


BACKGROUND INFORMATION

Barrow Elementary School

Principal Name: Ellen Sabatini			School Address: 100 Pinecrest Drive•Athens, GA 30605	
Title I Budget Amount: \$200,750				
Vision Statement: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.				
Mission Statement: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom and for every child				
Core Beliefs: We will promote nurturing, engaging learning environment that will support students' varied needs and build character. We will inspire all students to achieve at high levels through a strong academic focus, an emphasis on forming secure relationships, and access to quality instruction and resources. We will celebrate the uniqueness of our students and their families and utilize the diversity of our community to enrich our students' experiences.				
Enter number and percentage of students for each of the identified student groups			Enter number of teachers for each of the identified student groups	
Student Groups	Enrollment #	Enrollment %	Student Funding Categories	Teachers #
ALL	619		All	Enter #
Regular Education	560	90.5%	Regular Education	25.00
Students with Disabilities	59	9.5%	Students with Disabilities	6.00
English Learners	61	9.9%	English Learners	1.00
Gifted Students	140	22.6%	Gifted Students	6.00
EIP	176	28.4%	EIP	4
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	229	37.0%		
Asian	59	9.5%		
Hispanic	34	5.5%		
White	268	43.3%		
Two or More Races	26	4.2%		
Other Student Information (2017)	Enrollment #	Enrollment %		
Direct Certified Poverty Students	214	34.5%		
Mobile Students	120	19.4%		
Overall Student Performance Data Trends	2,014.0	2015		
Overall CCRPI Score	74.4	75.9	81.9	88.1

Previous Zone Analysis used by SMART System (Sample)

	ELA-EOG % Proficient+	Math-EOG % Proficient+	Reading Inventory Lexile % Proficient+	Math Inventory Quantile % Proficient+
BLUE ZONE	80+	80+	65+	50+
GREEN ZONE	60-79	60-79	50-64	35-49
YELLOW ZONE	40-59	40-59	35-49	25-34
RED ZONE	< 40	< 40	< 35	<25

Median Percentile Zone Analysis used in this School Growth Plan (Sample)

	ELA-EOG % Proficient+	Math-EOG % Proficient+	Reading Inventory Lexile % Proficient+	Math Inventory Quantile % Proficient+
GREEN SHADED ZONE (Higher)	40%+	31%+	43%+	24%+
WHITE ZONE (Median Percentile)	39%	30%	42%	23%
RED SHADED ZONE (Lower)	38%-	29%-	41%-	22%-
Actual 2017-18	45%	32%	39%	21%
Actual 2016-17	32%	31%	42%	25%
Actual 2015-16	41%	27%	45%	24%

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED					
Barrow Elementary School					
LITERACY GAP ANALYSIS					
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	
2017-18	All Students	69.2%	53.8%	44.6%	
2016-17	All Students	72.0%	62.0%	53.0%	
2015-16	All Students	77.2%	70.0%	46.4%	
Accountability Target	All Students	68.6%	50.4%	38.3%	
Accountability GAP	All Students	0.6%	3.4%	6.3%	
Proficiency (100%) GAP	All Students	-30.8%	-46.2%	-55.4%	
Change Over Time GAP	All Students	-8.0%	-16.2%	-1.8%	
LITERACY STUDENT GROUPS DATA MATRICES					
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	School Zone Analysis (# of Reds)
2017-18	Female Students	51.8%	56.8%	46.6%	0
2016-17	Female Students	76.5%	70.0%	60.0%	
2015-16	Female Students	48.7%	72.0%	54.0%	
2017-18	Male Students	51.9%	51.4%	43.1%	0
2016-17	Male Students	66.5%	55.0%	46.9%	
2015-16	Male Students	49.1%	71.0%	41.0%	
2017-18	Students with Disabilities	60.0%	15.8%	16.2%	7
2016-17	Students with Disabilities	21.0%	20.0%	16.7%	
2015-16	Students with Disabilities	6.0%	35.0%	5.4%	
2017-18	English Learners	42.9%	8.3%	13.3%	5
2016-17	English Learners	52.0%	0.0%	50.0%	
2015-16	English Learners	33.0%	NA	28.6%	
2017-18	Gifted Students	91.0%	95.5%	90.9%	0
2016-17	Gifted Students	96.0%	96.0%	97.6%	
2015-16	Gifted Students	90.0%	100.0%	96.0%	
2017-18	Asian	56.0%	46.2%	41.2%	1
2016-17	Asian	47.6%	40.0%	90.9%	
2015-16	Asian	25.0%	50.0%	N/A	
2017-18	Black Students	52.7%	20.0%	11.5%	6
2016-17	Black Students	50.0%	32.0%	10.3%	
2015-16	Black Students	24.7%	53.0%	9.3%	
2017-18	Hispanic Students	15.8%	63.6%	54.6%	2
2016-17	Hispanic Students	66.7%	67.0%	71.4%	
2015-16	Hispanic Students	24.7%	NA	55.5%	
2017-18	MultiRacial Students	50.0%	50.0%	41.2%	1
2016-17	MultiRacial Students	43.0%	50.0%	60.0%	
2015-16	MultiRacial Students	32.0%	50.0%	66.6%	
2017-18	White Students	56.1%	82.4%	71.2%	0
2016-17	White Students	89.8%	87.0%	80.0%	
2015-16	White Students	65.5%	83.0%	74.7%	

