SCHOOL IMPROVEMENT PLAN WITH 90-DAY ACTIONS

District: Clarke County

School: Barnett Shoals Elementary School

Principal: Aliceson Nobles

Principal Supervisor: Neil Croslin

*The **School Improvement Plan** serves as a road map that provides clarity to specific priorities and actions that are most important during the entirety of the school year and over the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's goals.*

District Theory of Action

Focusing on leader capacity and actions in the 3 Priority Areas of Instructional Leadership, Planning and Assessment, and Climate and Culture will increase student achievement and graduation rates.

Needs Assessment

Academic Performance:
English Language Arts (ELA): For K-2 grade levels, the overall student performance in the ELA Spring iReady improved. Our SWD students had a decrease, while our Black and Hispanic students showed an increase. However, for 3-5 grade levels, a general decrease in ELA GMAS performance is evident, with the most substantial decline in EL students. There is a clear need to investigate and address the factors contributing to this decrease, especially for EL and SWD students.

Math: In K-2 grade levels, there's a slight improvement in overall Math iReady scores but a decrease in the performance of Gifted and EL Students. In 3-5 grade levels, proficiency in Math GMAS has slightly increased. There was a significant decline for SWD and EL students.

Data Analysis

Area	Student Groups	21-22	22-23	% Change	Race/Ethnicity	21-22	22-23	% Change
ELA Spring iReady (K-2) On or Above GL	All Students	56.50%	62.10%	5.60%	Black Students	43.20%	51.80%	8.60%
	SWD Students	32.50%	24.40%	-8.10%	Hispanic Students	36.30%	52.40%	16.10%
	EL Students	38.50%	0.00%	-38.50%	Two or More Race	71.40%	70.00%	-1.40%
	Gifted Students	95.50%	94.20%	-1.30%	White Students	80.90%	78.60%	-2.30%
ELA GMAS (3-5) Proficient or Above	All Students	30.60%	27.60%	-3.00%	Black Students	13.70%	8.90%	-4.80%
	SWD Students	3.70%	3.40%	-0.30%	Hispanic Students	29.60%	37.00%	7.40%
	EL Students	17.60%	7.70%	-9.90%	Two or More Race	38.50%	14.30%	-24.20%
	Gifted Students			0.00%	White Students	68.00%	61.20%	-6.80%
Math Spring iReady (K-2) On or Above GL	All Students	51.40%	55.50%	4.10%	Black Students	38.50%	35.70%	-2.80%
	SWD Students	28.20%	26.70%	-1.50%	Hispanic Students	31.80%	38.10%	6.30%
	EL Students	15.40%	0.00%	-15.40%	Two or More Race	78.60%	70.00%	-8.60%
	Gifted Students	100.00%	88.50%	-11.50%	White Students	73.00%	85.80%	12.80%
Math GMAS (3-5) Proficient or Above	All Students	40.00%	36.70%	-3.30%	Black Students	17.50%	14.40%	-3.10%
	SWD Students	21.50%	6.80%	-14.70%	Hispanic Students	48.10%	48.10%	0.00%
	EL Students	41.20%	23.10%	-18.10%	Two or More Race	53.80%	47.70%	-6.10%
	Gifted Students			0.00%	White Students	82.00%	65.30%	-16.70%
PBIS ODR Rates (per 100 Students)	All Students	3.56	1.20	-2.36	Black Students	5.15	1.61	-3.54
	SWD Students	6.98	1.04	-5.94	Hispanic Students	0.00	0.00	0.00
	EL Students	0.00	0.00	0.00	Two or More Race	3.70	2.33	-1.37
	Gifted Students	1.06	0.00	-1.06	White Students	0.00	0.70	0.70
PBIS OSS Rates (per 100 Students)	All Students	3.33	1.00	-2.33	Black Students	4.04	1.21	-2.83
	SWD Students	11.63	0.00	-11.63	Hispanic Students	0.00	0.00	0.00
	EL Students	0.00	0.00	0.00	Two or More Race	7.41	2.33	-5.08
	Gifted Students	0.00	0.00	0.00	White Students	0.00	0.70	0.70
Data Resources	CCSD Data Analytics		GOSA Data Dashboards		Georgia Insights Dashboards		GA Milestones Comparisons by RESA	

