



**Barrow County School System**

Boldly Committed to Student Success

## Bramlett Elementary School



**SCHOOLWIDE IMPROVEMENT PLAN (SIP)  
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN  
PROFESSIONAL LEARNING PLAN**

**NAME OF SCHOOL PRINCIPAL:** Karen G. Dowis

**NAME OF SYSTEM SUPERINTENDENT:** Dr. Chris McMichael

*Schoolwide Title 1 School*     *Targeted Assistance Title 1 School*     *Non-Title 1 School*     *Comprehensive Support School*     *Targeted Support School*

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	Dr. David Beeland	8/3/17
System Professional Learning Coordinator	Ginger Crosswhite	10/3/2017
School Governance Team Chairperson	Robyn P. Allen	9/22/17
Principal	Karen G. Dowis	9/22/2017



### Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase literacy for all students	Mock writing results Reading on/above grade level results on GMAS 2017 DIBELS benchmark results TRC results MAP results	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team Bramlett families Bramlett students	Bramlett website, parent meetings, School Governance Team Meetings, Spring Stakeholder meeting, APTT, ParentLink
Increase math and ELA proficiency for all students	ELA and Math GMAS 2017 Levels 3 and 4	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team Bramlett families Bramlett students	Bramlett website, parent meetings, School Governance Team Meetings, Spring Stakeholder meeting, APTT, ParentLink
Decrease casual truancy	Attendance reports in Infinite Campus and Tyler Pulse	Bramlett Faculty/Staff Bramlett Leadership Team Bramlett School Governance Team Bramlett families Bramlett students	Parent contacts re: frequency of absences and early checkouts/tardies (required personal contact at third instance within any month)





### GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p><b>100% of students scoring proficient or above proficient on the Beginning of Year (BOY) Text Reading Comprehension (TRC) will maintain proficient or above proficient status as measured by the End of Year (EOY) TRC assessment.</b></p> <p><b>100% of students scoring below proficient or far below proficient on the BOY TRC will gain at least two levels of</b></p>	<ol style="list-style-type: none"> <li>1. Implement guided reading model for teaching reading k-5</li> <li>2. Utilize data to identify students who are reading below grade level/struggling readers</li> <li>3. Implement Eagle Time classes offering reading support for struggling readers</li> <li>4. Implement Boxed Instruction &amp; DIBELS progress monitoring</li> <li>5. Implement &amp; utilize the Text Reading Comprehension (TRC)</li> <li>6. Utilize myON program</li> <li>7. Facilitate weekly collaborative planning between support (EIP, ESOL, SpEd) teachers and the homeroom teachers they serve</li> <li>8. Promote and hold the reading parade for summer readers</li> <li>9. Provide differentiated instruction in literacy readiness in Pre-K</li> </ol>	<p>Principal/ Karen Dowis</p> <p>Assistant Principal/ Lynne Hamilton</p> <p>Instructional Coach/ Susan Scott</p>	<p>~DIBELS benchmark testing: beginning of year, middle of year, end of year</p> <p>~DIBELS Progress Monitoring: green= once per quarter; yellow = once every 20 days; red = every 10 days</p> <p>~EAGLE Time 2nd, 3rd,4th quarter classes</p> <p>~support planning weekly throughout year</p>	<ol style="list-style-type: none"> <li>1. Minutes from Leadership and ELA committee meetings</li> <li>2. PLC minutes</li> <li>3. Lesson plans</li> <li>4. Professional Learning sign-in</li> <li>5. Guided reading groups documentation in lesson plans</li> <li>6. Spring 2018 GMAS results</li> </ol>	<p><b>Leaders Demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. the importance of students reading on grade level by ensuring teachers receive appropriate professional learning, needed resources, and by monitoring implementation of literacy initiatives</li> </ol> <p><b>Teachers Demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. participation in ongoing professional learning</li> <li>2. peer walkthroughs</li> <li>3. analyze and use many sources of data to inform and guide instruction</li> <li>4. provide feedback to students through the use of rubrics, conferences, etc.</li> <li>5. Best practices in guided reading instruction</li> </ol> <p><b>Students Demonstrate:</b></p>	<p>ELA MAP testing</p> <p>DIBELS BOY, MOY and EOY testing</p> <p>myON reports for guided reading groups</p> <p>TRC reports for guided reading groups</p>	<p>4 additional TRC kits: \$330 per kit = \$1320 Title I</p>	<p><b>BCSS Indicators:</b> CIA, ITI, LSAS, CCRS</p> <p><b>AdvancedED:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2</p> <p><b>GA Standards:</b> POM 1, POM 2, LT 4, LT 5</p> <p><b>Vision Initiative:</b> 4.1, 4.3, 4.4</p>





