

 Clarke County School District	SCHOOL IMPROVEMENT PLAN WITH 90-DAY ACTIONS	Important Dates		District: Clarke County
		Draft Due	7/31/2023	School: Barrow Elementary School
		LSGT Approval	8/31/2023	
		45-Day Check	Oct/Nov 2023	Principal: Ellen Sabatini
		90-Day Check	Early Jan 2024	
		Spring Revisions	Late Jan 2024	Principal Supervisor: Kena Worthy
		135-Day Check	Feb/Mar 2024	
		180-Day Check	May 2024	

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

Barrow Elementary students showed improved achievement on Spring 2023 assessments. On the GA Milestones, 43% of 3rd-5th grade students scored proficient or higher, which was a 2% increase from the previous year. In Math, 48% of students scored proficient or higher, which was a 7% increase from the previous year. Our largest increases were in 3rd and 4th grades. While we did see increases in these areas, we would like to see bigger improvements in proficiency levels. In addition, our students with disabilities showed lower performance in ELA and Math from the previous year, and this is an area of high need. On i-Ready, students at all grade levels showed increases in ELA and Math with 63% of students scoring proficient in ELA and 55% scoring proficient in Math. For school climate, we reviewed attendance and discipline data. Our attendance data showed a high need to be addressed. 25% of students missed 15 or more days of school, which was consistent with last year's attendance data. In all we 109 students miss 15 or more days and 142 students had more than 15 tardies or early check outs. After reviewing all of our data, our team decided we needed to focus on increasing reading and math achievement, and reducing the number of days students are absent from school.

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	62.00%	70.30%	8.30%	Black Students	33.00%	45.20%	12.20%
	SWD Students	21.10%	31.60%	10.50%	Hispanic Students	58.30%	60.00%	1.70%
	EL Students	70.90%	83.30%	12.40%	Two or More Race	57.10%	50.00%	-7.10%
	Gifted Students	97.90%	100.00%	2.10%	White Students	88.10%	91.10%	3.00%
ELA GMAS (3-5) Proficient or Above	All Students	40.60%	42.90%	2.30%	Black Students	8.20%	3.70%	-4.50%
	SWD Students	8.30%	7.40%	-0.90%	Hispanic Students	54.60%	58.90%	4.30%
	EL Students	50.00%	31.30%	-18.70%	Two or More Race	0.00%	28.60%	28.60%
	Gifted Students	85.00%	88.00%	3.00%	White Students	69.10%	77.50%	8.40%
Math Spring iReady (K-2) On or Above GL	All Students	59.30%	59.20%	-0.10%	Black Students	24.40%	25.70%	1.30%
	SWD Students	31.60%	21.10%	-10.50%	Hispanic Students	75.00%	44.40%	-30.60%
	EL Students	66.70%	82.40%	15.70%	Two or More Race	50.00%	40.00%	-10.00%
	Gifted Students	93.60%	84.40%	-9.20%	White Students	90.50%	86.10%	-4.40%
Math GMAS (3-5) Proficient or Above	All Students	41.40%	48.00%	6.60%	Black Students	8.30%	11.10%	2.80%
	SWD Students	25.00%	18.50%	-6.50%	Hispanic Students	45.50%	53.00%	7.50%
	EL Students	30.00%	50.10%	20.10%	Two or More Race	0.00%	57.20%	57.20%
	Gifted Students	92.00%	91.00%	-1.00%	White Students	71.60%	81.30%	9.70%
	All Students	14.15	6.97	-7.18	Black Students	19.82	12.20	-7.62