LITERACY STANDARDS & SKILLS DATA MATRICES					
KINDERGARTEN					
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency	School Zone Analysis (# of Reds)
2017-18	71.6%	85.2%	87.5%	79.0%	0
2016-17	79.0%	85.0%	91.0%	86.0%	
2015-16	90.0%	82.0%	89.0%	96.0%	
FIRST GRADE					
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency		School Zone Analysis (# of Reds)
2017-18	60.9%	56.3%	62.1%		3
2016-17	70.0%	80.0%	86.0%		
2015-16	76.0%	89.0%	82.0%		
SECOND GRADE					
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency		School Zone Analysis (# of Reds)
2017-18	74.0%	83.0%	64.7%		7
2016-17	68.0%	71.0%	60.0%		
2015-16	64.0%	58.0%	65.0%		
THIRD GRADE					
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning	School Zone Analysis (# of Reds)
2017-18	44.9%	33.0%	23.9%	20.5%	7
2016-17	NA	43.0%	34.0%	28.0%	
2015-16	NA	43.0%	28.0%	26.0%	
FOURTH GRADE					
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning	School Zone Analysis (# of Reds)
2017-18	57.1%	45.9%	28.7%	23.0%	1
2016-17	62.0%	52.0%	32.0%	35.0%	
2015-16	NA	55.0%	29.0%	29.0%	
FIFTH GRADE					
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning	School Zone Analysis (# of Reds)
2017-18	60.9%	55.2%	37.9%	36.8%	2
2016-17	64.0%	65.0%	59.0%	40.0%	
2015-16	71.0%	43.0%	25.0%	19.0%	

SCHOOL IMPROVEMENT FOCUS - Literacy

Barrow Elementary School

<https://docs.google.com/spreadsheets/d/1wDs-wbx13xVP97HgRvUJscA72A9iaW57vhnJo0GkYvc/edit#gid=1755016813>

Greatest Area(s) of Need (GAN)

The assessment data we analyzed included: Dibels, Reading Inventory, Georgia Milestones, and Fountas and Pinnell Reading Levels. Our Greatest Area of Need in overall Literacy is increasing reading achievement for students with disabilities and black students. We have an achievement gap for these subgroups. In the primary grades, we need to address Oral Reading Fluency for all students. For the upper grade levels, we need to address reading, vocabulary, and writing, particularly in 3rd and 4th grade. Our overall Fountas and Pinnell reading levels were high, however, we have a gap with our black students and students with disabilities.

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Type of Goal	School Indicators	School Measures	School Targets
By 2019-2020, 75% of K-5 students will demonstrate grade-level reading proficiency as measured by the Fountas & Pinnell Benchmark Assessment System (BAS).	Oral Reading Fluency	Fountas and Pinnell Benchmark Assessment System	75% of all students (K-5) and in each of the targeted subgroups will meet or exceed the grade level standards for instructional reading level as measured by the BAS. In spring 2018, 69% of all students were reading on grade level; 56% of black students were on grade level.
		Sight words and phrases	85% of (K-1) students will meet grade level sight word and phrases proficiency by the end of the school year.
	Reading Comprehension	NWEA MAP	75% of 3-5 students will meet their projected growth in Reading (RIT Score) by the end of the school year.
		Fountas and Pinnell Benchmark Assessment System	75% of all students (K-5) and in each of the targeted subgroups will meet or exceed the grade level standards for instructional reading level as measured by the BAS. In spring 2018, 69% of all students were reading on grade level; 56% of black students were on grade level.

