



# School Improvement Plan 2023 - 2024



## Barrow County Holsenbeck Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Holsenbeck Elementary School
Team Lead	Aperil Sellers
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

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	Improve student achievement in literacy skills. HES has 35.73% of students are scoring in level 3 (proficient) and 4 (distinguished) as measured by the Georgia Milestones State Assessment for English Language Arts.
Root Cause # 1	Improved teacher clarity and clear learning targets.
Root Cause # 2	Students move from one grade to the next and are not reading on grade level.
Root Cause # 3	Students lack a robust vocabulary that supports comprehension and written expression across all content areas.
Root Cause # 4	There is a lack of training and resources for parents that enables them to purposefully assist their children with reading skills at home.
Root Cause # 5	There is a lack of common assessments across grade levels and schools that provide a unified focus on student proficiency.
Root Cause # 6	Students lack decoding skills when reading unfamiliar words.
Root Cause # 7	Students lack comprehension skills.
Goal	By the end of the 23-24 school year, the percentage of students scoring at proficient learner or above on the Georgia Milestones State Assessment will increase from 35.73% to 50%.

#### Action Step # 1

Action Step	Create a cohort of 32 teachers and school administration to participate in the first 30 hours of Orton-Gillingham (OG) training. Teachers will form a PLC which will meet throughout the school year, observe small group instruction utilizing the OG method, and engage in job embedded professional learning. - Teachers participating in the OG training will redeliver professional learning during faculty meetings each quarter to build the capacity of the entire staff.
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	Training Agendas and Materials Sign-in Sheets

Action Step # 1

Method for Monitoring Implementation	Lesson Plans Peer Observation Schedule Instructional Walks
Method for Monitoring Effectiveness	Increase in DIBELS 8 Data (First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency)
Position/Role Responsible	All HES teachers and paraprofessionals Administrative Team Instructional Coach
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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Action Step # 2

Action Step	The Instructional Coach will provide specific professional development targeting literacy reading strategies and interventions tailored to the needs of the students; facilitate data teams, quarterly collaborative planning and vertical planning teams.
Funding Sources	IDEA Consolidated Funding Title III Part A EL Title III Part A Immigrant
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

Action Step # 2

Method for Monitoring Implementation	Professional Learning Calendar Collaborative Planning and Vertical Planning Calendar and Meeting Agendas Analysis of Student Work
Method for Monitoring Effectiveness	Increase in proficiency levels in DIBELS 8 data, TRC data, MAP Data
Position/Role Responsible	All HES teachers and paraprofessionals Administrative Team Instructional Coach
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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Action Step # 3

Action Step	To instill a love of reading. *Implement reading incentive program in which reading is incentivised. *Highlight children's literature on the morning announcements. *Administration will read children's literature to all homerooms classes each semester. *Encourage teachers to share outside their classroom the books they are currently reading for pleasure with their students.
Funding Sources	IDEA Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 3

Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Evidence of implementation in classrooms and hallways Student reading logs
Method for Monitoring Effectiveness	Increase in books students read Increase in TRC proficiency scores Increase in
Position/Role Responsible	All HES teachers and paraprofessionals Media Specialist
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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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in mathematics. HES has 38.61% of students are scoring in level 3 (proficient) and 4 (distinguished) as measured by the Georgia Milestones State Assessment for Mathematics.
Root Cause # 1	Improved teacher clarity and clear learning targets.
Root Cause # 2	There is a lack of common assessments across grade levels and schools that provide a unified focus on student proficiency.
Root Cause # 3	Students struggle with multi-step word problems, math fact automaticity and lack problem solving skills necessary to complete grade level tasks.
Root Cause # 4	There is a lack of a consistent, coherent math curriculum across grade levels and BCSS schools.
Root Cause # 5	Students move from one grade to the next and are not reading on grade level which impacts the student's ability to read and comprehend mathematics embedded with the context of word problems.
Root Cause # 6	There is a lack of training and resources for parents that enables them to purposefully assist their children with math skills at home.
Goal	By the end of the 23-24 school year, the percentage of students scoring at proficient learner or above on the Georgia Milestones State Assessment will increase from 38.61% to 52%.

#### Action Step # 1

Action Step	The Instructional Coach will provide specific professional development targeting new math standards, new HMH curriculum, and math manipulatives; facilitate data teams, quarterly collaborative planning and vertical planning teams.
Funding Sources	IDEA Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation	Professional Learning Calendar Collaborative Planning and Vertical Planning Calendar and Meeting Agendas Analysis of Student Work
Method for Monitoring Effectiveness	HMH Common Assessment Data Georgia Milestones Assessment
Position/Role Responsible	All HES math teachers and paraprofessionals Instructional Coach Administration BCSS Math Specialist
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 # 2

Action Step	Complete a book study using Math Fact Fluency by Jennifer Bay-Williams and Gina King. This text helps teachers understand the order in which math facts should be taught and contains ideas for games and assessment that exclude using timed tests.
Funding Sources	IDEA Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment



Action Step # 2

Method for Monitoring Implementation	Book Study Timeline and Guiding Questions
Method for Monitoring Effectiveness	Teacher and Student Perception Surveys
Position/Role Responsible	All HES math teachers Instructional Coach Administration
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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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Factors Affecting Achievement: Increase appropriate student behaviors to create a positive learning environment throughout the school.
Root Cause # 1	Students lack the stamina for sustained independent work and lack the grit necessary to persevere tasks that are complex or tasks the student finds uninteresting.
Root Cause # 2	Educators are less equipped to provide effective social-emotional and behavioral support for at-risk children.
Root Cause # 3	Students lack the communication skills to work productively and collaboratively in a small group setting.
Root Cause # 4	Students struggle to work independently.
Root Cause # 5	There is a lack of consistent engagement strategies and classroom management strategies being utilized across classrooms.
Goal	By the end of the 23-24 school year, we will Increase the percentage of K-5th grade students who indicate they like school and feel like they do well in school as measured by the HES created student survey. Baseline data will be established in August 2023.

