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: 2014-2015**	
Title I Schoolwide Program X	**Title I Targeted Assistance** ☐	**Non-Title I School** ☐
ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2012 Data) (Check all boxes that apply and provide additional information if requested.)		
Priority School (SIG) ☐	**Priority (Graduation Rate)** ☐	**Priority (Achievement)** ☐
Alert School ☐ **(Use 2012 Data)**		**Focus School** ☐ **(Use 2011 Data)**
Subject Alert ☐ List Subject(s)	Graduation Gap ☐	List High and Low Sub-Groups with Percentages
Sub-Group Alert ☐ List Sub-Group(s)	Achievement Gap ☐	List High and Low Sub-Groups with Percentages
Graduation Alert ☐ List Sub-Group(s)		
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.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

Measurable Goals

Specific Academic Areas within Content:

ELA Measurable Goals:
Increase the percentage of students meeting and/or exceeding standards by 10 percentage points.
3rd grade: From 69% to 79%
4th grade: From 67% to 77%
5th grade: From 76% to 86%

Specific Academic Areas within Content: Vocabulary, Comprehension, Fluency
Subgroups: Blacks & Socioeconomic Disadvantaged

Reading Measurable Goals:
Increase the percentage of students meeting and/or exceeding standards on the Georgia Milestones by 10 percentage points.
Subgroups: Blacks & Socioeconomic Disadvantaged
3rd Grade: From 80% to 90%
4th Grade: From 87% to 97%
5th Grade: From 88% to 98%

Social Studies Measurable Goals:
Increase the percentage of students meeting and/or exceeding standards on the Georgia Milestones by 10 percentage points.
Subgroups: Blacks & Socioeconomic Disadvantaged
3rd Grade: From 57% to 67%
4th Grade: From 73% to 83%
5th Grade: From 73% to 83%

Science Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards on the Georgia Milestones by 10 percentage points.
Subgroups: Blacks & Socioeconomic Disadvantaged
3rd Grade: From 47% to 57%
4th Grade: From 75% to 85%
5th Grade: From 71% to 81%

Writing Measurable Goals:

5th Grade students will increase the percentage of students passing state writing exam by 10 percentage points.
Subgroups: Blacks & Socioeconomic Disadvantaged
From 57% to 67%

Math Measurable Goals:

Increase the percentage of students meeting and/or exceeding standards on the Georgia Milestones by 10 percentage points.

Specific Academic Areas with Content: Number Sense and Numeration, Problem Solving, Patterns and Relationships.
Subgroups: Blacks & Socioeconomic Disadvantaged
3rd Grade: From 56% to 56%
4th Grade: From 77% to 75%
5th Grade: From 78% to 88%

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School Keys Strands	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	
					Artifacts	Evidence
Instruction 2 Assessment 2	Teachers will submit weekly lesson plans that are aligned to CCGPS Standards.	Aug-May	None	Teachers	Lesson Plans	Benchmark Assessments & CRCT
Planning & Organization 1, 2	Teachers will meet every Tuesday for Professional Learning to study the 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 a content areas.
Leadership 4,6	The leadership provides staff with current research and samples of various curriculum maps and units. The Georgia Frameworks are reviewed. Curriculum maps are used.	Aug-May	None	Principal & L.C	Sample curriculum maps/units	Teachers, support staff, and administrators know the purpose of curriculum maps and units and the categories of information the documents should contain.

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Assessment 3,4	Teachers continually revisit available assessment data to make revisions to the aligned curriculum by adding or changing resources.	Aug-May	None	Teachers	Aligned Benchmark Assessments; Aligned formative assessments; Assessments created from OAS	Teachers can articulate how assessment results indicate the need for changes in the alignment and what those changes are. Changes could include the addition and changing of resources such as time, technology, leveled textbooks, etc.

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Instruction 2, 4	School leaders and teachers recognize, understand, and build consensus on the definition for rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in standards-based classroom, among and across grade levels or content areas.	Aug-May	None	Principal, L.C, Counselor, Teachers	Agendas & minutes, student work samples, lesson plans	School leaders & teachers can articulate a common definition of what rigor, relevance, and standards-based teaching and learning entails. There is consistency across content areas and grade levels as the consensus is built.

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Professional Learning 4	Target student work is analyzed in teacher meetings to adjust instructional plans and improve safety nets.	End of each 9 weeks	None	Principal, L.C, Teachers	Teacher meeting schedules/minutes; sign-in sheets' analyzed student work samples	Teachers and other instructional leaders analyze their formative and summative assessment data and can show areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work.

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Assessment 1,2 Planning and Organization 6	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	Bi-monthly	None	Principal, LC, Counselor, Leadership Committee, Central Office Staff	Targeted walk planning forms; leadership team meeting agendas; Documentation of data analysis;	Teachers explain key vocabulary and concepts during instruction. Students. use the language of the standards in their explanations and can identify the elements during observations to determine if the rigor of the standards is emphasized.

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Assessment 3,4	Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction. Teachers will conduct weekly grade level meetings to analyze student data.	Monthly	None	Principal, LC; Committee Leadership Committee	Disaggregated formative assessment results; Disaggregated summative assessment results; Disaggregated teacher made assessment results; Rubrics; Class profile forms; teacher/student conferencing notes; Reading logs, etc	Principals and other school leaders are aware of the students who are struggling to meet standard, as well as those who exceed the standard and monitor their progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data.

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Assessment 2,3	The School Leadership 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.	September	None	Principal; LC	Schedule of teacher meetings; Teacher plans; Performance targets; grade level team meetings minutes	Teachers can articulate their grade level and classroom areas of focus and can describe their instructional goals for meeting individual student academic needs.

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Assessment 4	Teachers provide students with specific commentary on student work, etc.	**Aug-May**	**None**	**Principal; LC**	Exemplary work; teacher commentary; student commentary; Bulletin board that displays student work, etc	Teachers and students can identify how and where the exemplary work meets the standard. Students can show examples of the elements in their own work or in the exemplary work. Students refer to exemplary work to understand what is expected.

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Assessment 5	**DIBELS , a universal screening/progress monitoring tool will be used to identify/track students who are in need of reading and math intervention**	**Monthly**	**None**	**Principal; LC GRASP Committee**	**Diagnostic assessment; benchmark assessment; DIBELS, STEEP,**	**Teachers can identify individual and class strengths, misconceptions, and areas of weakness. Teachers can explain how instruction has been designed to meet student needs based on the diagnostic assessment.**

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