ACTION PLAN for SMART Literacy GOAL						
Barrow Elementary School						
School Results Goal #1: Literacy	By 2019-2020, 75% of K-5 students will demonstrate grade-level reading proficiency as measured by the Fountas & Pinnell Benchmark Assessment System (BAS).				Cycle 1	Enter Date of Approval
					Cycle 2	Enter Date of Review
					Cycle 3	Enter Date of Review
					Cycle 4	Enter Date of Review
School-wide Strategy for Achieving this Goal	We will implement the Fountas and Pinnell Reading program, specifically focusing on phonics (K-2) and guided reading (1-5) in all classrooms. Teachers will regularly conference with students to review reading data and set goals for reading growth and proficiency. The BAS and NWEA MAP will support teachers in differentiating instruction that meets students' specific needs. The Fountas and Pinnell program is a research-based reading program; Goal setting is one of Marzano's high yield strategies. Professional learning will be provided during whole staff meetings, regular team meetings, and through individual coaching. We will utilize the expertise of our coach, teacher leaders, and the district's implementation specialists to ensure effective implementation.					
Action Steps (IF...)	<p>If Barrow Elementary teachers implement the Fountas and Pinnell reading program, consistently conference with students about reading goals and progress, and use data to guide their instructional decisions, then we will increase student achievement in reading, with the ultimate goal of having all students reading on grade level by the end of their 5th grade year.</p> <p>Action Step 1: Provide professional learning on F & P BAS, phonics and guided reading</p> <p>Action Step 2: Review lesson plans and conduct walkthroughs during reading instruction</p> <p>Action Step 3: Revise and utilize student goal setting worksheets each quarter</p> <p>Action Step 4: Monitor vertical alignment of program and overall implementation.</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: Instructional Coach (Michelle Monroe); Teacher Leaders; Implementation Specialists 2: Principal and Assistant Principal 3: Classroom teachers 4. SILT, Literacy Task Force</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	August 2018	May 2020	Full F & P resources; Lit Task Force Collab time	ASP & Title I Funds	\$3,200	
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: 60% of K-5 students will be reading on grade level.				Fountas & Pinnell BAS	
	Expected measurable outcome(s) for Cycle 3: 70% of K-5 students will be reading on grade level.				Fountas & Pinnell BAS	
	Expected measurable outcome(s) for Cycle 4: 75% of K-5 students will be reading on grade level.				Fountas & Pinnell BAS	
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:				Cycle 2 Reflection	
	Did you reach your measurable outcomes for Cycle 3:				Cycle 3 Reflection	
	Did you reach your measurable outcomes for Cycle 4:				Cycle 4 Reflection	

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
Barrow Elementary School							
NUMERACY GAP ANALYSIS							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above				
2017-18	All Students	50.4%	47.7%				
2016-17	All Students	55.0%	50.2%				
2015-16	All Students	N/A	47.5%				
Accountability Target	All Students	47.9%	41.4%				
Accountability GAP	All Students	2.5%	6.3%				
Proficiency (100%) GAP	All Students	-49.6%	-52.3%				
Change Over Time GAP	All Students	-4.6%	0.2%				
NUMERACY STUDENT GROUPS DATA MATRICES							
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	School Zone Analysis (# of Reds)			
2017-18	Female Students	49.6%	45.3%				
2016-17	Female Students	55.0%	49.5%	0			
2015-16	Female Students	NA	47.0%				
2017-18	Male Students	51.0%	49.7%				
2016-17	Male Students	57.0%	50.8%	0			
2015-16	Male Students	NA	48.0%				
2017-18	Students with Disabilities	18.4%	13.5%				
2016-17	Students with Disabilities	13.0%	22.2%	5			
2015-16	Students with Disabilities	NA	8.1%				
2017-18	English Learners	59.5%	46.7%				
2016-17	English Learners	33.0%	62.5%	1			
2015-16	English Learners	NA	66.6%				
2017-18	Gifted Students	80.7%	92.1%				
2016-17	Gifted Students	92.0%	91.5%	0			
2015-16	Gifted Students	NA	93.8%				
2017-18	Asian	61.8%	58.8%				
2016-17	Asian	72.0%	73.3%	0			
2015-16	Asian	NA	N/A				
2017-18	Black Students	21.5%	10.2%				
2016-17	Black Students	17.0%	10.3%	5			
2015-16	Black Students	NA	15.1%				
2017-18	Hispanic Students	63.3%	81.8%				
2016-17	Hispanic Students	74.0%	64.3%	0			
2015-16	Hispanic Students	NA	55.6%				
2017-18	MultiRacial Students	37.5%	41.2%				
2016-17	MultiRacial Students	63.0%	60.0%	1			
2015-16	MultiRacial Students	NA	66.7%				
2017-18	White Students	71.6%	75.4%				
2016-17	White Students	79.0%	75.5%	0			
2015-16	White Students	NA	68.7%				
NUMERACY STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Math Inventory % Prof/Above			School Zone Analysis (# of Reds)			
2017-18	76.9%						
2016-17	NA			0			
2015-16	NA						
FIRST GRADE							
	Math Inventory % Prof/Above			School Zone Analysis (# of Reds)			
2017-18	59.0%						
2016-17	69.0%			0			
2015-16	NA						
SECOND GRADE							
	Math Inventory % Prof/Above			School Zone Analysis (# of Reds)			

