

**School Improvement Plan
2017-2018**



Fair Street

Gainesville City School System

SCHOOL IMPROVEMENT PLAN

Richard Woods, State School Superintendent
“*Educating Georgia’s Future.*”

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | | |
|---|-------------------|--------|
| • Georgia’s Systems of Continuous Improvement Overview | February 10, 2017 | |
| • Planning and Preparation | February 17, 2017 | |
| • Coherent Instructional System | February 24, 2017 | |
| • Effective Leadership | March 3, 2017 | |
| • Professional Capacity and Community Engagement | March 10, 2017 • | Family |
| • Supportive Learning Environment | March 17, 2017 | |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 24, 2017 | |
| • Problem Solving Process and Selecting Interventions | March 31, 2017 | |
| • Improvement Planning - Systems and Processes | April 7, 2017 | |
| • Planning - Budgeting | April 21, 2017 | |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP) | April 28, 2017 | |
| | May 5, 2017 | |

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the

SCHOOL IMPROVEMENT PLAN

planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

SCHOOL IMPROVEMENT PLAN

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

| | |
|--|---|
| <i>District Name</i> | Gainesville City School System |
| <i>School Name</i> | Fair Street |
| <i>Team Lead</i> | Will Campbell |
| <i>Position</i> | Principal |
| <i>Email</i> | will.campbell@gcssk12.net |
| <i>Phone</i> | (770) 536-5295 |
| Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply) | |
| <input checked="" type="checkbox"/> | Traditional funding (all Federal funds budgeted separately) |
| <input type="checkbox"/> | Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY |
| <input type="checkbox"/> | “Fund 400” - Consolidation of Federal funds only |
| Factor(s) Used by District to Identify Students in Poverty (Select all that apply) | |
| <input type="checkbox"/> | Free/Reduced meal applications |
| <input type="checkbox"/> | Community Eligibility Program (CEP) - Direct Certification ONLY |
| <input checked="" type="checkbox"/> | Other (if selected, please describe below) |

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

| | | | | |
|-----------------|-------------------|-------------------|-----------------|-------------------|
| <i>Specific</i> | <i>Measurable</i> | <i>Attainable</i> | <i>Relevant</i> | <i>Time-bound</i> |
|-----------------|-------------------|-------------------|-----------------|-------------------|

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress

CIS-4 Refining the instructional system

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning

SCHOOL IMPROVEMENT PLAN

- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

2.2 OVERARCHING NEED #1

| Overarching Need | |
|---|--|
| Increase students' proficiency in reading | |
| Root Cause #1 | Inconsistent processes in teaching |
| Root Cause #2 | Phonics Gaps and Inconsistency in teaching practices |
| Root Cause #3 | Fluency Gaps due to the lack of word attack skills |
| Root Cause #4 | |
| Root Cause #5 | |
| GOAL | |

2. School Improvement Goals

COHERENT INSTRUCTIONAL SYSTEM

| | |
|---------------------|--|
| GOAL | By the end of 2018 school year, 52 % of our students in grades 3-5 will be reading on grade level as compared to 41% from the 2017 school year as measured by End of Grade Milestones Assessments. |
| Structure(s) | CIS 1, CIS 2, CIS 3 |

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. Design, create and include vocabulary instruction into the Shared Reading Framework | | a. August 2017-December 2017 with monthly checkpoints during SIP planning meetings. | Reading Coach and Reading Teachers |
| | | b. Monitoring and support during PLC's, classroom visits and lesson plans | |
| 2. Plan and intentionally increase the reading stamina of our students by exposing them to increased time of grade level reading (60 minute instructional block). | | a. August 2017-December 2017 with monthly checkpoints during SIP planning meetings. | Reading Coach and Reading Teachers |
| | | b. Monitoring and support during PLC's, classroom visits and lesson plans | |
| 4. Continue to close the phonics gaps of our students based results from their informal decoding inventory. The results will lead to flexible groups where instruction will be based on the holes that have been identified through the decoding inventory. | | a. August 2017-December 2017 with checkpoints every 15-17 days . | Reading Coach and Reading Teachers |
| | | b. Monitoring and support during PLC's, classroom visits and lesson plans | |
| | | | |
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups? EIP and SPED teacher will provide additional support for subgroups not performing at the same rate of other students. Wilson Reading will be used as an intervention for those students.