Needs and Goals

	Needs	Goals	Progress Metrics
1	Students are not reading on grade level which may be due to a lack of strong, engaging tier 1 instruction.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/ELA GMAS by 8%.	K-2 iReady Reading Diagnostic 3-5 ELA BEACON & GMAS
2	Prior to the new math standards, we saw an increase in students who were scoring at the proficient or distinguished level as measured by iReady/GMAS Math. With the new set of standards, we see the potential for the same need - strengthen our instructional core which includes a deep dive into the standard expectations prior to implementation of research-based instructional strategies.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/Math GMAS by 7%.	K-2 iReady Math 3-5 GMAS Math
3	Per the results of our Leader in Me MRA student survey and the Lighthouse Team Rubric, we found a need in the area of empowering students to lead their own learning. Increase student voice through Leader in Me practices.	Increase opportunities for student empowerment in academics and the culture and climate of the school.	Student MRA Survey Data: Fall, Winter, Spring

Plan Development Narrative *(pre-populated)*

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation initiative forward. The school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learning

District Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation

Aliceson Nobles 8/30/2023 *Jennifer Scott* 8/30/2023

Principal Signature	Date	Chief of Academics & Student Supports Signature	Date

Priority #1 - Instructional Leadership

Needs and Goals

	Needs *(pre-populated from previous tab)*	Goals *(pre-populated from previous tab)*
1	Students are not reading on grade level which may be due to a lack of strong, engaging tier 1 instruction.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/ELA GMAS by 8%.
2	Prior to the new math standards, we saw an increase in students who were scoring at the proficient or distinguished level as measured by iReady/GMAS Math. With the new set of standards, we see the potential for the same need - strengthen our instructional core which includes a deep dive into the standard expectations prior to implementation of research-based instructional strategies.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/Math GMAS by 7%.
3	Per the results of our Leader in Me MRA student survey and the Lighthouse Team Rubric, we found a need in the area of empowering students to lead their own learning. Increase student voice through Leader in Me practices.	Increase opportunities for student empowerment in academics and the culture and climate of the school.

Root Cause Analysis in Priority #1 - Instructional Leadership

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need?

1. Teachers do not fully understand the effectiveness of providing small-group instruction.
2. There is a need for PL for general education and special education teachers centered around the utilization of small-group instruction.
3. Lack of effective scheduling personnel resources to support math and ELA instruction.

Theory of Action in Priority #1 - Instructional Leadership

Up to 3 statements. What will be different if you are successful in addressing this priority?

1	If leaders...	model & monitor the planning protocol with teams	then teachers will...	effectively utilize tools to help in planning and implementing high quality instruction.	and then students will...	be able to successfully complete grade level assignments.
2	If leaders...	conduct observations and feedback utilizing observation tool	then teachers will...	adjust instruction to meet the needs of their scholars	and then students will...	achieve on or above grade level performance.
3	If leaders...	effectively schedule resource teachers to augment during reading	then teachers will...	have support to consistently implement best practices	and then students will...	perform on/above grade level on iReady assessment.

Strategies in Priority #1 - Instructional Leadership

NEED/GOAL ALIGNMENT	STRATEGIES	LEVEL OF EVIDENCE	TIMELINE FOR IMPLEMENTATION	COST & BUDGET USED	PERSON/POSITION RESPONSIBLE
Goal 1	*Consistent implementationof templates for instructional preparation and planning*	Strong	August - December		Barnett Shoals iLead
Goal 1	*Professional Learning is limited and only focuses on support school priorities*	Strong	August - December	Fund 150	Barnett Shoals iLead
Goal 1	*Classroom walkthroughs include specific feedback to deepen the implememtation of the 4 constructs*	Strong	August - December		Barnett Shoals iLead
Goal 1	*Pull outs are eliminated during core Tier 1 instruction in maximized for all students*	Strong	August - December		Barnett Shoals iLead