2017-18	50.0%							1
2016-17	57.0%							
2015-16	NA							
THIRD GRADE								
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations % Accel Learning		MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning	School Zone Analysis (# of Reds)
2017-18	24.4%	50.0%	26.1%	40.9%		34.09%	29.55%	
2016-17	59.0%	43.0%	24.0%	20.0%		26.00%	24.00%	4
2015-16	NA	48.0%	23.0%	27.0%		34.00%	13.00%	
FOURTH GRADE								
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations B10 % Accel Learning	MATH-EOG Fractions % Accel Learning	MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning	School Zone Analysis (# of Reds)
2017-18	47.6%	46.0%	27.6%	32.2%	34.48%	31.03%	16.09%	
2016-17	38.0%	56.0%	25.0%	30.0%	44.00%	26.00%	24.00%	3
2015-16	NA	61.0%	38.0%	28.0%	42.00%	43.00%	17.00%	
FIFTH GRADE								
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations B10 % Accel Learning	MATH-EOG Fractions % Accel Learning	MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning	School Zone Analysis (# of Reds)
2017-18	47.1%	47.1%	34.5%	23.0%	31.03%	32.18%	18.39%	
2016-17	54.0%	51.0%	46.0%	39.0%	36.00%	39.00%	30.00%	6
2015-16	NA	34.0%	21.0%	24.0%	20.00%	14.00%	9.00%	

SCHOOL IMPROVEMENT FOCUS - NUMERACY

Barrow Elementary School

https://docs.google.com/spreadsheets/d/1WcYzEbrHX3-JIEI9vU1uCYC7adlzo_ByVwhoq8jQ4/edit#gid=1755016813

Greatest Area(s) of Need (GAN)
 The assessment data we analyzed included: Math Inventory and Georgia Milestones. Our Greatest Area of Need in overall in Math is increasing math proficiency for students with disabilities and black students. We have an achievement gap for these subgroups. In the lower grades levels, we need to address number sense and counting. In the upper grade levels, we need to address Algebra and Geometry; students scored less proficient in these standards. Based on classroom assessments, we need to address math number sense and fluency as a foundational skill for all grade levels.

<i>Type of Goal</i>	<i>School Indicators</i>	<i>School Measures</i>	<i>School Targets</i>
By 2019-2020, 70% of 3-5 students will be proficient in math as measured by the Georgia Milestones Math assessments.	<i>Number Sense and Counting</i>	<i>Common Formative Assessments</i>	<i>70% of all students and targeted subgroups will score at the proficient level by the end of the school year on grade level Unit Performance Assessments.</i>
		<i>NWEA MAP</i>	<i>70% of 3-5 students and targeted subgroups will meet their projected growth in Math (RIT Scores) by the end of the school year.</i>
	<i>Math Fact Fluency</i>	<i>Common Formative Assessments</i>	<i>70% of all students and targeted subgroups will score at the proficient level by the end of the school year.</i>

