



## School Improvement Plan/Title I Schoolwide Plan 2017-2018



# Byron Elementary School

SCHOOL IMPROVEMENT PLAN

2017-2018

**Georgia Department of Education**  
School Improvement Plan/Title I Schoolwide Plan

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

<i>District Name</i>	PEACH COUNTY SCHOOL DISTRICT
<i>School Name</i>	Byron Elementary School
<i>Team Lead</i>	Keith Lauritsen
<i>Position</i>	Principal
<i>Email</i>	klauritsen@peachschools.org
<i>Phone</i>	478-825-9650

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select ALL that apply)	
<b>x</b>	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) – Pilot systems <b>ONLY</b>
	“Fund 400” – Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select ALL that apply)	
	Free/Reduced meal applications
<b>x</b>	Community Eligibility Program (CEP) – Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)

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**Planning Committee Members:**

NAME	POSITION/ROLE
Keith Lauritsen	Principal
Brandon Hall	Assistant Principal
Tonya Penson	3 <sup>rd</sup> Grade Teacher/Teacher Leader
Mary Jean Banter	Instructional Facilitator
Lanessia Miller	Counselor
Margaret Gilreath	Media Specialist
Walter Peavy	Teacher
Takeria Harris	Teacher Technology
Dianne Mosby	Family Engagement Coordinator
Kristen Hoots	Parents
Patricia Hodges	Parents



## School Improvement Structures

### **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

EL-2 Cultivating and distributing leadership

EL-3 Ensuring high quality instruction in all classrooms

EL-4 Managing the school 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

### **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**

## Board Goals

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All students will graduate from high school, college and career ready.
3. All students will be taught by highly effective teachers.
4. Operations will enhance learning environments that are healthy, safe, orderly, and conducive to learning.

<b>OVERARCHING NEEDS:</b>		Increased Student Achievement					
<b>GOAL: #1</b>	To increase by 3 percent the number of students that are at or above grade level proficiency in Reading as measured by Rigby Running Records Inventory.						
<b>Structure(s):</b> <i>System-Standard Number</i>	CIS-1; CIS-2; CIS-3; CIS-4; FCE-1, FCE-3, FCE-4, SLE-2; SLE-3; EL-3 and EL-4, EL-5, <b>Board Goals: 1, 2, 3</b>						
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.							
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning		
			b. Method for Monitoring		Status	Next Steps	
1. Implement training and usage of Growing Readers Workshop instructional model School-wide.	Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo Rigby Running Records Conferencing Forms	Title I Title IIA	a. By September 5, 2017 and ongoing weekly to May 18, 2017.	Classroom Teachers, Instructional Facilitator, and Administrators	Status Choose an item.	Next Steps	
			b. Observations, Data from Running Records, Student Conference notes				
2. Utilize two Part Time Reading Intervention Specialist to support struggling readers.	Intervention Specialists	Title I	a. November 2017 to May 2018	Instructional Facilitator, Reading Interventionist Teachers, Administrators.	Status Choose an item.	Next Steps	
			b. Observations, Student Achievement Data				
3. Utilize Instructional and people Resources to : <ul style="list-style-type: none"> <li>increase reading comprehension and fluency.</li> <li>increase capacity for parents to support their student in reading across the curriculum.</li> </ul>	Reading Eggs, Digital Readers, USA Test Prep, Write Score, Saxon Phonics, and Level Reading Books Scubes ScootPad	Title I School Funds	a. August 1, 2017 to May 18, 2018	Instructional Facilitator, Teachers, Administrators. Family Engagement Coordinator	Status Choose an item.	Next Steps	
			b. Observations, Program Progress Reports, and Achievement Data. c. Flyers, sign in sheets and parent feedback from parent surveys				

	Materials for Parent Curriculum Nights					
4. Increase usage of Informational Text in Social Studies and Science.	GA Studies Weekly and Leveled Reading Books	Title I General Budget	a. By September 5, 2017 - May 18, 2017	Classroom Teachers, Instructional Facilitator, and Administrators.	Status Choose an item.	Next Steps
			b. Achievement Data(GA Studies Assessment, PCAs, and Milestone Data)			
			a.			

