the foyer  -Attendance intervention  -Daily phone calls | Resources: Counselor, social worker |

| **Action /Strategies** | **Evaluation of Implementation and Impact on Student Learning** | | **How will this strategy be monitored?** | **Estimated Cost, Funding Source, and/or Resources** |
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| **Artifacts** | **Evidence** |
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**Professional Learning Plan to Support School Improvement Plan**

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| **Professional Learning**  **Strategy to Support Achievement of SMART Goals** | **Professional Learning Timeline** | **Estimated Cost, Funding Source, and/or Resources** | **Person(s)/ Position Responsible** | **Monitoring Teacher Implementation of Professional Learning** | **Artifacts/Evidence of Impact on Student Learning** |
| Continue PL for Lucy Calkins Units of study and guided reading  Professional learning for Bridges Math Resource | On-going throughout the year | Bridges Math resource: Paid for by BOE approved budget | Administration  Teachers  Instructional partner | Central office  K-5 curriculum director  Administration | Sign-in sheets  Agendas  Observations  Student achievement data |
| PBIS training for new team members and 7 Mindsets training for new teachers | On-going throughout the year | SWIS-$300 | Administration  Counselor  PBIS/Mindset team | Administration  Counselor | Sign-in sheets  Agendas  SWIS data  PBIS observation data |
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