



# School Improvement Plan 2023 - 2024



**Barrow County  
Bramlett Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Bramlett Elementary School
Team Lead	Todd Graichen
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy: Students mastering grade level appropriate literacy skills (Dibels Composite = 61%; TRC = 60%; GMAS = 41%)
Root Cause # 1	Implement data-driven professional learning communities that focus on aligning instructional practices with the needs of students and grade-level expectations
Root Cause # 2	Certified staff who teach literacy will have a clear understanding of literacy fundamental skills and how they apply to the reading continuum.
Root Cause # 3	Devising a master schedule in conjunction with identified resources focusing on foundational literacy skills that are utilized with students identified as being at-risk
Goal	Seventy percent of all students will meet their expected growth projection in reading on the Spring 2024 MAP assessments. (Baseline: 63%)

Action Step # 1

Action Step	Continue consistent daily implementation of the BCSS ELA Instructional Framework with an emphasis on small group instruction. Provide differentiated instruction via skilled, strategy, and guided groups.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	-Instructional rounds by teachers, IC, admin, and county support staff -Informal observations by Instructional Coach (IC) and administration -Coaching cycles by IC
Method for Monitoring Effectiveness	-Analyze effectiveness of strategy implementation during grade level PLCs -Analyze effectiveness of high yield instructional strategies implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team

Action Step # 1

Position/Role Responsible	-Instructional Staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Participate in vertical collaboration and grade level PLCs to ensure alignment of instructional practices, instructional resources, and pacing guides
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Instructional rounds by teachers, IC, admin, and county support staff -Informal observations by Instructional Coach (IC) and administration -Coaching cycles by IC
Method for Monitoring Effectiveness	-Analyze effectiveness of strategy implementation during grade level PLCs -Analyze effectiveness of high yield instructional strategies implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team

Action Step # 2

Position/Role Responsible	-Instructional Staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Devise a master schedule that allots for targeted interventions to occur during the work session of the instructional framework
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	-Instructional rounds by teachers, IC, admin, and county support staff -Informal observations by Instructional Coach (IC) and administration -Coaching cycles by IC
Method for Monitoring Effectiveness	-Analyze effectiveness of intervention implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team -Instructional Staff
Timeline for Implementation	Quarterly

Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Math: Students mastering grade level math standards (GMAS = 38%)
Root Cause # 1	Mathematical modeling (moving from concrete representation to abstract representation) through the use of manipulatives by both staff and students
Root Cause # 2	Implement tier 1 and tier 2 instruction with fidelity.
Root Cause # 3	Implement data-driven professional learning communities that focus on aligning instructional practices with the needs of students and grade-level expectations (Data Teams)
Goal	Seventy percent of all students will meet their expected growth projection in math on the Spring 2024 MAP assessments. (Baseline: 63%)

#### Action Step # 1

Action Step	Participate in the Data Team Process to analyze common assessments and plan instruction based on the individual needs of students
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Informal observations by IC and administration -Coaching cycles completed by IC -Instructional rounds by certified staff, IC, admin, and county support staff
Method for Monitoring Effectiveness	-Analyze effectiveness of strategy implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team -Certified Staff

Action Step # 1

Timeline for Implementation	Others : Unit by Unit
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement HMH Math with fidelity at both tier 1 and tier 2
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Informal observations by IC and administration -Coaching cycles completed by IC -Instructional rounds by certified staff, IC, admin, and county support staff
Method for Monitoring Effectiveness	-Analyze effectiveness of strategy implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team -Certified Staff
Timeline for Implementation	Weekly



Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implement Numbers World to support students in Special Education.
Funding Sources	Consolidated Funding
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Informal observations by IC and administration -Coaching cycles completed by IC -Instructional rounds by certified staff, IC, admin, and county support staff
Method for Monitoring Effectiveness	-Analyze effectiveness of strategy implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team -Certified Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Use math manipulatives (students and teachers)to guide daily math instruction to move from the concrete to the abstract to reinforce the use of common vocabulary and common strategy use.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Informal observations by IC and administration -Coaching cycles completed by IC -Instructional rounds by certified staff, IC, admin, and county support staff
Method for Monitoring Effectiveness	-Analyze effectiveness of strategy implementation during grade level PLCs
Position/Role Responsible	-Administration -Instructional Coach -Leadership Team -Certified Staff
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Climate and Culture: Students indicate they like school on perception surveys
Root Cause # 1	Students and staff are present on instructional days (students = 82.7, staff = 82.5%)
Goal	Ninety percent of students and staff will be absent less than ten percent of enrolled days. (Baseline: students = 82.7, staff = 82.5%)

