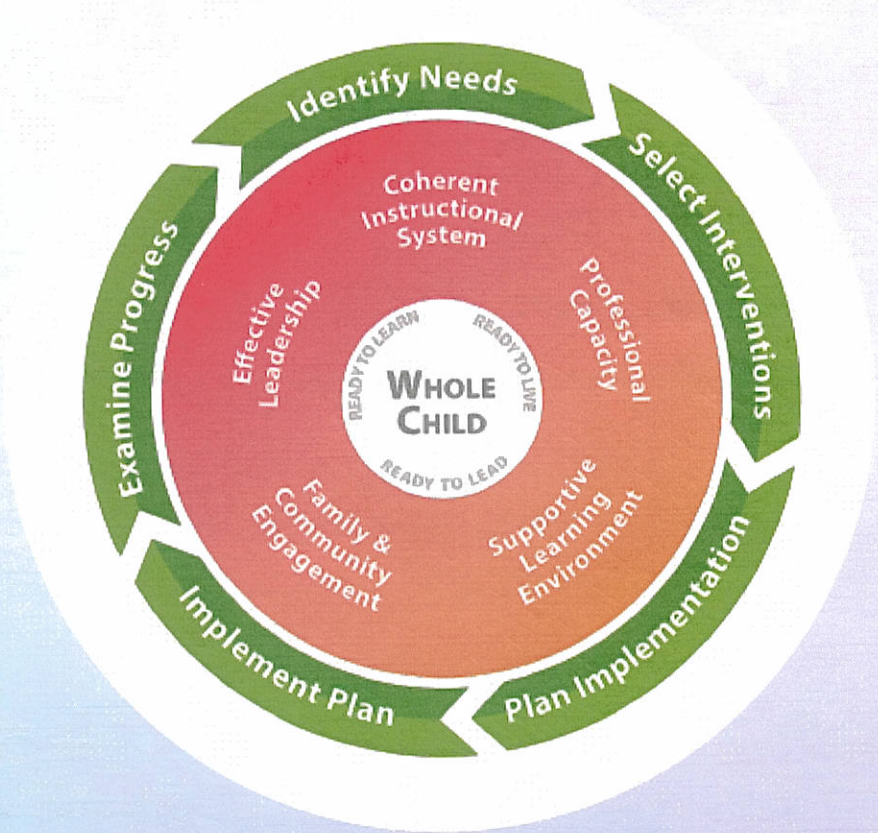


# School Improvement Plan

## 2018-2019



**Broxton-Mary Hayes  
Elementary  
Coffee County**



# SCHOOL IMPROVEMENT PLAN

## 2.2 OVERARCHING NEED #1

Overarching Need	
Reading for Meaning	
Root Cause #1	Transfer of knowledge
Root Cause #2	Constructed response based on what has been read
Root Cause #3	Consistently including Tier II and Tier III Vocabulary
Root Cause #4	Monitoring progress through benchmarks assessments
Root Cause #5	Strategic Collaborative Planning for identified needs based on teacher feedback
<i>GOAL</i>	Broxton-Mary Hayes Elementary will increase by 3% the number of students performing at or above proficiency in Language Arts in Grades 3-6 as measured by Georgia Milestone Assessment System

