



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 School Improvement Plan Template
 A Guide to Support College and Career Ready Graduates**

SCHOOL IMPROVEMENT PLAN		
School Name: Scott Elementary School		District Name: Thomasville City Schools
Principal Name: Brian Beaty		School Year: 2015-16
Title I Schoolwide Program <input checked="" type="checkbox"/>	Title I Targeted Assistance <input type="checkbox"/>	Non-Title I School <input type="checkbox"/>
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School (SIG) <input type="checkbox"/>	Priority (Graduation Rate) <input type="checkbox"/>	Priority (Achievement) <input type="checkbox"/>
Alert School (Achievement) <input type="checkbox"/>	Focus School <input type="checkbox"/>	
	Graduation Gap <input type="checkbox"/>	List High and Low Sub-Groups with Percentages
	Achievement Gap <input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:

Note: Double clicking on the gray squares brings up the option to mark the squares.



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SMART Goal #1: Increase the CCRPI score from 65.9 to 68.9 during the 15-16 academic year.

ELA Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards by 5 percentage points.
Combined 3rd, 4th and 5th grade from 75.2 to 80.2

Reading Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards by 3 percentage points.
Combined 3rd, 4th and 5th grade from 88.8 to 91.8

Increase the % of 3rd grade students achieving Lexile score of 650 by 10 percentage points.
From 37.9 to 47.9

Increase the % of 5th grade students achieving Lexile score of 850 by 10 percentage points.
From 38.5 to 48.5

By the conclusion of the 2015-2016 school year, 90% of students will reach EOY benchmarks in DIBELS in each grade level.
By the conclusion of the 2015-2016 school year, 75% of students will demonstrate growth in meeting proficiency on EOY benchmarks in DIBELS in each grade level.

Social Studies Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards by 10 percentage points.
Combined 3rd, 4th and 5th grade from 66.5 to 76.5

Achievement Gap Points:

Move the bottom quartile of student closer to the mean by increasing the achievement points from 8 to 10.

Science Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards by 10 percentage points.
Combined 3rd, 4th and 5th grade from 60.9 to 70.9



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Writing Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards by 10 percentage points.
Combined 3rd, 4th and 5th grade from 54.9 to 64.9

Math Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards by 5 percentage points.
Combined 3rd, 4th and 5th grade from 75.8 to 80.8

Student Progress Points:

- Increase the progress points in ELA from 58% to 68%
- Increase the progress points in Reading from 62% to 70%
- Increase the progress points in Mathematics from 61% to 71%
- Increase the progress points in Science from 85% to 88%
- Increase the progress points in Social Studies from 91% to 94%

School Keys <u>Strands</u>					Evaluation of Implementation and Impact on Student Learning
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<u>AEP Standards</u>	Actions, Strategies, Interventions	will target be reached?	Costs, Funding Sources, and Resources	Responsible	Artifacts	Evidence
Instructional 1	Teachers will continue to implement and fine tune the use of student data notebooks for students to take ownership in their learning.	Aug-May	None	Teachers	Benchmark Assessments & GMAs Data Student Data Notebooks	Students can explain the importance of their assessment, can articulate their strengths and weakness, and know where to get additional help.
Instruction 2 Assessment 2	Teachers will submit weekly lesson plans that are aligned to CCGPS Standards. Feedback will be provided. Teachers will have an outline of the week available on Monday.	Aug-May	None	Teachers, LC, Principal	Benchmark Assessments & GMAs Data Lesson Plans	Teachers can articulate the importance of planning weekly lessons as working documents aligned to CCGPS.
Planning & Organization 1, 2 Professional Learning 1	Teachers will meet every Tuesday for Professional Learning to study the CC Georgia Performance Standards and other "best practices."	Aug - May	None	Principal & L.C	Agenda Notes Sign-in sheets	Teachers can explain the language in the Standards and the performance actions that will be required by students. Teachers can discuss vertical differences in Standards within content areas.



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School Keys <u>Strands</u> <u>AEP</u> <u>Standards</u>	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
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Leadership 4,6 Instruction 4	Teachers and Administrative Staff will develop pacing guides and curriculum maps for each grade level. Units will be developed that incorporate rigor and relevance through the arts.	July-May	None	Teachers, Principal & L.C	Curriculum maps/units Lesson Plans Work Samples, bulletin boards	Teachers, support staff, and administrators know the purpose of curriculum maps and units and the categories of information the documents should contain. Teachers can articulate a consistent understanding of rigor and relevance that guide common expectations within content areas and/or grade levels.