PBIS ODR Rates (per 100 Students)	SWD Students	24.69	24.69	0.00	Hispanic Students	0.00	0.00	0.00
	EL Students	0.00	0.00	0.00	Two or More Race	17.50	15.38	-2.12
	Gifted Students	1.71	0.81	-0.90	White Students	1.49	1.05	-0.44
PBIS OSS Rates (per 100 Students)	All Students	5.21	3.23	-1.98	Black Students	7.93	5.57	-2.36
	SWD Students	8.64	6.17	-2.47	Hispanic Students	0.00	0.00	0.00
	EL Students	0.00	0.00	0.00	Two or More Race	2.50	7.69	5.19
	Gifted Students	0.85	0.81	-0.04	White Students	0.00	0.52	0.52
Data Resources	CCSD Data Analytics		GOSA Data Dashboards		Georgia Insights Dashboards		GA Milestones Comparisons by RESA	
Needs and Goals								
Your school's year-long goals in 3 areas: ELA, Math, and Climate & Culture.								
	Needs	Goals			Progress Metrics			
1	Increase proficiency on GA Milestones in ELA for grades 3-5.	53% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).			i-Ready ELA growth and proficiency; Interim Assessments			
2	Increase proficiency on GA Milestones in Math grades 3-5.	58% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).			i-Ready Math growth and proficiency; Eureka Math end of module assessments; Interim Assessments			
3	Decrease percentage of students with 15+ absences.	The percentage of students with 15+ absences will decrease by 10% or more (from 25% to 15%) by the end of the year.			Weekly attendance data			
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			
Ellen Sabatini		8/23/2023		Jennifer Scott			8/23/2023	
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	Increase proficiency on GA Milestones in ELA for grades 3-5.	53% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).
2	Increase proficiency on GA Milestones in Math grades 3-5.	58% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).
3	Decrease percentage of students with 15+ absences.	The percentage of students with 15+ absences will decrease by 10% or more (from 25% to 15%) by the end of the year.

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?

Instructional leaders needed the knowledge and skills to provide professional learning in the systematic reading instruction. Teachers need to internalize the lessons aligned to new resources so that instructional strategies result in high engagement.

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...	provide opportunities for high quality, ongoing professional learning and coaching in Reading,	then teachers will...	gain skills and knowledge needed to teach reading in a systematic, explicit, and cumulative manner,	and then students will...	be able to read on grade level or above.
2	If leaders...	build EIP and Special Education teachers' capacity to align data analysis processes	then teachers will...	use student data to adjust instruction, monitor progress, and identify interventions	and then students will...	increase reading and math proficiency.
3	If leaders...		then teachers will...		and then students will...	

Strategies in Priority #1 - Instructional Leadership

NEED/GOAL ALIGNMENT	STRATEGIES	LEVEL OF EVIDENCE	TIMELINE FOR IMPLEMENTATION	COST & BUDGET USED	PERSON/POSITION RESPONSIBLE
Goal 1	Grade level planning protocol and process are implemented with fidelity across the school	Strong	July-December 2023	Fund 150	Michelle Monroe, Jennifer Leahy, Ellen Sabatini
Goal 1	Frequent and consistent analysis of teacher practice guides coaching teachers to support growth	Strong	July-December 2023	Fund 150	Michelle Monroe, Jennifer Leahy, Ellen Sabatini
Goal 1	Data team meeting agendas and minutes reflect consistent analysis of a variety of data to inform planning and decision-making	Strong	July-December 2023	Fund 150	Michelle Monroe, Jennifer Leahy, Ellen Sabatini

Results Indicators in Priority #1 - Instructional Leadership

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome <i>(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.</i>	Potential Adjustments
August 2023	Team and PLC minutes and lesson plans in ELA	Feedback and modeling
September, October 2023	Classroom walkthrough data in ELA	Feedback, coaching
July, September 2023	Professional learning presentations, sign in sheets	
Bi-weekly	Student data in reading (MTSS, IDI)	Additional PL, feedback and coaching

Priority #2 - Planning and Assessment

Needs and Goals

	Needs (pre-populated from previous tab)	Goals (pre-populated from previous tab)
1	Increase proficiency on GA Milestones in ELA for grades 3-5.	53% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).
2	Increase proficiency on GA Milestones in Math grades 3-5.	58% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).
3	Decrease percentage of students with 15+ absences.	The percentage of students with 15+ absences will decrease by 10% or more (from 25% to 15%) by the end of the year.