<b>OVERARCHING NEEDS:</b>	Increased Student Achievement					
<b>GOAL: #2</b>	To increase by 3 percent the number of students that are at Proficient or Distinguished in Math as measured by GA Milestones.					
<b>Structure(s):</b> <i>System-Standard Number</i>	CIS-1; CIS-2; CIS-3; CIS-4; FCE-1, FCE-3, FCE-4, SLE-2; SLE-3; EL-3 and EL-4, EL-5, <b>Board Goals: 1, 2, 3</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring		Status	Next Steps
1. Implement "Number Talks" and Math workshop with fidelity across all grade levels to increase math achievement.	Manipulatives, GRASP ScootPad	Title I	a. By August 7, 2017 and ongoing weekly to May 18, 2018 <sup>th</sup> b. Observations/ Math Achievement Data	Classroom Teachers, Instructional Facilitator, and Administrators	Choose an item.	Next Steps
2. Increase capacity for parents to support their students in mastering Math Content Standards.	Materials for Parent Curriculum Nights Scubes	Title I School Funds	a. Beginning August 31, 2017 b. Flyers Sign-In sheets, and parent feedback from parent surveys.	Family Engagement Coordinator, Teachers, Administrators, LEA Title I Director.	Choose an item.	Next Steps
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions					
<b>GOAL:1</b>		Byron Elementary will increase the retention rate of effective teachers to 85% or higher as measured by PSC retention data.					
<b>Structure(s):</b> <i>System-Standard Number</i>		PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-3,FCE-3, PC-2, PC-3, PC-4, SLE-2 <b>Board Goals: 1,2, 3,</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.							
Action Steps	Resources	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			Status	Next Steps
1. Ensure that teachers with 1-3 years of teaching experience have mentors and induction support.	Mentor Selection Criteria Mentor Logs	Title IIA	a. July 24, 2017		Administrators, Mentors, Teachers, Instructional Facilitators	Choose an item.	Next Steps
			b. Mentor Meeting Agendas/Minutes Monitoring of Submitted Mentor Logs				
2. Provide a teacher retention incentive and recognition opportunities for highly effective teachers. (Attendance)	Incentives	Title IIA School Budget	a. July 2017		Administrators Instructional Facilitators Title IIA Coordinator,	Choose an item.	Next Steps
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data				
3. Provide strategies, training, and resources for teachers to be able to meet the learning needs of students who come from high poverty, minority students, students with disability, gifted, ESOL students, and student who have other diverse needs.	Materials for PL	School Budget Professional Learning Title IIA Title IA Title IIIA Gifted Budget	a. July 2017		Teachers, School administrators Instructional Facilitators	Choose an item.	Next Steps
			b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback				
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?							
<b>Economically Disadvantaged</b>				<b>Foster and Homeless</b>			
<b>English Learners</b>				<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>				<b>Students with Disabilities</b>			



<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
<b>GOAL: #3</b>		Byron Elementary will provide monthly professional learning opportunities that are <i>sustained, collaborative, job-embedded, data-driven, and classroom-focused to increase teacher knowledge and student achievement as measured by growth measure data.</i>				
<b>Structure(s):</b> <i>System-Standard Number</i>		PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-3,FCE-3, PC-2, PC-3, PC-4, SLE-2 <b>Board Goals: 1,2, 3,</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	c. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			d. Method for Monitoring		Status	Next Steps
1. Teachers at all schools will participate in monthly professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, and addressing the needs of students.	Materials for PL	School Budget Professional Learning Title IIA Title IA Title IIIA Gifted Budget	a. Monthly beginning August 2017	Instructional Facilitators, Teacher Leaders, Professional Learning Coordinators, Teachers, Administrators	Choose an item.	Next Steps
			b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard			
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy	Funding for PL Materials Professional books and resources	School Budget Professional Learning Title IIA Title IA Title IIIA	a. September 2017	Instructional Facilitators, Teacher Leaders, Professional Learning Coordinators, Teachers, Administrators	Choose an item.	Next Steps
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored End of Year TLE Signoff Data to measure goal attainment			
3. Annual training on CCRPI Updates and Indicators at each level	Funding for Training and Resources	Professional Learning	a. July 2017	School Administrators Assistant Superintendent of Curriculum and Instruction	Choose an item.	Next Steps
			b. Agenda and Meeting Minutes for Training			
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			

<b>OVERARCHING NEEDS:</b>		Increase Student Attendance				
<b>GOAL: #4</b>		To increase by 5 percent the number of students that are absent 5 days or less during the 2017-18 school year.				
<b>Structure(s):</b> <i>System-Standard Number</i>		EF-1, EF-2, EF-5, FCE-3, FCE-4, FCE-5, SLE-1, SLE-2, and SLE-3. Board Goals:				
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Status	Next Steps
			b. Method for Monitoring			
1. Implement a positive incentive plan to improve student attendance.	Incentives Plan	School Budget	a. August 2017	Teachers, Administrators Attendance Team FTE Clerk	Choose an item.	Next Steps
			b. Track Attendance Data			
2.					Choose an item.	Next Steps
3.					Choose an item.	Next Steps
					Choose an item.	Next Steps
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			