<p><b>growth as measured by the EOY TRC.</b></p>	<p>10.. Hold vertical data team meetings 11. Reflection on ELA GSE standards and their vertical alignment 12. Professional Learning for new K-2 teachers during pre-planning-scheduled with Instructional Coach(DIBELS, IDI, TRC, and DRI) 13. deconstruct standards and align instruction and assessment accordingly 14. All Ss in grade K-5 will participate in at least 20 minutes of independent reading during the school day 15. Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.</p>		<p>~TRC benchmark testing : beginning, middle, and end of year</p>	<p>(reading levels)  7. Results of TRC testing</p>	<p>1.growth in reading levels from BOY to MOY to EOY in TRC 2. articulate progress toward meeting goals</p>			
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<p><b>Math:</b> Increase level 3s and 4s in 3rd, 4th, and 5th grades from 52.74% to 60% as measured on the Spring 2018 GMAS.</p> <p><b>ELA:</b> Increase level 3s and 4s in 3rd, 4th, and 5th grades from 51.44% to 60% as measured on the Spring 2018 GMAS.</p>	<p><b>Math:</b> 1.Utilize classroom, report card, Georgia Milestones, and MAP data to identify students who are performing at each performance level 2. Implement Eagle Time classes offering math support or enrichment 3.Utilize available math media and manipulatives at each grade level 4. Revisit standards for deeper understanding 5. Revisit master schedule to ensure cohesive blocks of time for Reading and Math Workshop 6.deconstruct standards and align instruction and assessment accordingly 7. Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and math concepts.</p> <p><b>ELA:</b> 1.Implement writing across the curriculum and ensure writing is a focus across all content areas 2.Utilize non fiction texts in writing across the curriculum</p>	<p>Principal/Karen Dowis</p> <p>Assistant Principal/Lynne Hamilton</p> <p>Instructional Coach/Susan Scott</p>	<p><b>Math:</b> ~EAGLE Time 1st quarter, 2nd quarter, 3rd quarter, 4th quarter classes ~support planning weekly throughout year ~MAP testing: BOY, MOY, EOY ~math workshop model taught during the school year ~CGI 3 times weekly</p> <p><b>ELA:</b> BCSS Writing Assessments BOY-Sept.</p>	<p><b>Math:</b> 1.MAP testing 2.Report card with math level 3.Moby Max reports 4.Math workshop groups documentation in lesson plans 5. Spring 2018 GMAS results (math levels) <b>ELA:</b> 1. Minutes from ELA committee meetings 2.PLC minutes 3. District Writing Assessments 4. Direct writing instruction and Writing Across the Curriculum time in teacher schedules</p>	<p><b>Leaders demonstrate:</b> 1. the importance of students reading on grade level by ensuring teachers receive appropriate professional learning, needed resources, and by monitoring implementation of ELA and math initiatives</p> <p>2. The ability to communicate expectations for writing instruction and student writing performance</p> <p><b>Teachers demonstrate:</b> best practices in ELA and math instruction</p> <p><b>Students demonstrate</b> 1.scoring at the proficient or distinguished level on the 2018 administration of</p>	<p><b>Math:</b> Report card data for guided math groups</p> <p>Use the BOY, MOY, EOY MAP assessment results to differentiate and guide instruction</p> <p><b>ELA:</b> Mock writing tests for narrative, informational, and opinion genres</p> <p>Assess writing instruction across core content areas</p>	<p>Moby Max web based program: Funded by BCSS</p> <p>Instructional Coach salary and benefits</p> <p>Paraprofessional salary and benefits</p>	<p><b>BCSS Indicators:</b> CIA, ITI, LSAS, CCRS</p> <p><b>AdvancED:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2</p> <p><b>GA Standards:</b> POM 1, POM 2, LT 4, LT 5</p> <p><b>Vision Initiative:</b> 4.1, 4.3, 4.4</p>
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	<p>3. Students in grades K-5 will cite evidence from texts</p> <p>4. Implement BCSS writing assessments and use data to guide instruction</p> <p>5. Facilitate planning for all support staff</p> <p>6. Collaborate during grade-level PLCs for strategies to improve students' writing stamina</p> <p>7. deconstruct standards and align instruction and assessment accordingly</p> <p>8. Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.</p> <p>9. Ts will implement strategies for written response in all subject areas (Reading, Math, Social Studies, Science, Art, Music, and PE)</p> <p>10. Computer Lab Special will focus on writing skills as well as keyboarding/computer skills to enhance students' ability to write utilizing technology and appropriate resources.</p>		<p>24-29, MOY-Dec. 4-8 EOY-March 5-9 ~support planning weekly during school year</p>	<p>and/or lesson plans</p> <p>5. Support planning schedule</p> <p>6. Master schedule indicating ELA instructional blocks of time</p> <p>7. Professional Learning sign in sheets</p>	<p>the Georgia Milestones test.</p> <p>2. can articulate their progress toward meeting their goals</p>			
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## GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
The percentage of students with greater than 5 absences will decrease from 84.5% to 80%.	<p>1.Create an attendance protocol to closely monitor eliminating casual truancy (6-15 absences)</p> <p>% of students with greater than 5 absences during 2016-2017: All BRES students: 84.5% PK-4: 84.1% K-4: 83.0%</p>	<p>Principal/ Karen Dowis</p> <p>Assistant Principal/ Lynne Hamilton</p> <p>Instructional Coach/ Susan Scott</p> <p>Counselor Edie Engle</p>	<p>Recognize and reward perfect attendance monthly (no tardies or early checkouts), per semester, and per year</p> <p>Teachers contact parents when students reach 3 tardies per month</p>	<p>1. Attendance records</p> <p>2.Parent contact log</p>	<p>Improved attendance</p> <p>Decreased tardies and early checkouts</p>	<p>Registrar will provide monthly reports of attendance and tardies and early check outs</p> <p>Teachers contact parents when students reach 3 tardies/absences per month</p>		<p><b>BCSS Indicators:</b> G, C, FR, PS</p> <p><b>AdvancED:</b> 1.2, 1.3, 1.4, 3.12, 4.7, 4.8</p> <p><b>GA Standards:</b> POM 2, FCE 1, FCE 2</p>
Implement the Academic Parent Teacher Team (APTT) family engagement model	<p>1.Train the BRES faculty and staff on APTT</p> <p>2.Hold three grade level specific parent meetings during the 2017-2018 school year</p>	APTT Core Team	<p>Training for implementation throughout school year</p> <p>Three meetings during school year</p>	<p>1.PL sign in sheets</p> <p>2.Foundationa l skills graphs generated</p> <p>3.APTT sign in sheets</p>	<p>Increased student achievement</p> <p>Increased parent engagement</p>	<p>APTT core team will provide training and follow up with each grade level</p> <p>APTT core team will debrief after each set of meetings throughout the year</p>	<p>APTT materials, BCSS federal programs</p> <p>Document cameras, \$750, Title I</p>	<p><b>BCSS Indicators:</b> G, C, FR, PS</p> <p><b>AdvancED:</b> 1.2, 1.3, 1.4, 3.12, 4.7, 4.8</p> <p><b>GA Standards:</b> POM 2, FCE 1, FCE 2</p> <p><b>Vision Initiative:</b> 8.1,</p>