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?

Leaders need to provide professional learning and collaborative planning structures for all teachers that build capacity, so they are planning for strong instruction resulting in deep engagement.

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?

1	If leaders...	model and lead collaborative planning that includes high-impact engagement strategies	then teachers will...	increase pacing, rigor, and engagement,	and then students will...	be more deeply engaged in all content areas and increase their skills and knowledge in reading and math.
2	If leaders...	build EIP and Special Education teachers' capacity to align data analysis processes	then teachers will...	use student data to adjust instruction, monitor progress, and identify interventions	and then students will...	increase reading and math proficiency.
3	If leaders...		then teachers will...		and then students will...	

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	July-December 2023	Fund 150	Michelle Monroe, teacher leaders
Goal 2	Data analysis provides the flexibility in the ELT planning	Strong	July-December 2023	Fund 150	Michelle Monroe, teacher leaders
Goal 2	Planning protocols and structures are consistently monitored and supported for improvement		July-December 2023	Fund 150	Ellen Sabatini, Jennifer Leahy, Michelle Monroe.

Results Indicators in Priority #2 - Planning and Assessment

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome <i>(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.</i>	Potential Adjustments
Sept-Dec 2023	Lesson plans that note strategies for deep engagement.	Feedback and coaching
Sept-Dec 2023	Classroom walkthrough data that indicates deep student engagement.	Feedback and coaching
Sept-Dec 2023	Eureka math end-of-module assessment data.	Reteaching and retesting
Sept-Dec 2023	Collaborative Planning minutes	Feedback and coaching

Priority #3 - School Climate and Culture

Needs and Goals

	Needs (pre-populated from previous tab)	Goals (pre-populated from previous tab)
1	Increase proficiency on GA Milestones in ELA for grades 3-5.	53% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).
2	Increase proficiency on GA Milestones in Math grades 3-5.	58% of students in grades 3-5 will score proficient or higher on the GA Milestones Spring 2024 Assessment (a 10% increase).
3	Decrease percentage of students with 15+ absences.	The percentage of students with 15+ absences will decrease by 10% or more (from 25% to 15%) by the end of the year.

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?

We have not recovered from pandemic absences and haven't clearly communicated the importance of regular school attendance. There is less trust due to not having families present in the building as frequently.

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...	clearly communicate expectations for regular school attendance,	then teachers will...	support communication efforts,	and then students will...	increase their attendance at school.
2	If leaders...	provide a structure for monitoring and rewarding regular school attendance,	then teachers will...	support and implement attendance protocols	and then students will...	increase their attendance at school.
3	If leaders...		then teachers will...		and then students will...	

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	Communication processes and procedures ensure that the school SIP goals and priorities are aligned with district Strategic Plan	Strong	August-December 2023	Fund 150, PTA Funds	Attendance Team, Teachers
Goal 3	All school staff model mutual respect, high expectations, concern and empathy for students, staff, parents, and the community	Strong	August-December 2023	Fund 150, PTA Funds	Attendance Team, Teachers

Results Indicators in Priority #3 - School Climate and Culture

Evidence to Determine Progress Toward Achieving Desired Outcome <i>(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.)</i>		Potential Adjustments
Indicator Date		
July 2023	Attendance protocol	Attendance team will adjust the structures of the protocol for monitoring
weekly	Weekly attendance reports show evidence of improvement for target group	provide additional tiered supports
weekly	Attendance reports will be monitored for benchmark absences (3, 5, 7 days).	
monthly	Regular communication to families about attendance.	