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL</b>	Broxton-Mary Hayes Elementary will increase by 3% the number of students performing at or above proficiency in Language Arts in Grades 3-6 as measured by Georgia Milestone Assessment System.			<b>Position/Role Responsible</b>
<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.				
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>		
1. Teachers will plan lessons that align to the Georgia Standards of Excellence	N/A	a. Throughout the 2018-2019 School Term b. Weekly lesson plan submission to Asst. Principal	Teachers, Principal, AP	
2. Collaborative Planning - receive specified professional learning	N/A	a. Throughout the 2018-2019 School Term b. Collaborative Planning Schedule	Principal, AP, Acad. Coach	
3. Identifying and include materials/resources to support standards for effective classroom instruction	Title I	a. Throughout the 2018-2019 School Term b. Documentation in lesson plans; classroom observations	BSLT, Principal, AP	
4. Differentiate instruction to meet the needs of all learners	N/A	a. Throughout the 2018-2019 School Term b. Differentiation template with lesson plans	Teachers, Principal, AP	
5. Formative and summative assessments to monitor student progress	N/A	a. Throughout the 2018-2019 School Term b. Documentation in lesson plans	Teachers, Principal, AP	
6. Data Analysis and Instructional Adjustments based on benchmark results	N/A	a. 3 times per year; following benchmark administrations b. Scheduled Data Analysis Sessions with administration	Teachers, Principal, AP	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?				
	<b>Economically Disadvantaged</b>	Foster and Homeless		
In Title I Schools, time for targeted interventions are built into the schedule.		Students are identified and the Wellness Committee will review their performance data to ensure that outside needs do not cause a strain on academics		
	<b>English Learners</b>	Migrant		
Teachers and the ESOL teacher share lesson plans to ensure accommodations are provided for EL students; differentiation is provided as needed		Administration will incorporate time in students' schedules to provide additional time to address gaps resulting from mobility		
	<b>Race/Ethnicity/Minority</b>	Students with Disabilities		
Interactive Data Review to analyze subgroup results		Administration, along with Referral coordinator, collaborate with teachers to provide accommodations to ensure academic success based on IEP goals		



**EFFECTIVE LEADERSHIP**

**GOAL** Broxton-Mary Hayes Elementary will increase by 3% the number of students performing at or above proficiency in Language Arts in Grades 3-6 as measured by Georgia Milestone Assessment System.

**Structure(s)** EL-2, EL-3, EL-5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a.	b. Method for Monitoring	
1. TKES Evaluations and Feedback	N/A	a. August 2018- May 2019	b. Observation Schedule to be completed by April	Principal Asst. Principal
2. Ensure Implementation of Benchmarks	N/A	a. 3 times per year	b. Implement during District Testing Window	Principal, AP
3. Collaborative Planning - Data Analysis Collaboration	N/A	a. 3 times per year	b. Collaborative Planning Schedule	Principal, AP, Ac. Coach
4. Leadership Team Walkthroughs and Feedback to ensure consistent standards based instruction	N/A	a. September 2018-March 2019	b. Walkthrough Schedule; Grow & Glow Feedback to Teachers	BSLT
5. Professional Learning Communities for specific needs	N/A	a. Professional Learning Schedule for 2018-2019 School Term	b. Teacher Observations for Implementation of PLC material	Principal, AP, AC, Tchr. Ldr.
6. Student Advisement Sessions - test talks/data review with students		a. 3 times per year following each benchmark	b. Admin scheduled sessions	Principal, AP

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
In Title I Schools, time for targeted interventions are built into the schedule.	Students are identified and the Wellness Committee will review their performance data to ensure that outside needs do not cause a strain on academics
English Learners	Migrant
Administration and ESOL teacher coordinate schedules to ensure collaborative planning time with classroom teachers. Students placed in the same classes	Administration will incorporate time in students' schedules to provide additional time to address gaps resulting from mobility
Race/Ethnicity/Minority	Students with Disabilities
Interactive Data Review to analyze subgroup results	Administration, along with Referral coordinator, collaborate with teachers to monitor academic performance based on IEP goals



**PROFESSIONAL CAPACITY**

**GOAL** Broxton-Mary Hayes Elementary will increase by 3% the number of students performing at or above proficiency in Language Arts in Grades 3-6 as measured by Georgia Milestone Assessment System.