ACTION PLAN for SMART Numeracy GOAL							
Barrow Elementary School							
School Results Goal #2: Numeracy	By 2019-2020, 70% of 3-5 students will be proficient in math as measured by the Georgia Milestones Math assessments.					Cycle 1	Enter Date of Approval
						Cycle 2	Enter Date of Review
						Cycle 3	Enter Date of Review
						Cycle 4	Enter Date of Review
School-wide Strategy for Achieving this Goal	Teachers will develop common formative assessments and checks for understanding aligned to the math unit priority standards and Unit Post Assessments (UPAs). Results from these assessments will be analyzed during collaborative planning and used to guide instructional decisions. We will implement a schoolwide math fact fluency program for all students in grades K-5. This program includes research based strategies for teaching math facts through a number sense approach. Teachers will regularly conference with students to review math data and set goals for math growth and proficiency. The NWEA MAP, formative assessments and weekly fluency checks will support teachers in differentiating instruction that meets students' specific needs. Goal setting is one of Marzano's high yield strategies. Professional learning will be provided during whole staff meetings, regular team meetings, and through individual coaching. We will utilize the expertise of our coach and teacher leaders on our Math Task Force.						
Action Steps (IF...)	<p>If Barrow Elementary teachers develop common formative assessments, implement the math fact fluency program, consistently conference with students about math goals and progress, and use data to guide their instructional decisions, then we will increase student achievement in math, with the ultimate goal of having all students mastering grade level math standards by the end of their 5th grade year.</p> <p>Action Step 1: Provide professional learning on and monitoring of schoolwide math fluency program.</p> <p>Action Step 2: Provide professional learning on developing common formative assessments and checks for understanding.</p> <p>Action Step 3: Support collaborative planning teams in the use of data from CFAs to plan effective instruction.</p> <p>Action Step 4: Revise and utilize student goal setting worksheets each quarter</p> <p>Action Step 5: Monitor vertical alignment of program and overall implementation.</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Math Task Force teacher leaders 2: Instructional Coach 3: Instructional Coach, Principal, Assistant Principals 4. Classroom teachers 5. SILT, Math Task Force</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)	
	Begin	End	Resource	Source	Amount		
	August 2018	May 2020	Math Task Force collab planning	Title I	\$1,920		
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: 50% of students will meet standards on grade level UPAs and fluency assessments.					Unit Common Formative Assessment	
	Expected measurable outcome(s) for Cycle 3: 60% of students will meet standards on grade level UPAs and fluency assessments.					Unit Common Formative Assessment	
	Expected measurable outcome(s) for Cycle 4: 70% of students will meet standards on grade level UPAs and fluency assessments.					Unit Common Formative Assessment	
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:					Cycle 2 Reflection	
	Did you reach your measurable outcomes for Cycle 3:					Cycle 3 Reflection	
	Did you reach your measurable outcomes for Cycle 4:					Cycle 4 Reflection	