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 1	Weekly planning meeting focusing on Wit and Wisdom	July 2023- May 2024	K-5 Teachers	Michelle Monroe
Goal 1	Special education workshop	July 24, 2023	Special Ed team	Ellen & Jennifer
Goal 2	Math engagement strategies	August 2023 - May 2024	K-5 Teachers	Michelle Monroe
Goal 3	Best practices with attendance	August-September 2023	PreK-5 teachers	Katherine, Ellen
Goal 3	CICO	July 31, 2023	CICO Team	Katie Mangum
Goal 1	Opportunity Myth Constructs	August 2023	All Staff	Ellen Sabatini, Jennifer Leahy
Goal 1	IDI	August 2023	K-5 Teachers	Michelle & EIP team
Goal 1	Geodes	Summer 2023	K-2 Teachers	District offered
Goal 3	Family trust, communication, and relationships	October 2023	All Staff	Katherine
Goal 3	PBIS	Monthly	All Staff	Jennifer & PBIS team
	New to Barrow teacher mentoring, support	July 25, monthly	New Staff	Michelle Monroe
Goal 3	Student Leadership Program	August 1, 2023	3-5 Teachers	Fanning Institute
Goal 1	Heggerty Program		K-2 Teachers	

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	Paper Barrow FE Plan sent home 9/18/23	Katherine Byrne, FES	
School-Family Compact sent home and on the school website	Sept. 30, 2023 School specific Annual Title I Meeting	Paper Barrow Compact sent home 9/18/23	Katherine Byrne, FES	
School-Family Compact discussed in parent-teacher conferences (district-wide)	Week of/before Conferences October 5-7, 2023	Week of/before Conferences October 5-7, 2023	Classroom teachers	
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	Annual Title One mtg 9/26/23	Katherine Byrne, FES and Ellen Sabatini, Principal	
Parent Input Meeting Held	March 1-May 5, 2024		Katherine Byrne, FES and Ellen Sabatini, Principal	
Transition Meetings	May 19, 2024		Grade levels and school counselor	
Building Staff Capacity (Fall and Spring)	October 4, 2023 & March 7, 2024	Fall 9/27/23	Katherine Byrne, FES and admin team	
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)	1. Family Connections Program-potluck mixer kick off 9/21/23 2. Bethel Homes Trunk or Treat 10/31/23 3. STEAM night 1/23/24		

Pulse Check Minutes	
45 Days Minutes	
Priority #1 - Instructional Leadership - Feedback	
Strategies:	
Results:	
Priority #2 - Planning and Assessment - Feedback	
Strategies:	
Results:	
Priority #3 - School Climate and Culture - Feedback	
Strategies:	
Results:	
90 Days Minutes	
Priority #1 - Instructional Leadership - Feedback	
Strategies:	
Results:	

Pulse Check Minutes
Priority #2 - Planning and Assessment - Feedback
Strategies:
Results:
Priority #3 - School Climate and Culture - Feedback
Strategies:
Results:

School Improvement Plan Contributors

The following stakeholders collaborated on this School Improvement Plan during ILT, SILT, LSGT, etc.

Print Name	Member's Signature	Position/Role
Ellen Sabatini		Principal
Jennifer Leahy		Assistant Principal
Michelle Monroe		Instructional Coach
Trina Bruner		PreK Teacher
Adrienne White		Kindergarten Teacher
Angela Wyatt		1st Grade Teacher
Bianca Douglas		2nd Grade Teacher
Lexie McCollum		3rd Grade Teacher
Sarah Kim		4th Grade Teacher
Beth Selleck		5th Grade Teacher
Haley Cullum		EIP Teacher
Elizabeth Kelley		Special Education Teacher
Christy Burdett		Specials Teacher
Andy Plemmons		Media Specialist
Marina Doneda		ESOL Teacher
Sparkle Harper		Academic Interventionist and LSGT Staff Member
Lauren McElhannon		Counselor
Mimi Elliott-Gower		SEL Coordinator
Sara Clarke		LSGT Member
Melissa Authement		LSGT Member

School Improvement Plan Contributors		
Leslie Sokal-Berg		LSGT Member
Natalie Bishop		LSGT Member
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Susan Mull		LSGT Member
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