**Structure(s)** PC-2, PC-4

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a.	b.	
1. Professional Learning Communities - resources may be needed to support topics	Title I	a. Throughout the 2018-2019 School Term	b. Method for Monitoring Agendas, Sign-in sheets, Handouts	Principal, AP, AC
2. Collaborative Planning - based on student performance results and teacher identified areas of need	N/A	a. Throughout the 2018-2019 School Term	b. Agendas, Sign-in sheets, Handouts	Principal, AP, AC
3. Vertical Planning Sessions with K-2 and 3-6 groups to analyze data and address needs	N/A	a. Throughout the 2018-2019 School Term	b. Agendas, Sign-in sheets, Handouts	Principal, AP, AC
4. Provide PLC on PALS approach in Grades 4 - 6. (Similar to Growing Readers Partners)	N/A	a. Fall 2018	b. Agendas, Sign-In Sheets, Handouts	Principal, AP, AC, Teachers
5.		a.		
6.		a.		
		b.		

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Teacher training will include approaches for integrating language goals throughout the ELA block.	The performance data of the identified students will be reviewed to monitor student progress and support them as needed
English Learners	Migrant
The ESOL teacher will include instructional strategies for integrating language goals into scheduled classes. Progress check "monitored" students for support.	The migrant teacher will receive training on how to include approaches for integrating language goals in all parts of the ELA block.
Race/Ethnicity/Minority	Students with Disabilities
Analyze data and work samples during PLC's and vertical planning to ensure that needs are being addressed for language goals.	The Special Education teacher will receive training on how to include approaches for integrating language goals in all parts of the ELA block.



**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	Broxton-Mary Hayes Elementary will increase by 3% the number of students performing at or above proficiency in Language Arts in Grades 3-6 as measured by Georgia Milestone Assessment System.			<b>Position/Role Responsible</b>
<b>Structure(s)</b>	FCE-1, FCE-3, FCE-4			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.				
	<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	
1.	Family Engagement Nights - to provide academic support in specific areas identified on the Parent Needs Survey	Title I - Parent Communication	a. 3-5 times during the school year b. Agendas, Sign-In Sheets, Teacher sample packets	Principal, AP, AC, Teachers
2.	The Academic Coach will share information about the Parents Resource Center (via handout, presentation, etc.)	N/A	a. 2 times within the school year b. Agenda, Sign-In Sheet, Samples uploaded in the Crate	Academic Coach
3.	A study skills night will be provided at the beginning of the year to assist parents in supporting students at home	Title I	a. August 2018 b. Agendas, Sign-In Sheets, Teacher sample packets	Principal, AP, AC, Teachers
4.	Subgroup data presentation to make parents aware of the performance status and support	N/A	a. December 2018 b. Sign-in Sheets, Handouts	Principal, AP, Acad. Coach
5.	Academic Coach send home Parent Resource Needs Form for parents to reserve support materials for checkout	Title I - Parent Communication	a. 2 times during the school year b. Sample Form	Principal, AP, Acad. Coach
6.	Academic Coach hold drawing for parents who check out materials		a. 3-4 times during 2018-2019 school term b. Sample Form	Principal, AP, Acad. Coach
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?				
			Foster and Homeless	
Parents will be provided information on the Language Arts goals and provided a list of items in the resource center that are specific to their child's grade level.				
English Learners			Migrant	
Parents are provided translated communication materials. ESOL teachers will provide three opportunities to meet with parents during the school year.				
Race/Ethnicity/Minority			Students with Disabilities	
Parents will be provided information on the ELA subgroup perf. data and provided a list of items in the resource center that are specific to their child's grade level.				
The Special Education teacher will correspond with parents to be sure that they are informed of ELA goals and share strategies to help meet the IEP goals.				