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								
Barrow Elementary School								
SOCIAL EMOTIONAL LEARNING GAP ANALYSIS								
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	All Students	0.07	0.06	5.38	NA	NA	NA	
2016-17	All Students	0.13	0.1	6.54	31.90%	76.90%	67.60%	
2015-16	All Students	0.13	0.09	5.69	34.40%	71.80%	73.20%	
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%	
Accountability GAP	All Students	-0.13	-0.07	-0.82	-18.1%	26.9%	17.6%	
Proficiency (100%) GAP	All Students	0.00	-0.94	4.38	-68.1%	-23.1%	-32.4%	
Change Over Time GAP	All Students	-0.06	-0.03	-0.31	-2.5%	5.1%	-5.6%	
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES								
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	School Zone Analysis (# of Reds)
2017-18	Female Students	0.02	0.02	5.70	NA	NA	NA	
2016-17	Female Students	0.04	0.02	6.29	37.10%	83.80%	78.10%	0
2015-16	Female Students	0.01	0.01	5.66	38.70%	74.20%	75.30%	
2017-18	Male Students	0.10	0.09	5.18	NA	NA	NA	
2016-17	Male Students	0.20	0.16	6.72	27.00%	70.30%	57.70%	2
2015-16	Male Students	0.23	0.17	5.73	31.00%	69.80%	71.60%	
2017-18	Students with Disabilities	0.19	0.21	6.17				
2016-17	Students with Disabilities	0.50	0.36	7.76				7
2015-16	Students with Disabilities	0.85	0.56	8.72				
2017-18	English Learners	0.01	0.01	3.90				
2016-17	English Learners	0.01	0.01	4.00				0
2015-16	English Learners	0.03	0.05	4.80				
2017-18	Gifted Students	0.02	0.01	4.31				
2016-17	Gifted Students	0.00	0.00	5.69				0
2015-16	Gifted Students	0.00	0.00	4.89				
2017-18	Asian	0.00	0.00	3.60	NA	NA	NA	
2016-17	Asian	0.00	0.00	3.79	11.10%	77.80%	44.40%	2
2015-16	Asian	0.02	0.06	4.20	52.90%	76.50%	82.40%	
2017-18	Black Students	0.12	0.11	6.90	NA	NA	NA	
2016-17	Black Students	0.29	0.22	7.96	27.50%	73.90%	69.60%	7
2015-16	Black Students	0.29	0.20	6.60	34.70%	72.20%	68.10%	
2017-18	Hispanic Students	0.03	0.03	4.90	NA	NA	NA	
2016-17	Hispanic Students	0.20	0.13	6.77	25.00%	75.00%	50.00%	4
2015-16	Hispanic Students	0.06	0.03	6.15	100	0.00%	100.00%	
2017-18	MultiRacial Students	0.15	0.11	4.60	NA	NA	NA	
2016-17	MultiRacial Students	0.00	0.00	6.52	30.40%	73.90%	78.30%	1
2015-16	MultiRacial Students	0.00	0.00	4.35	45.00%	70.00%	60.00%	
2017-18	White Students	0.03	0.02	4.60	NA	NA	NA	
2016-17	White Students	0.02	0.02	5.82	37.40%	79.40%	67.30%	0
2015-16	White Students	0.03	0.02	5.24	28.30%	71.70%	77.80%	
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES								
KINDERGARTEN								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std					School Zone Analysis (# of Reds)
2017-18	0.01	0.01	6.20					
2016-17	0.07	0.00	6.55					3
2015-16	0.05	0.02	7.07					
FIRST GRADE								
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std					School Zone Analysis (# of Reds)
2017-18	0.00	0.00	5.01					

2016-17	0.11	0.09	6.92				1
2015-16	0.08	0.01	5.23				
SECOND GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				School Zone Analysis (# of Reds)
2017-18	0.07	0.01	5.01				
2016-17	0.18	0.18	6.20				6
2015-16	0.25	0.25	6.79				
THIRD GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	School Zone Analysis (# of Reds)
2017-18	0.07	0.06	4.54	NA	NA	NA	
2016-17	0.11	0.10	6.43	42.70%	76.40%	79.80%	3
2015-16	0.16	0.15	5.23	37.30%	68.70%	67.50%	
FOURTH GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	School Zone Analysis (# of Reds)
2017-18	0.17	0.10	5.46	NA	NA	NA	
2016-17	0.12	0.11	6.14	30.20%	74.60%	63.50%	6
2015-16	0.20	0.14	4.80	29.50%	78.70%	77.00%	
FIFTH GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	School Zone Analysis (# of Reds)
2017-18	0.18	0.18	5.62	NA	NA	NA	
2016-17	0.22	0.07	5.68	18.80%	79.70%	54.70%	5
2015-16	0.09	0.03	5.07	35.40%	69.20%	76.90%	

SCHOOL IMPROVEMENT FOCUS - SEL

Barrow Elementary School

<https://docs.google.com/spreadsheets/d/1aKcTjVnSMPuU1A7Ri7P7gakuPlugvWxnS8JOfyGTU/edit#gid=1755016813>

Greatest Area(s) of Need (GAN)

The SEL data we reviewed included: Discipline data (office referrals, out of school suspensions), Attendance data, Universal Behavior Screener Scores, and a student SEL survey given to students in grades 3-5 which was aligned to the Second Step SEL Curriculum. Our greatest areas of need continue to be reducing office referrals and suspensions for black students and students with disabilities, increasing attendance for black students and students with disabilities, and improving student-student relationships.