Results Indicators in Priority #1 - Instructional Leadership

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student results from formatives, interims & diagnostics, changes in scheduling, etc.*	Potential Adjustments
September 2023	Coaches will deliver co-teaching PL to all teams during Super Tuesday sessions.	1:1 Coaching on an as needed basis
October 2023	PLC agendas will show evidence of discussions centered around what strong teaching and learning looks like in a classroom utlizing strategies from Engagment by Design.	Provide coaching to grade levels and support instruction
October 2023	3rd-5th grade students will increase from 27% of students performing on or above grade level to 30% of students performing at the necessary cut score on the fall administration of Beacon.	Provide scholars with additional programming to meet their needs
November 2023	Focus walks and grade-level collaborative conversations will show an increase in strong instructional ELA practices.	1:1 Coaching on an as needed basis
December 2023	Students will increase from 62.1% of students performing on or above grade level to 67% of students performing on or above grade level on the winter administration of iReady.	Provide scholars with additional programming to meet their needs

Priority #2 - Planning and Assessment

Needs and Goals

	Needs *(pre-populated from previous tab)*	Goals *(pre-populated from previous tab)*
1	Students are not reading on grade level which may be due to a lack of strong, engaging tier 1 instruction.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/ELA GMAS by 8%.
2	Prior to the new math standards, we saw an increase in students who were scoring at the proficient or distinguished level as measured by iReady/GMAS Math. With the new set of standards, we see the potential for the same need - strengthen our instructional core which includes a deep dive into the standard expectations prior to implementation of research-based instructional strategies.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/Math GMAS by 7%.
3	Per the results of our Leader in Me MRA student survey and the Lighthouse Team Rubric, we found a need in the area of empowering students to lead their own learning. Increase student voice through Leader in Me practices.	Increase opportunities for student empowerment in academics and the culture and climate of the school.

Root Cause Analysis in Priority #2 - Planning and Assessment

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need?

1. Lack of teacher capacity in understanding and implementing high-quality, standards-aligned, Tier 1 instruction.
2. Lack of skillful facilitation of instructional planning meetings, including modeling and job-embedded professional development that will enhance teacher capacity and implement high-quality resources utilizing district resources.

Theory of Action in Priority #2 - Planning and Assessment

Up to 3 statements. What will be different if you are successful in addressing this priority?

	If leaders...		then teachers will...		and then students will...	
1	If leaders...	effectively schedule resource teachers to augment during math	then teachers will...	have support to consistently implement best practices	and then students will...	perform on/above grade level on iReady assessment.
2	If leaders...	model & monitor the planning protocol with teams	then teachers will...	effectively utilize tools to help in planning and implementing high quality instruction.	and then students will...	be able to successfully complete grade level assignments.

Strategies in Priority #2 - Planning and Assessment

NEED/GOAL ALIGNMENT	STRATEGIES	LEVEL OF EVIDENCE	TIMELINE FOR IMPLEMENTATION	COST & BUDGET USED	PERSON/POSITION RESPONSIBLE
Goal 2	*Consistent implementation of collaborative planning processes and structures*	Strong	August-December		-Instructional Coaches -All Teachers
Goal 2	*Using results of formative assessments to inform lesson preparation*	Strong	August-December		-iLead -All Teachers
Goal 2	*Professional Learning is limited and only focuses on support school priorities*	Strong	August-May (5 sessions)	Fund 150	-Eureka Math Coaching from Great Minds -Desylin Culliver- K-5 Math Curriculum Coordinator
Goal 2	*Pull outs are eliminated during core Tier 1 instruction in maximized for all students*	Strong	August-December		Barnett Shoals iLead