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Assessment 3,4 Professional Learning 4	Teachers continually revisit available assessment data to inform instruction.	Aug-May	None	Teachers	Aligned Benchmark Assessments; Aligned formative assessments; data room, Assessments created from GOFAR, etc.	Teachers discuss performance targets and know which students are meeting or exceeding the targets, and which students need additional instruction. Teachers can articulate how the student work meets or does not meet standards and/or how the assignment could be adjusted for increased students to encourage achievement.



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<p>Assessment 1,2</p> <p>Planning and Organization 6</p>	<p>Administrators and teacher leaders monitor implementation of the curriculum through ongoing data walks throughout the year to ensure consistency within and across classrooms, grade levels, and subject areas relative to all CCGPS</p> <p>Focus Walks will be conducted by the Leadership Team between meetings and reporting back to next leadership team meeting.</p>	<p>Monthly (August-May)</p>	<p>None</p>	<p>Principal, LC, Counselor, Leadership Committee, Central Office Staff</p>	<p>Targeted walk planning forms; leadership team meeting agendas; Documentation of data analysis;</p>	<p>Leadership and teachers can communicate strengths and weaknesses identified during walkthroughs.</p>
<p>Assessment 3,4</p>	<p>Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction. Teachers will conduct grade level meetings to analyze student data.</p>	<p>Aug-May</p>	<p>None</p>	<p>Principal, LC; Committee Leadership Committee</p>	<p>Disaggregated assessment data from various sources. Grade Level Minutes/Agendas Meeting Sign in sheets Data Room</p>	<p>Teachers can articulate how instruction is revised as a result of disaggregated data.</p>



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Assessment 2,3 Leadership 5	The administration meets with individual teachers to review their grade level outcomes by content area to discuss the teacher's plan for meeting individual student academic needs.	August - May	None	Principal; LC	Schedule of teacher meetings; Lesson plans; Performance targets; grade level team meetings minutes TKES Mid-Year & Summative Conference	Leadership and teachers can communicate the strengths and weaknesses identified in assessments at a variety of levels. Teachers explain how instructional plans are adjusted based on student work.
Assessment 4	Teachers provide students with specific commentary on student work, etc.	Aug-May	None	Teachers	Exemplary work; teacher commentary; student commentary; Bulletin board that displays student work, etc	Teachers can articulate how the student work meets or does not meet standards. Students explain what they need to know, understand, and do to meet or exceed the standards.



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<p align="center">Assessment 5 Instruction 2, 7</p>	<p>DIBELS , a universal screening/progress monitoring tool will be used to identify/track students who are in need of reading and math intervention. Accelerated Reader will be used to monitor Lexile Growth</p> <p>Istation, an online tool used for math and reading assessment and instruction, will be implemented school wide and used in the RTI process.</p> <p>Saxon Math curriculum and IXL will be implemented daily and monitored with fidelity. Saxon pallets will be used to differentiate instruction.</p> <p>Teachers will utilize BrainPop: an online resources that provides interactive lessons, printed materials, videos, and assessments for math, language arts, science and social studies.</p>	<p>Monthly</p>	<p align="center">Accelerated Reader \$4,200</p> <p align="center">\$10,600 Saxon Math</p> <p align="center">\$2,437 IXL</p> <p align="center">\$2,095 BrainPop</p>	<p>Principal, LC, Teachers</p>	<p align="center">Diagnostic assessments</p> <p align="center">Benchmark assessment</p> <p align="center">DIBELS</p> <p align="center">STAR & AR Reports</p> <p align="center">Program Assessment reports</p> <p align="center">Progress Monitoring</p> <p align="center">Lesson Plans</p> <p align="center">Data Note Books</p>	<p align="center">Teachers can explain how data supports the differentiated instruction.</p>



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Professional Learning 3,4	Provide job embedded professional learning on the Formative Instructional Practices (FIP) developed by the Georgia Department of Education	Various professional learning materials, Technology supplies	None	Principal, LC, Teachers	TKES/Observation data Posted standards Content maps Collaborative planning agendas/materials/minutes Professional development agendas/materials/ sign-in sheets	Teachers can explain how formative assessment data are used to plan/adjust instruction
Assessment 2 Instruction 2, 3	Integrate writing into all curricular areas (writing across the curriculum). Utilize SRA spelling to explicitly teach students the rules of spelling to remediate writing conventions and mechanics.	August-May On going	SWGA RESA, PD360, Various teacher training materials, Various teaching materials, SRA teacher and student spelling materials, Substitute teachers, Consultants	Principals, LC, Teachers	Teacher Writer's Workshop notebooks, Lesson/Unit Plans, TKES/Observation data, Student writing benchmarks/ portfolios, student conference logs, Professional learning agendas/materials, Sign-in sheets	Integrate writing into all curricular areas (writing across the curriculum). Utilize SRA spelling to explicitly teach students the rules of spelling to remediate writing conventions and mechanics.
Family and Community Engagement 4	Teachers communicate clear grade level expectations such as current achievement, curriculum, attendance record.	Aug-May, Bi-monthly	None	Teachers	Parent Communicators containing progress report, curriculum, newsletters	Parent Communication Logs



