| School Improvement Plan | |
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| **School Name:  Stewart County Elementary School** | **System Name: Stewart County** |
| **Principal Name:  Bari Geeslin** | **School Year:  2015-2016    Updated 10.28.15** |
| **Title I Schoolwide Program: Yes** | **Targeted Assistance:  No** |
| **Principal's Signature:** | **Date:** |
| **Title I Director's Signature:** | **Date:** |
| **Superintendent's Signature:** | **Date:** |

**Updated 10.28.15 by Mrs. Bari Geeslin**

**Measurable Goals:**

- **2014 CCRPI results indicate progress of the lowest quartile students' performance was 45%. Increase the progress from 45% to 55% on the 2016 CCRPI.**

- **2014 CCRPI results indicate the Lexile Level of 3rd grade students at 41%. Increase the 3rd grade Lexile Level by 10 percentage points or more on the 2016 CCRPI.**

- **2014 CCRPI results indicate the Lexile Level of 5th grade students at 49%. Increase the 3rd grade Lexile Level by 10 percentage points or more on the 2016 CCRPI.**

- **2014 CRCT results indicated that 92% of the number of all students in grades 3-5 met or exceeded expectations on the reading portion of the test; it is our goal to maintain the AMO or show progress throughout the 2015-2016 school year.**

- **2014 CRCT results indicated that 87 % of the number of all students in grades 3-5 met or exceeded expectations on the language arts portion of the test, it is our goal to maintain the AMO or show progress throughout the 2015-2016 school year.**

- **2014 CRCT results indicated that 80 % of the number of all students in grades 3-5 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2015-2016 school year.**

- **2014 CRCT results indicated that 57 % of the number of all students in grades 3-5 met or exceeded expectations on the science portion of the test, it is our goal to show a 10% increase from 57 % to 67 % in 2015-2016 school year.**

- **2014 CRCT results indicated that 55 % of the number of all students in grades 3-5 met or exceeded expectations on the social studies portion of the test, it is our goal to show a 10% increase from 55% to 65% in 2015-2016.**

| School Keys Strands | Actions, Strategies, and Interventions | Timeline | Estimated Costs, Funding Sources, and Resources | Person(s) Responsible | Evaluation of Implementation of Strategies and Impact on Student Learning | |
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| | | | | | Artifacts | Evidence |
| A-1.3 I-2.2 | 1. Teachers will plan collaboratively weekly to design common assessments in all contents and share student work samples with an emphasis on increasing Lexile levels and reading and writing across all content areas. | 2015-2016 | SRI, ACHIEVE 3000, Subs. Title IIA | Academic Coach Administration Content area teachers RESA | • Common assessments (formative & summative) with items at each DOK level<br>• Meeting agendas & minutes<br>• SRI Testing and monitoring reports | • Common assessments are administered by all teachers in the same grade/content area.<br>• Teachers can give examples of instructional practices they have learned from their collaborative partners and professional development sessions.<br>• Teachers can explain how assessments emphasize higher-order thinking, and ways to increase Lexiles. |
| A-2.1 | 2. Increase the use of diagnostic assessment for each instructional unit. | 2015-2016 | Write Score iSteep Voyager Student Reading Inventory DIBELS Math TBD | Administration Academic Coach | • Diagnostic assessments<br>• Student results<br>• Instructional plans that address results<br>• Improved progress monitoring results | • Teachers can identify individual and class strengths and weaknesses.<br>• Teachers can explain how instruction has been designed to meet student needs based on the diagnostic assessment. |
| A-2.1 I-2.5 I-2.6 | 3. Teachers will implement formative assessment strategies to improve and monitor student mastery of standards. | 2015-2016 | School Improvement and Title IIA RESA | Administration and content area teachers Academic Coach | • Assessment results<br>• Rosters of targeted students<br>• Instructional plans that address assessment results<br>• Lesson plans that show differentiation of instruction | • Teachers can articulate how instruction is revised based on results from assessments.<br>• Teachers can explain the data that support student participation in particular interventions. |

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| I-1.1 | 4. Implement a shared framework for the Georgia Standards of Excellence | 2015-2016 | Title IIA RESA Other PL | Academic Coach, Teachers, Paraprofessionals | • Curriculum maps<br>• Units for each content area | • Teachers can articulate how tasks were selected and how it consistently guides a shared understanding of what students should understand and be able to do.<br>• Organizing frameworks that are aligned to standards direct instruction versus textbooks. |
| I-2.1 | 5. Support all students by using effective co-teaching models and practices along with the use of assistive technology to improve student achievement for students with disabilities. | 2015-2016 | Title IV RESA Other PL | Director of Special Education Inclusion Teachers Regular Ed. Teachers | • Co-teaching lesson plans<br>• IEPs<br>• Assistive Technology Consideration Checklists<br>• Focus Walk Data | • Teachers can explain how the selected co-teaching model best meets the needs of students with disabilities and regular education students.<br>• Teachers and students can explain how assistive technology provides access to the GSEs.<br>• Improved student achievement |
| I-2.1 | 6Develop and implement a school wide instructional plan to increase students' understanding of content specific vocabulary. Use visual organizers. | 2015-2016 | ACHIEVE 3000 Title I RESA Other PL | Teachers Academic Coach Paraprofessionals | • Focus Walk checklist data<br>• Word Walls<br>• Thinking Maps/Visual Organizers | • Students use the language of the standards and content in classroom discussions, when describing their work, and while completing performance tasks.<br>• Students can explain how they use visual organizers |