Results Indicators in Priority #2 - Planning and Assessment

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student results from formatives, interims & diagnostics, changes in scheduling, etc.*	Potential Adjustments
October 2023	PLC agendas will show evidence of discussions centered around what strong teaching and learning looks like in a classroom utilizing strategies from Engagement by Design.	Provide coaching to grade levels to support instruction
October 2023	Utilize a digital data wall and the DDI cycle to inform lesson preparation.	Provide coaching to grade levels to support analyzing data
December 2023	Coaching and observation cycle provided by Great Minds will show an increase in strong instructional math practices.	Additional focus walks to plan for 1:1 coaching with K-5 Math Coordinator and iLead
December 2023	Students will increase from 55% of students performing on or above grade level to 60% of students performing on or above grade level on the winter administration of iReady.	Provide scholars with additional programming to meet their needs

Priority #3 - School Climate and Culture

Needs and Goals

	Needs *(pre-populated from previous tab)*	Goals *(pre-populated from previous tab)*
1	Students are not reading on grade level which may be due to a lack of strong, engaging tier 1 instruction.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/ELA GMAS by 8%.
2	Prior to the new math standards, we saw an increase in students who were scoring at the proficient or distinguished level as measured by iReady/GMAS Math. With the new set of standards, we see the potential for the same need - strengthen our instructional core which includes a deep dive into the standard expectations prior to implementation of research-based instructional strategies.	By the end of the 2023-24 academic year, we aim to increase the percentage of all students scoring proficient or above on the iReady/Math GMAS by 7%.
3	Per the results of our Leader in Me MRA student survey and the Lighthouse Team Rubric, we found a need in the area of empowering students to lead their own learning. Increase student voice through Leader in Me practices.	Increase opportunities for student empowerment in academics and the culture and climate of the school.

Root Cause Analysis in Priority #3 - School Climate and Culture

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need?

1. Teachers have varying levels of success with empowering students and providing opportunities for student ownership.
2. Lack of teacher understanding of Leader in Me paradigms throughout all areas.

Theory of Action in Priority #3 - School Climate and Culture

Up to 3 statements. What will be different if you are successful in addressing this priority?

1	If leaders…	provide concrete examples on how to empower scholars	then teachers will…	have the ability to intentionally provide opportunities to empower scholars	and then students will…	exercise their voice more frequently.
2	If leaders…	designate time in the Master Schedule for Leader in Me	then teachers will…	teach Leader in Me with fidelity	and then students will…	develop leadership practices.

Strategies in Priority #3 - School Climate and Culture

NEED/GOAL ALIGNMENT	STRATEGIES	LEVEL OF EVIDENCE	TIMELINE FOR IMPLEMENTATION	COST & BUDGET USED	PERSON/POSITION RESPONSIBLE
Goal 3	*All school staff model mutual respect, high expectations, concern and empathy for students, staff, parents, and the community*	Strong	August '23 - May '24	LSGT/CCSD (Leader in Me)	Lighthouse Team

Results Indicators in Priority #3 - School Climate and Culture

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student results from formatives, interims & diagnostics, changes in scheduling, etc.)*	Potential Adjustments
August 2023	Our master schedule will have a protected block of time for all grade levels for morning meeting to allow teachers to implement Leader in Me with fidelity.	None
October 2023	Reoccuring PLC Agendas from Leader in Me PLs will indicate a focus on empowering students to lead their own learning.	Provide coaching to grade levels to support LiM implementation
October 2023	Monthly Leader in Me site usage checks will indicate the daily use of the Leader in Me curriculum in 100% of homeroom classes.	Determine barrier for accessing site and Lighthouse team member will provide 1:1 support
November 2023	Monthly Leadership Notebook checks will indicate 100% of TWIG sessions being held.	Lighthouse team will provide 1:1 support to teachers where sessions are not being held
December 2023	Winter MRA student survey data will show 86% of students scoring in the "moderately" or "very" range when it comes to culture. (Currently 80%)	Determine specfic areas of need and have Lighthouse team and PBCT form a plan to address them
December 2023	An increase in student group opportunities provides 100% of students with opportunites for leadership within the school community. (B2M, Student Council, SWAG, Girls on the Run, Leadership Cluster)	Determine barriers for students participating in leadership opportunities and provide supports to remove barriers if possible

Professional Learning (PL) Plan

List planned professional learning activities related to your goals and school priorities ensure that you have data aligned to the PL.