#### Action Step # 1

Action Step	Provide whole staff training on the Boys Town Well-Managed School program. HES will engage in ongoing professional learning opportunities throughout the school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL sign-in sheets Boys Town implementation timeline and teaching schedule Classroom observations
Method for Monitoring Effectiveness	Staff and Student perception survey Decrease in office referrals Georgia Health Survey 2.0
Position/Role Responsible	All HES Staff

Action Step # 1

Timeline for Implementation	Weekly
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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	Align Character Strong, Boys Town, PBIS, with the MTSS framework to create a system of supports that helps create a positive learning environment.
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	Success Team Meeting Minutes Lesson Plans Boys Town implementation timeline and teaching schedule Classroom observations
Method for Monitoring Effectiveness	Staff and Student perception survey Decrease in office referrals Georgia Health Survey 2.0 SAEBRS Data
Position/Role Responsible	All HES Staff
Timeline for Implementation	Weekly

Action Step # 2

<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><b>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).</b></p>	<p>HES utilizes a variety of data sources to make informed decisions that will affect student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data from CCRPI, state assessments (Georgia Milestones, ACCESS, GAA, etc.), local assessment data (DIBELS 8), Text Reading and Comprehension (TRC), Measures of Academic Progress (MAP), perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, School Impact Check monitoring visits, Instructional Rounds, and verbal input from stakeholders. A Comprehensive Needs Assessment is conducted each spring to assess the needs of our school, as well as the needs of subgroups of students including Economically Disadvantaged, English Learners and student who are homeless and or receive special education services. We hold a stakeholder planning meeting in the spring. Parents, teachers, paraprofessionals, administrators, community members, and other support staff members are invited to attend. In addition, stakeholder feedback is solicited during school-level leadership meetings, parent conferences, and meetings with community members. Additionally, a team of district leaders visits our school to determine progress toward current year goals and to plan for the next school year. School representatives who attend include administrators and teachers. Input from stakeholders along with feedback from monitoring visits guide the development of plans and expenditure of funds. Once input is collected from local stakeholders, decisions are made regarding school prioritized needs, equity concerns and identifying actions and strategies to address the needs. The results of this needs assessment determine areas of improvement and inequity and guide the development of plans and expenditure of funds. Coordination with all stakeholders ensures that Title II, Part A funds that are focusing on professional capacity are joined with Title I funds for supporting at-risk students, ensuring appropriate resources. Title III, IV A/B, IDEA, SPLOST, community supports, and our General fund budgets have also been considered in all discussions to ensure that we are coordinating the best services for our students.</p>
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<p><b>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.</b></p>	<p>HES provides support and professional learning to ensure that teachers and paraprofessionals are effective. We strive to retain staff members. We provide a mentor program to support new first year teachers and new to HES teachers. We provide common planning and vertical planning opportunities throughout the school year and use modeling through teacher leaders to help ensure that they receive job-embedded professional learning. New teachers participate in yearlong professional development with our instructional coach in addition to grade level and school wide professional learning. New HES teachers are provided opportunities to observe veteran teachers and be observed by their mentors. Administrators create remediation and/or professional learning plans for teachers identified in need of support. For ineffective teachers, the</p>
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	<p>instructional coach and administration provide modeling and support. District coordinators are also asked to provide additional support as needed. The support of the administration, district coordinators, as well as a mentors, are given to help each teacher be successful.</p>
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<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>HES is a Title I school-wide school. Students are given time in each of the four content areas with additional time given to other areas. Students who need academic interventions are served through the MTSS process and interventions provided by trained interventionists throughout the school day. Academic Interventions utilize a variety of teaching strategies and resources based on student needs, including Guided Reading Plus, Wilson Reading, and others. ESOL students are served through a push-in mode. All students with disabilities are served in their least restrictive environment.</p>
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<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>Not applicable as Holsenbeck Elementary School is a Title I school-wide school.</p>
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### 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>	<p>Each May, HES offers a PreK and Transition to Kindergarten Program to families. HES personally calls all families of students who were selected through the PreK Lottery process to our "PreK Sneak-A-Peek". We advertise our "Kindergarten University" on social media outlets, and the date for this program is communicated to the local Pre-K programs in the area. Parent readiness meetings for grades first through sixth are conducted in August. The school ensures that local community programs have the information to communicate to teachers and parents. Additionally, school personnel provide school tours/orientation upon parent request.</p>
<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>	<p>Not applicable to HES.</p>
<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>	<p>HES has implemented PBIS (Positive Behavioral Interventions and Supports) school-wide, and according to the state, is identified at the operational level. Each year we strive to enhance our PBIS implementation by more closely analyzing SWIS behavior data and refining practices. Data will be reviewed throughout the year to ensure best practices are truly being implemented. We have a Tier 2 team, which includes district personnel, that guides the implementation of Tier 2 interventions to support students who have three or more office referrals or who are recommended by their teachers. In addition, all staff members will participate in Boys Town and Character Strong training. Our efforts will be focused on best practices in the classroom to ensure that the actions present there reduce the amount and frequency of students being sent out of the room for misbehavior.</p>

## ADDITIONAL RESPONSES

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