**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL</b>	Broxton-Mary Hayes Elementary will increase by 3% the number of students performing at or above proficiency in Language Arts in Grades 3-6 as measured by Georgia Milestone Assessment System.			<b>Position/Role Responsible</b>
<b>Structure(s)</b>	SLE-2, SLE-3			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.				
	<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	
1.	The Student Advocacy Program will be implemented to assess, address and support the needs of the whole-child	Title I - copies	a. Throughout the 2018-2019 School Term b. Agenda, Sign-In Sheets, Meeting Minutes	Principal, AP, AC
2.	Benchmark review and goal setting will be used for students to monitor their own progress	N/A	a. Throughout the 2018-2019 School Term b. Lesson Plans, Benchmark Data, CBMs, Data Folders	Principal, AP, Teachers
3.	Differentiation template submitted with lessons plans to ensure mobility based on needs	N/A	a. Throughout the 2018-2019 School Term b. Differentiation documentation with Lesson Plans	Principal, AP, Teachers
4.	The PALS approach, as well as other reading comprehension strategies will be included in Grades 4-6.		a. Throughout the 2018-2019 School Term b. Lesson Plans and Walkthroughs	Principal, AP, Teachers
5.	Include Vocabulary Focus walls in all classrooms.		a. Throughout the 2018-2019 School Term b. Lesson Plans and Walkthroughs	Principal, AP, Teachers
6.	Thinking maps and graphics organizers should be included in instructional practices.		a. Throughout the 2018-2019 School Term b. Lesson Plans and Walkthroughs	Principal, AP, Teachers
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?				
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>	
PLCs and teacher training will include approaches and practices for integrating language goals throughout the ELA block.				
<b>English Learners</b>			<b>Migrant</b>	
The ESOL teacher will include instructional strategies for integrating language goals into scheduled classes.				
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>	
Quarterly Interactive Data Review to analyze subgroup results				
Special Education Teacher/Referral Coordinator will conduct a PLC on how to review IEP goals and analyze data based on needs of students				

## SCHOOL IMPROVEMENT PLAN

### 2.3 OVERARCHING NEED #2

Overarching Need	
Writing and Language	
Root Cause #1	Focus was primarily on constructive response format
Root Cause #2	Unexpected changes in the assessment expectations and style as GMAS included the writing and language
Root Cause #3	Inadequate class time to incorporate writing
Root Cause #4	Lack of fidelity in writing instruction and practice
Root Cause #5	Lack of time to conference with students about writing results
<b>GOAL</b>	Broxton-Mary Hayes Elementary will increase the number of students performing at Level 3 or 4 on the Narrative Writing Response in Grades 3-6 on the Georgia Milestone Assessment System



**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL</b>	Broxton-Mary Hayes Elementary will increase the number of students performing at Level 3 or 4 on the Narrative Writing Response in Grades 3-6 on the Georgia Milestone Assessment System.		
<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3, CIS-4		
<b>Evidence-based Action Steps:</b>	Describe the evidence-based action steps to be taken to achieve the goal.		
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation b. Method for Monitoring</b>	<b>Position/Role Responsible</b>
1. Teachers will plan lessons that align with the Georgia Standards of Excellence	N/A	a. Throughout the 2018-2019 School Term b. Weekly lesson plan submission to Asst. Principal	Principal, Asst. Principal
2. Collaborative Planning - receive specified professional learning PL and analyze work samples	N/A	a. Selected weeks during the 2018-2019 b. Collaborative Planning Agenda, Sign-In Sheet, Samples	Academic Coach
3. Include strategies to support standards for effective classroom instruction through the Writing Strategies Book	N/A	a. Throughout the 2018-2019 School Term b. Documentation in lesson plans; classroom observations	BSLT, Principal, AP
4. Include a consistent and specific writing time (flex groups) on schedules for daily lesson implementation	N/A	a. Throughout the 2018-2019 School Term b. Schedule, Lesson Plans, Walkthroughs	Principal, AP, Teachers
5.		a. b.	
6.		a. b.	
<b>Supplemental Supports:</b>	What supplemental action steps will be implemented for these subgroups?		
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Time is built into the schedule for there to be differentiated support for students; specific strategies are outlined in Bookworms for additional support		Students will be identified and targeted by teachers and administrators to ensure that outside needs do not cause a strain on academics	
<b>English Learners</b>		<b>Migrant</b>	
Teachers and the ESOL Teacher share lesson plans to ensure proper support and accommodations for EL students.		Administration will incorporate time in students' schedules to provide additional time to address gaps resulting from mobility	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
An interactive data review process will help to track the performance of minority students.		The Referral Coordinator collaborates with teachers to provide accommodations to ensure SWD students are fully supported	