									8.2, 8.3, 8.6, 8.
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**GOAL AREA III: OPERATIONAL EFFECTIVENESS**

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
BRES will implement an effective mentor program for teachers with three years or less experience and/or teachers new to BRES where 100% of new teachers (3) will attend 80% of new teacher mentoring sessions.	Establish mentors for each mentee	Principal/Karen Dowis  Asst. Principal/Lynne Hamilton  IC - Susan Scott	Monthly	Minutes Sign-in sheets	Retain quality teachers; Improve beginning teachers' skills and performance; Improve teacher morale, communication and collegiality; Prevent teacher isolation;	Admins/IC will debrief after each meeting throughout the year		





### Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
<b>Reading on/above grade level:</b> 1. Data team meetings 2. Writing across the curriculum ~Effective writing instruction ~Creating writing exemplars 3. Coaching cycles 4. Deconstruct ELA standards at each grade level 5. Reading Workshop 6. TRC progress monitoring 7. High expectations 8. BCSS Instructional Frameworks 9. Word Walls	1. Admins  2. Instructional Coach	~Monthly data team meetings ~Weekly PL meetings with IC ~coaching cycles as scheduled with individual teachers	Minutes Sign in sheets Lesson plans Coaching cycle documentation	~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds
<b>Math:</b> 1. workshop model 2. CGI 3. best practices 4. writing in math 5. using data to drive instruction 6. high expectations 7. using feedback from peer walkthroughs 8. data team meetings	1. Admins  2. Instructional Coach	~Monthly data team meetings ~Weekly PL meetings with IC ~coaching cycles as scheduled with individual teachers	Minutes Sign in sheets Lesson plans Coaching cycle documentation	~ peer walkthroughs ~coach walkthroughs ~administrative walkthroughs ~formal observations through TKES	Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds