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|-----------------------------------|----------------------------|
| Economically Disadvantaged | Foster and Homeless |
| English Learners | Migrant |

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|--------------------------------|-----------------------------------|
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

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|-----------------------------|
| EFFECTIVE LEADERSHIP |
|-----------------------------|

| | |
|-------------|--|
| GOAL | By the end of 2018 school year, 52 % of our students in grades 3-5 will be reading on grade level as compared to 41% from the 2017 school year as measured by End of Grade Milestones Assessments. |
|-------------|--|

| | |
|---------------------|-------------|
| Structure(s) | E:L-3 , EL1 |
|---------------------|-------------|

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 b. Method for Monitoring | Position/Role Responsible |
|--|----------------------------|---|---|
| 1. Coaches and leaders will conduct learning walks to provide specific feedback to ensure high quality instruction in all classrooms | | a. Coaches will conduct weekly learning walks based on instructional focus of high quality literacy instruction. b. Administrators will conduct a variety of classroom observations during the literacy block each quarter based on instructional framework focus. | Principal, Assistant Principal, Literacy and Academic Coaches |
| 2. PLCs grounded in data will provide collaborative support in reading instruction. | | a. PLCs will be conducted on a bi-weekly basis by Literacy and Academic Coaches. These will take place throughout the entire 2017-18 school year. b. | Literacy Coach |
| 3. Coaching opportunities will provide support based on individualized instructional learning needs. | | a. The Literacy Coach will work with teachers to identify individual instructional needs for teachers and provide literacy coaching and modeling opportunities for those teachers during the first quarter and throughout the school year. b. | Literacy Coach |
| 4. | | a. b. | |

| | | | |
|---|--|-----------------------------------|--|
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| | | | |
| English Learners | | Migrant | |
| | | | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| | | | |

| PROFESSIONAL CAPACITY | | | |
|---|--|---|----------------------------------|
| GOAL | By the end of 2018 school year, 52 % of our students in grades 3-5 will be reading on grade level as compared to 41% from the 2017 school year as measured by End of Grade Milestones Assessments. | | |
| Structure(s) | PC2, PC3, PC4 | | |
| 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 b. Method for Monitoring | Position/Role Responsible |
| 1. Coaches and leaders will conduct learning walks to provide specific feedback to ensure high quality instruction in all classrooms | 0 | a. Coaches will conduct weekly learning walks based on instructional focus of high quality literacy instruction. b. Administrators will conduct a variety of classroom observations during the literacy block each quarter based on instructional framework focus. | |
| | | b. | |

| | | | |
|--|--|--|--|
| 2. PLCs grounded in data will provide collaborative support in reading instruction. | | a. PLCs will be conducted on a bi-weekly basis by Literacy and Academic Coaches. These will take place throughout the entire 2017-18 school year. | |
| 3. Coaching opportunities will provide support based on individualized instructional learning needs. | | a. The Literacy Coach will work with teachers to identify individual instructional needs for teachers and provide literacy coaching and modeling opportunities for those teachers during the first quarter and throughout the school year. | |
| 4. | | a. | |
| 5. | | b. | |
| 6. | | a. | |
| | | b. | |

| | |
|---|-----------------------------------|
| <i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups? | |
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

FAMILY and COMMUNITY ENGAGEMENT

| GOAL | By the end of 2018 school year, 52 % of our students in grades 3-5 will be reading on grade level as compared to 41% from the 2017 school year as measured by End of Grade Milestones Assessments. | | |
|---|--|---|--|
| Structure(s) | FCE 2, FC3 | | |
| 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. During Open House communicate expectations connected to the reading homework. | | a. July 31, 2017 | Principal, Sec. and parent coordinator |
| | | b. Sign in sheets, with an invitation with the purpose | |
| 2. During Back to School Night we will present the literacy framework as well as share the progress of where their child is performing. Parents will be provided with resources and strategies to use at home for increasing reading at home with the goal of each child reading at home for 20 minutes per night which equals 100 minutes per week. | Title I Family and Community Engagement Funds. | a. September 21, 2017 | Literacy Coach |
| | | b. Agenda and sign in sheet | |
| 3. Individualized parent conferences will occur to ensure, inform and support students' success in reading on or above grade level | | a. One will happen during the first half of the school year and the other | Teachers |
| | | This will be monitored by teacher parent conference logs. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| | | | |

| | |
|--------------------------------|-----------------------------------|
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

SUPPORTIVE LEARNING ENVIRONMENT

GOAL By the end of 2018 school year, 52 % of our students in grades 3-5 will be reading on grade level as compared to 41% from the 2017 school year as measured by End of Grade Milestones Assessments.