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Type of Goal	School Indicators	School Measures	School Targets	
<p align="center">By 2020, all students will demonstrate the social emotional skills necessary to be fully engaged in school activities, as measured by the CASEL indicators and school measures.</p>	<p align="center">Self-Management</p>	<p><i>Universal Behavior Screener</i></p>	<p><i>80% of students in the top tier of the behavior screener (scoring 36 or higher) will have decreased scores by the end of each school year.</i></p>	
		<p><i>Office Referrals and Suspensions</i></p>	<p><i>The percentage of students receiving office referrals will decrease from 5.6% to 4% or lower and the percentage of students receiving OSS will decrease from 3.9% to 2.5% or lower.</i></p>	
		<p><i>Second Step Unit Post-Assessments</i></p>	<p><i>85% of students will master standards on the Second Step Unit Post Assessments.</i></p>	
	<p align="center">Relationship Skills</p>	<p><i>Georgia Student Health Survey 2.0</i></p>	<p><i>The percentage of students reporting positive relationships with peers will increase from 67% to 80% ("I get along well with others) and from 45% to 60% (Students treat each other well).</i></p>	
		<p><i>Report Card Indicators-Learning and Social Behavior</i></p>	<p><i>80% of students will meet or exceed 4th quarter report card standards (works cooperatively with others, exhibits courtesy and consideration).</i></p>	
	<p align="center">Responsible Decision-Making</p>	<p><i>Attendance</i></p>	<p><i>The percentage of students having 6 or more unexcused absences will decrease from 26% to 20% and those having 15 or more absences will decrease from 4.9% to 3.5%.</i></p>	
		<p><i>Office Referrals and Suspensions</i></p>	<p><i>The percentage of students receiving office referrals will decrease from 5.6% to 4% or lower and the percentage of students receiving OSS will decrease from 3.9% to 2.5% or lower.</i></p>	

ACTION PLAN for SMART Social Emotional Learning GOAL							
Barrow Elementary School							
School Results Goal #3:SEL	By 2020, all students will demonstrate the social emotional skills necessary to be fully engaged in school activities.					Cycle 1	Enter Date of Approval
						Cycle 2	Enter Date of Review
						Cycle 3	Enter Date of Review
						Cycle 4	Enter Date of Review
School-wide Strategy for Achieving this Goal	Teachers will implement the Second Step SEL curriculum, with a schoolwide focus on Calming Down and Social Problem Solving Strategies. Teachers will implement 4 key strategies from Teach Like a Champion, including: Steps 1, 2, 3; STAR; Narrate, Narrate, Consequence; and Do it Again. These two research-based programs will provide students with consistent instruction in behaviors for successful academic engagement and social interaction. Teachers will regularly conference with students to help them set goals for social emotional learning. Professional learning will be provided during whole staff meetings, regular team meetings, and through individual coaching. We will utilize the expertise of our coach, teacher leaders on our SEL Task Force, behavior interventionist, and an outside consultant.						
Action Steps (IF...)	<p>If Barrow Elementary teachers implement Second Step and Teach Like a Champion strategies consistently and conference with students about SEL goals, then we will increase student social emotional skills and student engagement in school activities.</p> <p>Action Step 1: Provide professional learning on Teach Like a Champion Strategies.</p> <p>Action Step 2: Provide professional learning on Second Step curriculum, focusing on Calming Down and Social Problem Solving.</p> <p>Action Step 3: Provide coaching and peer observations to increase use of these SEL strategies.</p> <p>Action Step 4: Review lesson plans and conduct walkthroughs to monitor implementation of strategies.</p> <p>Action Step 5: Revise student goal setting worksheets to align with new SEL strategies and/or CASEL standards; conference with students at least quarterly to review SEL goals and progress.</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: TLAC Book Study Group 2: SEL Task Force members 3: Instructional Coach, behavior interventionist, consultant 4. Principal and AP 5. Classroom teachers with support of instructional coach</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle	
	Begin	End	Resource	Source	Amount	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)	
	Aug. 2018	May 2020	Stipends for Task Force members and Consultant	Title I	\$8,615		
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2: The percentage of students receiving office referrals will be below 5% of the student population.					Behavior Data	
	Expected measurable outcome(s) for Cycle 3:					Behavior Data	
	Expected measurable outcome(s) for Cycle 4:					Behavior Data	
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:					Cycle 2 Reflection	
	Did you reach your measurable outcomes for Cycle 3:					Cycle 3 Reflection	
	Did you reach your measurable outcomes for Cycle 4:					Cycle 4 Reflection	