Goal Alignment	Professional Learning Strategy	Timeline	Audience	Person/Position Responsible
Goal 3	Leader in Me - Initital PD	August 2023	New Teachers	Desylin Culliver, Math Curriculum Culliver
Goal 2	Eureka Coaching	August 2023	All Teachers	Desylin Culliver, Math Curriculum Culliver
Goal 2	Coaching and Observation Cycle by Great Minds	September 2023 - May 2024	All Teachers	Desylin Culliver, Math Curriculum Culliver and Great Minds
Goal 1	Engagement by Design	September 2023 - May 2024	All Staff	iLead
Goal 3	Leader in Me-Core Lighthouse	September 2023	All Staff	Larry Hahn, Franklin Covey
Goal 3	Leader in Me- Coaching Sessions	January 2024 - May 2024	All Staff	Lighthouse Team
Goal 1	Wit & Wisdom	September 2023	All Teachers	Great Minds
Goal 1	Heggerty	September 2023 - May 2024	K-2 Teachers	Heggerty

Family Engagement Plan

Parent Engagement Activities	District Requirement Deadline	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity
School and District Parent & Family Engagement Plan (PFEP) sent home and on school website	Sept. 30, 2023 School specific Annual Title I Meeting	September 8, 2023	Jennifer Flores, FES	August 8, 2023
School-Family Compact sent home and on the school website	Sept. 30, 2023 School specific Annual Title I Meeting	September 8, 2023	Jennifer Flores, FES	August 9, 2023
School-Family Compact discussed in parent-teacher conferences (district-wide)	Week of/before Conferences October 5-7, 2023	October 12, 2023	Jennifer Flores, FES	September 11, 2023
Annual Title I Parent Meeting held and documents on school website, does not have to be during Open House	Aug. 1-Sept. 16, 2023 School specific	August 21, 2023	Jennifer Flores, FES	August 8, 2023
Parent Input Meeting Held	March 1-May 5, 2024	April 15, 2024	Aliceson Nobles, Principal	March 2024
Transition Meetings	May 19, 2024	Week of May 6, 2024	Sabrina Lumpkin, AP	April 2024
Building Staff Capacity (Fall and Spring)	October 4, 2023 & March 7, 2024	September 6, 2023 March 6, 2024	Principal & AP	August 28, 2023 April 29, 2024
Family Night - Literacy/Reading/Math - Testing and Assessment (Milestones) - Technology (Safety & Copyright Piracy) - ELL Specific Events Others - Community Based	Once a month is recommended. Enter your titles and dates in the next column. (Virtual events are included)	Making Math Meaningful Night: STEAM Night- Get "Lit" with Literature Night- STEAM/LiM Night- Prepping for Milestones Fireside Chat- Music & Art Multi-Cultural Festival-	Specials and Family Engagement Specialist	Bi-weekly FES and Principal

School Improvement Plan Contributors

Print Name	Member's Signature	Position/Role
The following stakeholders collaborated on this School Improvement Plan during ILT, SILT, LSGT, etc.		
Aliceson Nobles	*Aliceson Nobles*	Principal
Sabrina Lumpkin	*Sabrina Lumpkin*	Assistant Principal
Lesley Dean	*Lesley Dean*	Instructional Coach (2-5)
Chastity Harris	*Chastity Harris*	Instrucitonal Coach (K-1)/MTSS Specialist
Leighanna McCauley	*Leighanna McCauley*	1st Grade
Kierra Johnson	*Kierra Johnson*	2nd Grade
Raquel Wymbs	*Raquel Wymbs*	3rd Grade
Eulanda Wise	*Eulanda Wise*	4th Grade
Tempestt McWhorter	*Tempestt McWhorter*	5th Grade
Rob Barrett	*Rob Barrett*	Counselor
Betsy Bush	*Betsy Bush*	Specials
Jennifer Flores	*Jennifer Flores*	Family Engagement Specialist
Sydney Menges	*Sydney Menges*	EIP
Sarah Paige Fairbairn	*Sarah Paige Fairbairn*	Gifted