Structure(s) SLE 2, SLE 3

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 | |
| | | | |
| | | | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |

b.

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

Economically Disadvantaged

Foster and Homeless

English Learners

Migrant

Race/Ethnicity/Minority

Students with Disabilities

SCHOOL IMPROVEMENT PLAN

2.3 OVERARCHING NEED #2

| Overarching Need | |
|--|---|
| Increase student's proficiency in math | |
| Root Cause #1 | Large number of students need to build capacity |
| Root Cause #2 | Reading ability challenges their math abilities |
| Root Cause #3 | Comprehending and Clarifying the questions is a challenge for some students |
| Root Cause #4 | Exposure to Tiers of math vocabulary challenges |
| Root Cause #5 | |
| GOAL | |

COHERENT INSTRUCTIONAL SYSTEM

| GOAL | By the end of 2018 school year, 26% of our students will be performing at the proficient level on End of Grade Milestones Assessments compared to 17% in 2017 as well as increasing the % of students performing at developing level to 50% as compared to 40% in 2017 | | |
|---|--|--|---|
| 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 b. Method for Monitoring | Position/Role Responsible |
| 1. Purchase, plan and implement iLearn in grades 1-5 to support the need for fluency practice and monitoring | Use title funds for purchasing software | a. Timeline for implementation will be August 2017-October 2017. b. We will use the data that is derived from the platform to show student growth, time on task as well as areas in which the students are not performing well. | Academic Coach and Teachers |
| 2. Each math teacher will use Tier 1 and Tier 2 math vocabulary from GADOE and implement into classroom instructional planning. | | a. August –December 2017 b. This process will be monitored during PLCs, lesson plans and classroom observations | Principal, Assistant Principal, Academic Coach and Teachers |
| 3. Consistent expectations with word walls connected math vocabulary and Tier 1 and Tier 2 words. | | c. August –December 2017 d. This process will be monitored during PLCs, lesson plans and classroom observations | Principal, Assistant Principal, Academic Coach and Teachers |
| 4. Develop common expectations for the posting of student work and exemplars to set an example of desired outcome. | | e. August –December 2017 f. This process will be monitored during PLCs, lesson plans and classroom observations | Principal, Assistant Principal, Academic Coach and Teachers |
| 5. | | a. | |

| | |
|---|-----------------------------------|
| | b. |
| | b. |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | |
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

| EFFECTIVE LEADERSHIP | | | |
|--|--|---|--|
| GOAL | By the end of 2018 school year, 26% of our students will be performing at the proficient level on End of Grade Milestones Assessments compared to 17% in 2017 as well as increasing the % of students performing at developing level to 50% as compared to 40% in 2017 | | |
| 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. We will ensure high quality instruction in all math classrooms through targeted classroom visits based on TKES standards 4, 5, and 8. | | a. August 2017-May 2018 | Principal, Assistant Principal, Academic Coach |
| | | b. | |
| 2. We will spend time with the familiarization process of the TKES standards focused on Assessment Uses, Assessment Strategies, Academically Challenging Environment and | | a. September 2017 –March 2018 | Principal and teachers |
| | | b. This will be monitored through monthly Principal PLCs with teachers as we focus on one of the high yielding instructional standards. | |

| | | | |
|-----------------------------|--|----|--|
| Differentiated Instruction. | | | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

| | |
|---|-----------------------------------|
| <i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups? | |
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

PROFESSIONAL CAPACITY

| | |
|-------------|--|
| GOAL | By the end of 2018 school year, 26% of our students will be performing at the proficient level on End of Grade Milestones Assessments compared to 17% in 2017 as well as increasing the % of students performing at developing level to 50% as compared to 40% in 2017 |
|-------------|--|

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|---------------------|-----|
| Structure(s) | PC4 |
|---------------------|-----|

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. We will ensure staff collaboration and improved instructional quality by participating in PLCs, Grade-Level meetings, Quarterly SIP meetings | | a. The timeline for this process is a yearlong process. The PLCs will be implemented from August 2017-May 2018. | Principal, Assistant Principal, Teachers |
| | | c. We will monitor the implementation via minutes from PLCs and the steady rise of student achievement. | |
| | | | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|----------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |

| | |
|--------------------------------|-----------------------------------|
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