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Instruction 2,3 Assessment 2	Technology will be made available to students for instructional uses and to access the many online teaching programs, learning apps, used in centers.	September	\$28,000 Ncomputing, Handheld devices, Computer Carts	Principal, LC, and IT Staff	Program Reports, Lesson Plans, Technology Sign Out Calendar	Classroom observations, Teachers can explain how the technology is being utilized in class, formative and summative assessment data
Instruction 2,3 Assessment 2	Teachers and administration will focus on reading and writing across all grade levels and all content areas. Ongoing PL and developing a framework for a culture of literacy will support this practice.	August-May	Reading Book Set \$7,000 AR \$4343.20 Studies Weekly \$1,500 Gallopade Workbooks \$465.00	Principle, LC, Teachers	Lesson Plans, sign out forms	Classroom Observations, formative and summative assessment data
Instruction 2,3	Go Math! will be implemented in the 4 th and 5 th grade as a curriculum.	August-May	GO Math!	Math Teachers, LC	Lesson Plans	formative and summative assessment data



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SMART Goal #2: Increase the school climate rating from 93.3 to 94.9 by the end of the 2015-2016 school year.

Attendance Measurable Goal:

80% of the student population will miss less than 6 days of school by the end of the 15-16 academic year.

Parental Involvement Measureable Goal:

Increase the amount of parental involvement by 10% during the 15-16 academic year.

Increase parent response on School Climate survey from 85.4 points to 90 points.



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School Culture 3	School staff provides teaching and support of academic achievements and carrier readiness through Teachers As Advisors.	Weekly	None	Counselor, teachers, Principal	Lesson Plans; School Schedules	Teachers describe how they develop relationships with students to encourage achievement.
Family and Community Engagement 4	Teachers communicate clear grade level expectations such as current achievement, curriculum, and attendance record.	August-May Bi-Monthly	None	Teachers	Parent Communication Logs containing progress reports	Parents can identify how their children are progressing toward meeting the standards.



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Family and Community Engagement 3, 4	Host school-wide/grade level workshops to encourage family support of academic and other school-wide initiatives, i.e. CCGPS Workshops (Literacy and Math), PBIS, Test-Taking Strategies, homework help, science, writing, study skills, etc.	August-May	Parent Materials, Take-Home practice books, Colored Paper, Copier, Ink cartridges, Refreshments, Materials/ supplies for activities	Principal, Literacy Coach, Teachers, Parent Involvement Coordinator	Parent sign-in forms ,Agendas/Programs, Pictures, Newsletters/Flyers, Home-School Folder	Parent can explain how the school keeps parents informed. Parents articulate how they can reinforce skills and concepts at home. Increased participation at workshops/parent engagement sessions.



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Family and Community Engagement 1	Provide additional opportunities for family participation (Open House, PTO Meetings, Family Engagement Nights, Book Fairs, Student Performances, Parent-Teacher conferences, student recognition programs, Grandparent's Day, Muffins for Moms, Donuts for Dads, fundraisers, IEP/504 meetings, classroom volunteers, Parent Leader Committee, Fall Carnival, etc.)	August-May	Incentives Colored Paper, Copier, Ink cartridges Materials/ Supplies for activities, Refreshments	Principal, Literacy Coach, Teachers, Parent Involvement Coordinator	Parent sign-in forms/logs, Parent conference minutes, Newsletters/Flyers, Meeting agendas and minutes, Sign- in sheets, Pictures	Parents articulate how they are active participants in their child's education. Increased participation at workshops/parent engagement sessions.