**EFFECTIVE LEADERSHIP**

<b>GOAL</b>	Broxton-Mary Hayes Elementary will increase the number of students performing at Level 3 or 4 on the Narrative Writing Response in Grades 3-6 on the Georgia Milestone Assessment System.		
<b>Structure(s)</b>			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	<b>Position/Role Responsible</b>
1. TKES Evaluations and Feedback	N/A	a. Throughout the 2018-2019 School Term b. Observation Schedule to be completed by April	Principal, Asst. Principal
2. Collaborative Planning - Analyzing Student Work Samples	N/A	a. Specified times of Collaborative Schedule b. Collaborative Planning Schedule, Agenda, Sign-In Sheet	Principal, AP, Acad. Coach
3. Professional Learning Communities for Specific Writing Needs	Title I - The Writing Strategies Book	a. Throughout the 2018-2019 School Term b. Professional Learning Schedule for 2018-2019 School Term	Principal, AP, AC, Tchr. Ldr.
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
	<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>
In Title I Schools, time for targeted interventions are built into the schedule.			The performance data of the identified students will be reviewed to monitor student progress and support them as needed
	<b>English Learners</b>		<b>Migrant</b>
Administration and ESOL teacher coordinate schedules to ensure collaborative planning time with classroom teachers. Students placed in the same classes			Administration will incorporate time in students' schedules to provide additional time to address gaps resulting from mobility
	<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>
Analyze work samples during collaborative planning to ensure that needs are being addressed for writing goals.			Administrators, along with the Referral Coordinator, collaborate with teachers to monitor writing performance and meet writing expectations



**PROFESSIONAL CAPACITY**

**GOAL** Broxton-Mary Hayes Elementary will increase the number of students performing at Level 3 or 4 on the Narrative Writing Response in Grades 3-6 on the Georgia Milestone Assessment System.

**Structure(s)** PC-2, PC-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a.	b.	
1. Professional Learning Communities - resources may be needed to support topics (grammar & conventions)	Title I	a. Throughout the 2018-2019 School Term	b. Agendas, Sign-in sheets, Handouts	Principal, AP, AC
2. Collaborative Planning - based on student performance results and teacher identified areas of need	N/A	a. Throughout the 2018-2019 School Term	b. Agendas, Sign-in sheets, Handouts	Principal, AP, AC
3. Vertical Planning Sessions with K-2 and 3-6 groups to analyze data and address needs	Title I (if subs are required)	a. Throughout the 2018-2019 School Term	b. Agendas, Sign-in sheets, Handouts	Principal, AP, AC
4. Provide PLCs to delve into the Writing Strategies Book in order to strengthen instructional practices	N/A	a. Throughout the 2018-2019 School Term	b. Agendas, Sign-in sheets, Handouts	Principal, AP, AC, Teachers
5.		a.		
6.		b.		
		a.		
		b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Teacher training will include approaches for integrating writing strategies within the ELA block	The writing samples of the identified students will be reviewed to monitor student progress and support them as needed
English Learners	Migrant
The ESOL teacher will include instructional strategies for integrating writing goals into scheduled classes.	The migrant teacher will receive training on how to include approaches for integrating new writing strategies in order to support student learning
Race/Ethnicity/Minority	Students with Disabilities
Analyze data and work samples during PLC's and vertical planning to ensure that needs are being addressed for writing performance/goals.	The Special Education teacher will be included in PLCs to receive training on writing strategies to support student learning in order to meet writing goals



**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** Broxton-Mary Hayes Elementary will increase the number of students performing at Level 3 or 4 on the Narrative Writing Response in Grades 3-6 on the Georgia Milestone Assessment System.