FAMILY and COMMUNITY ENGAGEMENT

GOAL By the end of 2018 school year, 26% of our students will be performing at the proficient level on End of Grade Milestones Assessments compared to 17% in 2017 as well as increasing the % of students performing at developing level to 50% as compared to 40% in 2017

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. During Open House communicate expectations connected to math | | a. August and September will be the target for implementing this action during Open House and Back to School Nights | Teachers and Principal |
| | | b. | |
| 2. Individualized parent conferences will occur to ensure, inform, and support students' success in math on or above grade-level | | a. We are expecting each teacher to make two parent contacts with parents to ensure communication about math performance based on a variety of assessment results including AIMSweb, iLearn and common assessments. | Academic Coach and teachers |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |

| | | | |
|---|--|-----------------------------------|--|
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| | | | |
| English Learners | | Migrant | |
| | | | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| | | | |

| SUPPORTIVE LEARNING ENVIRONMENT | | | |
|--|--|--|--|
| GOAL | By the end of 2018 school year, 26% of our students will be performing at the proficient level on End of Grade Milestones Assessments compared to 17% in 2017 as well as increasing the % of students performing at developing level to 50% as compared to 40% in 2017 | | |
| Structure(s) | . SLE-2 | | |
| 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 b. Method for Monitoring | Position/Role Responsible |
| 1. We will develop and monitor a system of supports in math to provide comprehensive services to students to meet their individual needs | | a. August 2017-May 2018 | Academic Coach, Assistant Principal, Principal, Teachers |
| | | b. | |
| 2. | | a. | |
| | | b. | |

| | | | |
|----|--|----|--|
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

SCHOOL IMPROVEMENT PLAN

2.4 OVERARCHING NEED #3

| Overarching Need | |
|------------------|--|
| Root Cause #1 | |
| Root Cause #2 | |
| Root Cause #3 | |
| Root Cause #4 | |
| Root Cause #5 | |
| GOAL | |

COHERENT INSTRUCTIONAL SYSTEM

| | |
|---------------------|--|
| GOAL | |
| 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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| Economically Disadvantaged | Foster and Homeless |
|-----------------------------------|----------------------------|
| | |

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|--------------------------------|-----------------------------------|
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

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| EFFECTIVE LEADERSHIP |
|-----------------------------|

| | |
|---------------------|--|
| <i>GOAL</i> | |
| <i>Structure(s)</i> | |

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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |

| | | | |
|----|--|----|--|
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

PROFESSIONAL CAPACITY

| | |
|---------------------|--|
| GOAL | |
| 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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |

| | | | |
|----|--|----|--|
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

FAMILY and COMMUNITY ENGAGEMENT

| | |
|---------------------|--|
| GOAL | |
| 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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

SUPPORTIVE LEARNING ENVIRONMENT

| | | | |
|---|-----------------------------------|--|----------------------------------|
| GOAL | | | |
| 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 b. Method for Monitoring | Position/Role Responsible |
| 1. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| | | | |
| English Learners | | Migrant | |

| | |
|--------------------------------|-----------------------------------|
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

SCHOOL IMPROVEMENT PLAN

2.5 OVERARCHING NEED #4

| Overarching Need | |
|------------------|--|
| Root Cause #1 | |
| Root Cause #2 | |
| Root Cause #3 | |
| Root Cause #4 | |
| Root Cause #5 | |
| GOAL | |

COHERENT INSTRUCTIONAL SYSTEM

| | |
|---------------------|--|
| <i>GOAL</i> | |
| <i>Structure(s)</i> | |

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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| Economically Disadvantaged | Foster and Homeless |
|----------------------------|---------------------|
| | |

| | |
|--------------------------------|-----------------------------------|
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

| |
|-----------------------------|
| EFFECTIVE LEADERSHIP |
|-----------------------------|

| | |
|---------------------|--|
| <i>GOAL</i> | |
| <i>Structure(s)</i> | |

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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |

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|----|--|----|--|
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

PROFESSIONAL CAPACITY

| | |
|---------------------|--|
| GOAL | |
| 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. | | | a. | |
| | | | b. | |
| 2. | | | a. | |
| | | | b. | |
| 3. | | | a. | |

| | | | |
|----|--|----|--|
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