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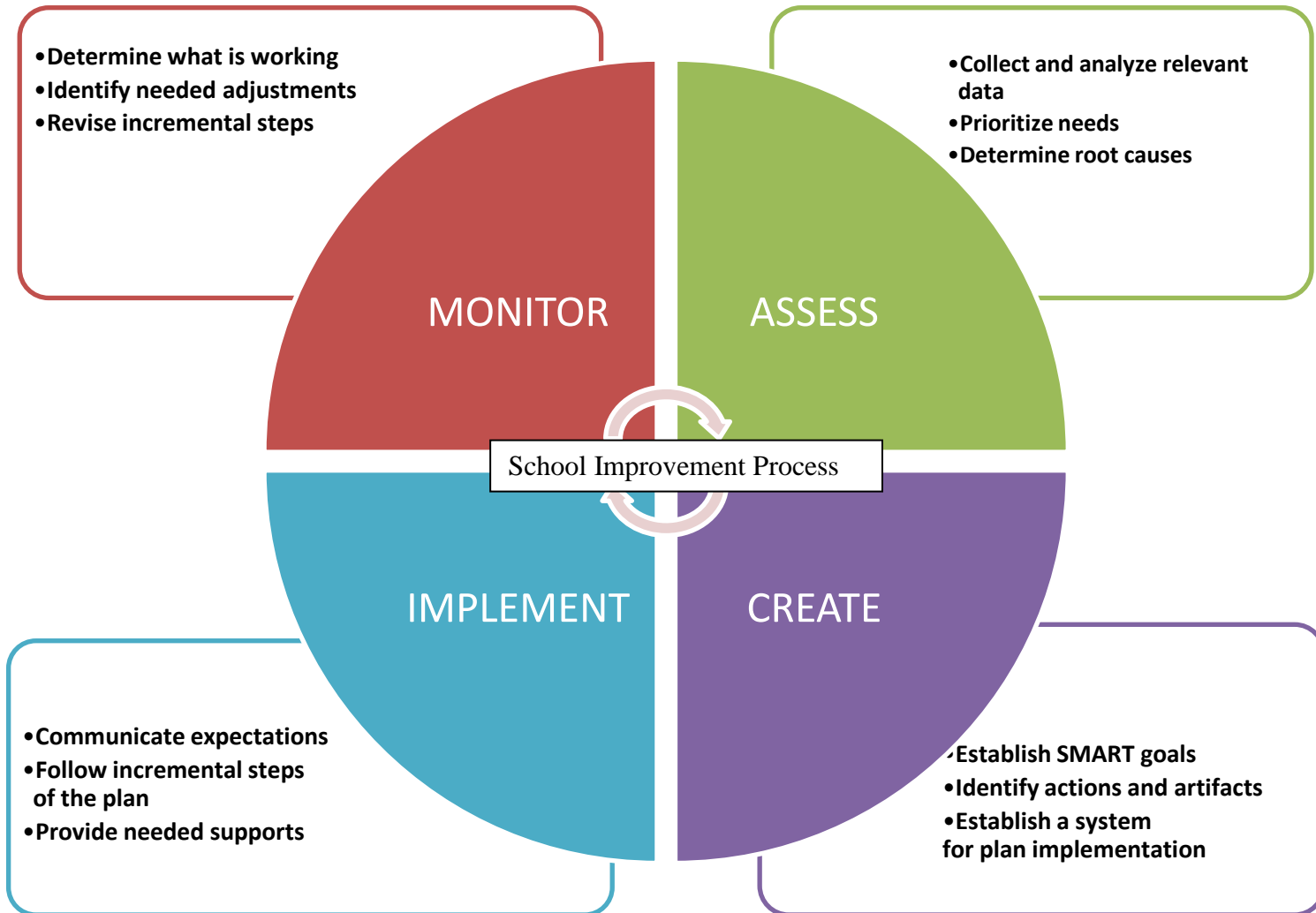
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Professional Learning Plan

Professional Learning Related to SMART Goals	Professional Learning Timeline, Cost, and Responsibility			Monitoring	Professional Learning Results
<i>What professional learning will occur to attain SMART goals?</i>	<i>Professional Learning Timeline</i>	<i>Estimated Cost, Funding Source, and/or Resource</i>	<i>Person(s) Responsible</i>	<i>How will this professional learning be monitored?</i>	<i>What evidence or artifacts will indicate an improvement in student achievement?</i>



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Important Links

- **Revised 2013 School Keys Standards** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>
- **Title I** - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>
- **Flexible Learning Program** - [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-\(FLP\).aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-(FLP).aspx)
- **Indistar** – www.indistar.org
- **AEP Standards** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/AEP/AEP%20Standards.pdf>
- **AEP Standards Crosswalk** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/AEP/AEP%20Standards%20Crosswalk.pdf>