#### Action Step # 1

Action Step	Develop a school-based attendance policy
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly attendance meetings with Student Support Team
Method for Monitoring Effectiveness	Analyze attendance trends of students and staff
Position/Role Responsible	-Administration -Counselor -Leadership Team -School Social Worker -School Nurse
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Student Support Team will meet weekly to monitor student attendance
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly attendance meetings with Student Support Team
Method for Monitoring Effectiveness	Analyze attendance trends of students
Position/Role Responsible	-Administration -Counselor -Leadership Team -School Social Worker -School Nurse
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Recognize staff and students for weekly, monthly, semesterly, and yearly perfect attendance
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly leadership team meetings
Method for Monitoring Effectiveness	Analyze attendance trends of staff
Position/Role Responsible	-Administration -Leadership Team
Timeline for Implementation	Others : weekly, monthly, semesterly, and annually

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Administer a school-based student climate survey to 1st through 5th grades (fall and winter)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS team meetings
Method for Monitoring Effectiveness	Analyze student perception data about school climate
Position/Role Responsible	-Administration -Counselor -Leadership Team
Timeline for Implementation	Others : Fall, Winter, and Spring

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. 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).</p>	<p>Bramlett Elementary School frequently seeks input from all stakeholders through a variety of methods including, but limited to the following:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment surveys</li> <li>● Perception surveys</li> <li>● Annual Federal Programs meetings (Fall and Spring)</li> <li>● Informal conversations with stakeholders</li> <li>● Individual conferences with all staff (twice annually)</li> </ul>
<p>2. 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.</p>	<p>Bramlett Elementary School works with the Barrow County School System's Planning and Personnel Department to ensure our staff and future teacher candidates are certified and experienced in early childhood education or other pertinent fields in order to provide high quality instruction to all students.</p>
<p>3. 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).</p>	<p>Bramlett Elementary School provides instruction to students based on their needs as identified through data analysis protocols. Content areas of focus include reading and math which are addressed through a variety of instructional models (small group, 1-on-1, etc.).</p>
<p>4. 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, academic-based 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.</p>	<p>n/a</p>



### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. 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.</p>	<ul style="list-style-type: none"> <li>● Elementary "Sneak-a-Peek" for families of upcoming Pre-K and Kindergarten students during the month of May for the upcoming year</li> <li>● Kindergarten Signing Day (Spring)</li> <li>● Open House for new Bramlett families during Pre-Planning</li> <li>● Kindergarten screenings for all students prior to entering Kindergarten</li> <li>● Pre-K screenings for all students prior to entering Pre-K</li> <li>● IEP Transition Meetings from Preschool-Elementary, with a BRES SpEd Teacher in attendance.</li> </ul>
<p>6. 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<ul style="list-style-type: none"> <li>● 5th Grade "Field Trip" to tour Russell Middle School.BRES</li> <li>● Counselor and AP will meet with RMS Counselor toward the end of the school year to review 504 Plans, and discuss the individual needs of those students.ul</li> <li>●</li> <li>● 5th grade teachers will provide input with recommended math classes.</li> <li>● 5th grade teachers will hold transition meetings with RMS teachers to help support students with IEPs and/or 504s.</li> <li>● RMS Counselor will visit each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year</li> </ul>
<p>7. 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.</p>	<ul style="list-style-type: none"> <li>● Continue a house system, "Nests", to foster community among students and staff</li> <li>● Build a culture of positivity through the implementation of the CharacterStrong! curriculum</li> <li>● Continue implementation of a student leadership program, Eagle Leaders</li> <li>● Fostering collective efficacy among staff &amp; students by providing opportunities to serve in leadership roles (student leadership program, staff committees, School Governance Team, etc.)</li> </ul>

## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.