**Structure(s)** FCE-1, FCE-2, FCE-3, FCE-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	Timeline for Implementation		Position/Role Responsible
		a. Survival Skills night, Parent Teacher Conferences	b. Method for Monitoring	
1. Family Engagement Nights - to provide academic support in specific areas identified on the Parent Needs Survey	Title I - Parent Communication	a. Survival Skills night, Parent Teacher Conferences		Principal, AP, AC, Teachers
2. Share information about the Parent Resource Centers' materials pertaining to writing (via handout, presentation)	N/A	a. 2 times within the school year (Fall & Early Spring) b. Agenda, Sign-in Sheets, Samples to upload in the Crate		Academic Coach
3. Send Parent Resource Needs form to parents to reserve support materials for checkout	Title I - Parent Communication	a. 2 times during the school year b. Sample Form		Principal, AP, Acad. Coach
4. Share writing resources with parents (i.e. - Grade Level rubrics, websites, sample writing)	N/A	a. Throughout the 2018-2019 School Term b. Teachers turn in samples to AC for documentation		Principal, AP, AC, Teachers
5. Typing Club with home access	Free Online	a. Throughout the 2018-2019 School Term b. Progress Reports from program		AP, Media Sp., Teachers
6.		a. b.		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Parents will be provided information on the writing goals and provided a list of items in the resource center that are specific to their child's grade level.		The writing samples of the identified students will be reviewed to monitor student progress and support them as needed		
English Learners		Migrant		
Parents are provided translated communication materials. ESOL teachers will provide three opportunities to meet with parents during the school year.		The migrant teacher will correspond with migrants to ensure that they are informed of writing strategies to meet writing goals		
Race/Ethnicity/Minority		Students with Disabilities		
Parents will be provided information on writing and provided a list of items in the resource center.		The Special Education teacher will correspond with parents about writing strategies to support student learning in order to meet writing or IEP goals		



**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** Broxton-Mary Hayes Elementary will increase the number of students performing at Level 3 or 4 on the Narrative Writing Response in Grades 3-6 on the Georgia Milestone Assessment System.

**Structure(s)**

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. The Student Advocacy Program will be implemented to assess and address the needs of the whole-child	Title I - for copies	a. Monthly during the 2018-2019 school term		Principal, Faculty, Staff
2. To support writing, rubrics will be supplied as a resource for students to refer to for expectations for proficiency	Title I - Supplies for copies	b. Sign-In Sheet, Advisory Handout		
3. Writing conferences will be held to discuss performance results, strengths and identified areas of focus	N/A	a. Throughout the 2018-2019 school term		Principal, AP, AC, Teachers
		b. Grade Level Rubrics		
4. Differentiation template submitted with lessons plans to ensure mobility based on needs	N/A	a. Throughout the 2018-2019 school term		Teachers and students
		b. Lesson Plans, Rubrics, Work Samples		
5. Implement the strategies from the Writing Strategies Book during the writing/flexible groups time allotment	Free Online Program	a. Throughout the 2018-2019 school term		AP, Teachers
		b. Lesson Plans		
6. Implement Typing Club in 3rd grade to familiarize and prepare students for EOY assessment requirements	Free Online Program	a. Throughout the 2018-2019 school term		Principal, AP, AC, Teachers
		b. Lesson Plans, Schedule, Work Samples		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	a. 1 day per week per homeroom throughout the school term		AP, Teachers, Media Specialist
		b.		

Teacher training will include approaches for supporting writing needs during the ELA block.	Foster and Homeless	Writing samples of identified students will be reviewed to monitor student progress and support them as needed.
The ESOL teacher will include instructional strategies for integrating writing goals into scheduled classes.	English Learners	Administration will incorporate time in students' schedules to provide additional time to address gaps resulting from mobility
Teachers will differentiate writing instruction to meet the needs of all learners.	Race/Ethnicity/Minority	Students with Disabilities
		The Referral Coordinator will monitor writing performance and incorporate strategies to help SWD students meet their writing expectations