<p>9. BCSS Instructional Frameworks 10. Word walls 11. Deconstruct math standards at each grade level</p>					
<p><b>APTT:</b> 1. implementation training 2. data team meetings 3. Grade level debrief sessions</p>	<p>APTT Core Team</p>	<p><b><u>Teacher training &amp; planning:</u></b> 8/1: 8:00-11:00 8/10, 17, 24: PLC 10/19: PLC 1/5: 8:00-10:00 4/27: 8:00-10:00 <b><u>Teacher debrief sessions:</u></b> 9/1,8,14: PLC 1/18, 23, 25: PLC 5/4: PLC</p>	<p>1. Results of foundational skills pre/post tests 2. PL sign in sheets</p>	<p>~debriefing sessions after each meeting ~walkthroughs during APTT meetings</p>	<p>Materials for APTT Federal funds</p>
<p><b>EAGLE Time Classes:</b> 1. using data to drive instruction 2. scheduling for effective EAGLE Time classes 3. performance based classes</p>	<p>1. Admins 2. Instructional Coach 3. Leadership Team</p>	<p><b><u>Using data &amp; scheduling classes:</u></b> 7/27: 1:00-3:00 10/6: 8:00-10:00 1/4: 8:00-10:00 2/27: 7:15-7:55</p>	<p>Eagle Time interest inventories Eagle Time rosters</p>	<p>~ peer walkthroughs ~ coach walkthroughs ~ administrative walkthroughs ~ formal observations through TKES</p>	<p>Data team meetings: Stickies, sharpies, chart paper, tape Funding Source: School funds</p>
<p><b>Mandated Updates:</b> ~Gifted ~SpEd</p>	<p>1. Admins 2. Instructional Coach</p>	<p>Preplanning PL sessions: 8/1: 12:30-4:00</p>	<p>sign in sheet and a copy of the</p>	<p>~ peer walkthroughs ~ coach walkthroughs</p>	<p>No cost</p>





<p>~ESOL: WIDA Standards, updates          ~Mandated Reporter          ~Code of Ethics</p>	<p>3. Gifted, SPED, ESOL, counseling department          4. PAGE rep.</p>		<p>presentation/handouts/ agenda</p>	<p>~administrative walkthroughs          ~formal observations through TKES</p>	
<p><b>PBIS @ BRES:</b>          1. data analysis          2. updates          3. refreshers          4. Data meetings</p>	<p>1. Admins          2. Instructional Coach          3. Counselor</p>	<p>Data meetings:          8/8, 9/5; 10/3, 11/7, 12/5, 1/9, 2/6, 3/6, 4/10, 5/1</p>	<p>copy of the presentation/handouts/ faculty meeting agenda spotlighting discipline data</p>	<p>~ peer walkthroughs          ~coach walkthroughs          ~administrative walkthroughs          ~formal observations through TKES</p>	<p>Data team meetings:          Stickies, sharpies, chart paper, tape          Funding Source:          School funds</p>
<p><b>Curriculum Counts!</b>          1. ELA curriculum maps, ALD rubrics, writing rubrics, phonics scope &amp; sequence, fluency rubrics          2. Math curriculum maps, CGI scope &amp; sequence          3. report card updates          4. BCSS High Impact and Best Practices and Curriculum Guides          5. Vertical Team data meetings</p>	<p>1. Admins          2. Instructional Coach</p>	<p>Preplanning PL sessions:          8/1: 12:30-4:00</p>	<p>Curriculum notebooks for each faculty member          Sign in sheets          Preplanning PL session schedule</p>	<p>~ peer walkthroughs          ~coach walkthroughs          ~administrative walkthroughs          ~formal observations through TKES</p>	<p>No cost</p>
<p><b>Technology:</b>          1. effective use of technology in the classroom          2. refreshers:</p>	<p>1. Admins          2. Instructional Coach</p>	<p>Preplanning PL session:          8/1: 12:30-4:00          Beginning 9/2017:</p>	<p>1. Technology PL sign in sheets          2. Devices in each room</p>	<p>~ peer walkthroughs          ~coach walkthroughs          ~administrative walkthroughs</p>	<p>No cost.</p>





<p>myON; DIBELS; Infinite Campus gradebook/discipline referral; docushare; Tumblebooks; Moby Max; Self-serve; Discovery Education; Edutyping, Jr.; Outlook Calendar &amp; email functions          3.Google classroom          4. Seesaw          5.GAFE</p>	<p>3.Digital Coach</p>	<p>Per teacher input for day of week and time of day</p>	<p>3.Google Classrooms and/or SeeSaw accounts set up for each grade level          4.PLC minutes          5..Student handbook showing opt out option for GAFE          6. Lesson plans with use of technology</p>	<p>~formal observations through TKES          ~ student use of computer mini lab</p>	
<p><b>Professional Learning Communities</b></p>	<p>Admins, IC, Teachers</p>	<p>Once per week during 2017-2018 school year</p>	<p>Meeting minutes; students achievement data; lesson plans</p>	<p>~ peer walkthroughs          ~coach walkthroughs          ~administrative walkthroughs          ~formal observations through TKES</p>	<p>No cost</p>