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| | | | | | | **and show examples in their work.** |
| **I-2.2** | **7. Implement instructional strategies that encourage all students to use higher-order thinking skills, processes, and mental habits of mind.** | **2015-2016** | **Title I Natl Conf Title IIA RESA Other PL** | **Academic Coach and Teachers** | • **Performance tasks** <br> • **Student work showing evidence of higher-order thinking (projects, investigations, Thinking Maps, etc.)** <br> • **Rubrics** <br> • **Projects** | • **Students take risks in responding, extending, questioning and/or producing products that reflect the application level or higher on Bloom's Taxonomy.** <br> • **Teachers can explain how classroom learning activities emphasize higher-order thinking.** |
| **I-2.3** | **8. Provide professional development training on how to successfully differentiate instruction.** | **2015-2016** | **Title IIA RESA Other PL QBE Title I Nat Conf** | **RESA Academic Coach GOSA Administrators** | • **Lesson plans** <br> • **Group assignment charts** <br> • **Focus Walk data** <br> • **Training materials** <br> • **Teacher sign-in sheets for training** <br> • **Study group agendas/minutes** <br> • **Differentiated lessons** | • **Students and teachers can explain how and why students are working toward the same standard but in varying ways.** <br> • **Teachers assess and use knowledge of students' stages of development, learning profiles, and areas of exceptionality in instructional decisions.** <br> • **Teachers can develop and administer formative assessments and use results to revise instruction and plan interventions.** |

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| I-2.7 | 9. Increase student/teacher use of instructional technology by providing professional development training on the use of instructional technology to increase conceptual understanding and by requiring teachers to effectively use instructional technology in at least one lesson. | 2015-2016 | **RESA ETC Technology Conferences TBD Title I Nat Conf** | **Administrators Academic Coach, Teachers and Paraprofessionals** | •Performance tasks, student work products requiring technology<br>•Lesson plans<br>•Focus Walk data<br>• Training materials (handouts)<br>• Teacher sign-in sheets from training<br>• Training schedules and agendas | • Students can explain how technology supports their learning.<br>• Students and teachers can provide examples of student work that has been enhanced by technology.<br>• Students and teachers regularly use technology to help meet the GPS.<br>• All teachers' lesson plans reflect the use of instructional technology.<br>• LDS usage |
| SFC-1.1 SFC-1.2 SFC-1.3 | 10. Reinforce the continuous improvement process by addressing identified parenting needs through workshops, conferences, and other parent involvement opportunities. | 2015-2016 | **Title IIA Title I Nat Conf Other Parent Conf and Support RESA** | **Teachers & Administration Counselor** | • Parent surveys<br>• Agendas<br>• Monthly Training sign-in sheets<br>• Minutes | •Parents can explain how they support their child/children in meeting the standards.<br>•Parents can articulate how their participation in parenting activities impacts student achievement. |
| L-4.3 P&O 2.3 | 11. Strengthen the School Leadership Team by analyzing and disaggregating data to monitor improvement by having teacher teams use a protocol for examining and sharing data. | 2015-2016 | **GaDOE SI RESA Title I** | **Administration Leadership Team** | • School Leadership Team agendas and minutes<br>• Leadership Team Institute | • The administration and School Leadership Team can describe the data analysis process.<br>• They can identify needs for all students and subgroups, as well as organizational needs indicated by data.<br>• LDS usage |

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| **PL-3.2 PL-3.3** | 12. Provide Voyager update training for teachers. | **September 2015 March 2016** | **Title IIA QBE** | **RESA, teachers, and administration Voyager Trainer** | • **Training materials** <br> • **Teacher sign-in sheets for training** <br> • **Lesson plans reflecting implementation of strategies taught** | •**Teachers can explain how training impacts their teaching and student learning.** <br> •**Student work products reflect higher levels of Bloom's Taxonomy.** |
| **PL-3.3 SC-1.5** | 13. Increase teachers' and administrators' understanding of content and instructional strategies by regularly conducting peer walks. | **2015-2016** | **RESA Vendor TBD** | **Administration Academic Coach** | • **Peer observation schedules** <br> • **Reflections/feedback forms from peer observations** <br> • **Study Group Agendas/Minutes** | •**Teachers can explain how participation in the peer observation process impacts their professional practice.** <br> •**Teachers demonstrate a shared understanding of the GSEs and student work as evidenced by common assessments, unit/lesson plans, and analysis of student work.** |
| **PL-3.3 SC-1.5** | 14. Provide mentoring for beginning teachers and other teachers in need of support. | **July 2015- May 2016** | **IIA** | **Academic Coach and administration** | • **Collaborative planning logs** <br> • **Academic Coach PL agendas/calendar** | •**Principal can explain the process for identifying and pairing mentors with mentees.** <br> •**Mentors can explain how mentoring activities address mentee needs.** <br> •**Mentees can describe how mentoring activities impacts professional practice.** |

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| A-3.1 | 15. Provide remediation for Milestones | Jan 2015-May 2016 | Title I 21st Century | Academic Coach Administration | • Academic progress monitoring<br>• Student rosters/attendance<br>• Assessment results | • Student will have intense remediation for the retake of the Georgia Milestones Assessment |
| I-1.1 | 16. Implement standards-based classrooms school-wide, driven by organizing frameworks, data, flexible grouping, embedded technology, word walls. | 2015-2016 | RESA GaDOE SI Vendor TBD | Administration Academic Coach Teachers Paraprofessionals | • SBC HIP rubric<br>• Standards-Based Unit Plans<br>• Standards/Elements, Organizing Framework posted<br>• Data Notebooks | • Students can explain how their learning tasks connect to the standard(s)/element(s).<br>• Teachers articulate a common understanding of the rigor expected from the standards. |