FAMILY and COMMUNITY ENGAGEMENT

| | |
|---------------------|--|
| GOAL | |
| 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. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |

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

| | |
|-----------------------------------|-----------------------------------|
| Economically Disadvantaged | Foster and Homeless |
| | |
| English Learners | Migrant |
| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

SUPPORTIVE LEARNING ENVIRONMENT

| GOAL | | | |
|---|-----------------------------------|--|----------------------------------|
| 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 b. Method for Monitoring | Position/Role Responsible |
| 1. | | a. | |
| | | b. | |
| 2. | | a. | |
| | | b. | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| | | | |
| English Learners | | Migrant | |

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| | |
| Race/Ethnicity/Minority | Students with Disabilities |
| | |

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included. [Sec. 2103(b)(2)]

The development of this plan included a multi-step process starting with the Comprehensive Needs Assessment (CNA). Through the CNA we were able to identify our areas of need. Therefore, this school improvement plan was developed with the input of various stakeholders (including teachers, paraprofessionals, parents and business partners) in several settings. Our school leaders convened meetings with various groups to look at each area identified through this school improvement process including Coherent Instructional Systems, Professional Capacity, Supportive Learning Environment, Family and Community Engagement and grounded in Effective Leadership. This process led us to a root cause analysis exercise where we identified the greatest areas of need for our school. Our leaders and stakeholders met several times to determine baseline status for each goal areas and used that to determine attainable and easy to understand goals. This led to this document where we have identified two specific goals connected to Literacy and Mathematics improvement. We also have process goals connected to Science and Social Studies instruction. We did not include this in our SIP as an attempt to keep our plan simple and easy to keep us focused on a few areas of improvement.

4.b - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

With the support of our district office, we only hire teachers who are fully certified in all areas of instruction. We also are sure to support all new teachers through our district's induction process which affords an experienced mentor support and guidance throughout the school year. We only anticipate 2 new teachers in our school this year. However, we ensure that they have support to serve our students.

4.c - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

[Sec. 1114(b)(7)(ii)]

Fair Street's Title I program is developed through a collaborative and thoughtful process in conjunction with federal guidelines and expectations. The CNA is based on the needs identified in our schools data.

All content areas are considered in our improvement plan as previous mentioned. Due to the need of number of students who are performing at grade level in reading and math, our goals centered on increasing the number of students meeting proficiency in the areas of reading and math. We believe that when our students increase in those areas, we will see improvement in the areas of science and social studies as well. We are supporting our students through the intentional process of providing a time in our instructional schedule to support skill building in the areas of reading and math. In particular, we will be building phonics and other foundational reading skills through our district's Literacy Framework. This framework assists in identifying areas of need. This support will be anchored by the support of our Reading Coach and other support staff. We will also be providing our students with daily math skills support through iLearn which is a program that another school in our district used in which they saw great results. We plan to replicate that success as well with our students. Our instructional schedule will support science labs, social studies, as well as other content areas to ensure that there is equity in services that all of our students receive at Fair Street. This will reduce the variance of what students are offered with our consistent instructional schedule. Our Academic Coach also serves as a main resource to maintain an instructional schedule which is conducive to student learning.

SCHOOL IMPROVEMENT PLAN

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academicbased performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

4.e - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

[Sec. 1114(b)(7)(V)]

Prek students were invited to join us for Kindergarten Round-Up in the summer in July. This three day program afforded our prek students an opportunity to assist in the transition from prek or no previous schooling to the regular kindergarten day. Information was shared with parents concerning handbooks, agendas, and other pertinent school information. The students also were allowed to get acclimated with the new school, their teacher and paraprofessional before all of the other students arrived at school. There was also an activity on the last day in which the parents were also invited to attend the last 30 minutes of the day so that they can see what is expected from the newly enrolled students.

SCHOOL IMPROVEMENT PLAN

4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Our school will consistently implement the PBIS strategies in all school areas including instructional classrooms, transitional areas as well as buses. We will work to have consistent expectations for all students and ensure that all teachers have established classroom management expectations in their classrooms.

We will also use Educators Handbook to report any areas that appear to show an overuse of certain discipline practices that remove students from classrooms. In particular, our African American boys is the subgroup that we are focusing on due to the disproportionate representation in discipline referrals.

We are also providing support to teachers with strategies and on Proactive Discipline in conjunction with PBIS to reduce the number of students being referred.



Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).



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