



**BARROW COUNTY SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
2008-2009**

**School Name:** Bramlett Elementary

**Principal:** Cindy C. Propst

**Title I Program:** No X Yes \_\_\_\_\_

**School Improvement Status: (circle one)** Distinguished Adequate Adequate-Did Not Meet NI NI - Made AYP

**Principal's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**School Improvement Coordinator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## WBHS Cluster Goals

1. *The number of black students meeting/exceeding standards will increase 10 percentage points by Spring '09 on the following assessments:*
  - *Math CRCT (Grades 3-8)*
  - *Math EGHST (Grades 9-12)*
2. *The number of economically disadvantaged students meeting or exceeding students will increase 10 percentage points by Spring '09 on the following assessments:*
  - *Math CRCT (Grades 3-8)*
  - *Math EGHS GT (Grades 9-12)*
3. *The number of students with disabilities (SWD) meeting/exceeding standards will increase 10 percentage points by Spring '09 on the following assessments:*
  - *Math CRCT (Grades 3-8)*
  - *Math GHS GT (Grades 9-12)*

**Goal:** All students at Bramlett Elementary School will achieve high standards, at a minimum attaining proficiency in reading, ELA, and mathematics.

**CSIP Goal 1.1:** All students in Barrow County Schools will achieve on or above grade level in all subject areas.

### **Performance Goals for Kindergarten Students at Bramlett Elementary School:**

- A. Kindergarten will use the GKIDS assessment to collect data and create a new baseline to determine the percentage of Kindergarten students at each performance level. (CSIP 1.1 B)

### **Performance Goals for First Grade Students at Bramlett Elementary School:**

- A. 93% of first grade students will meet or exceed standards in reading on the CRCT.
- B. 82% of first grade students will meet or exceed standards in English/language arts on the CRCT.
- C. 90% of first grade students will meet or exceed standards in mathematics on the CRCT.

### **Performance Goals for Second Grade Students at Bramlett Elementary School:**

- A. 93% of second grade students will meet or exceed standards in reading on the CRCT.
- B. 82% of second grade students will meet or exceed standards in English/language arts on the CRCT.
- C. 91% of second grade students will meet or exceed standards in mathematics on the CRCT

### **Performance Goals for Third Grade Students at Bramlett Elementary School:**

- A. 94% of third grade students will meet or exceed standards in reading on the CRCT. (CSIP 1.1 C)
- B. 89% of third grade students will meet or exceed standards in English/language arts on the CRCT.
- C. 70% of third grade students will meet or exceed standards in mathematics on the CRCT.

### **Performance Goals for Fourth Grade Students at Bramlett Elementary School:**

- A. 93% of fourth grade students will meet or exceed standards in reading on the CRCT.
- B. 90% of fourth grade students will meet or exceed standards in English/language arts on the CRCT.
- C. 70% of fourth grade students will meet or exceed standards in mathematics on the CRCT.

**Performance Goals for Fifth Grade Students at Bramlett Elementary School:**

- A. 90% of fifth grade students will meet or exceed standards in reading on the CRCT. (CSIP 1.1 D)
- B. 87% of fifth grade students will meet or exceed standards in English/language arts on the CRCT.
- C. 70% of fifth grade students will meet or exceed standards in mathematics on the CRCT. (CSIP 1.1 E)
- D. 78% of fifth grade students will achieve at levels 2 or 3 on the Georgia Grade 5 Writing Assessment. (CSIP 1.1 F)

**Performance Goals for Gifted Students at Bramlett Elementary School:**

- A. At least 60% of gifted students will exceed standards in all academic areas of the CRCT. (CSIP 1.1 AS)
- B. At least 30% of gifted students will exceed standards on the 5<sup>th</sup> Grade Georgia Writing Assessment. (CSIP 1.1 AT)

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
A3	1. Kindergarten teachers and EIP teachers will use Fall GKIDS data to identify students at risk for not being prepared for first grade.	Fall 2008	-No cost - <i>Classrooms That Work</i> (Cunningham & Allington, 1994) - <i>Assessing Student Outcomes</i> (Marzano, Pickering, & McTighe, 1993)	-Kindergarten teachers -EIP teachers -Administration	-EIP Rosters -PLC minutes	-Classroom teachers and EIP teachers can identify how their students are progressing toward being prepared for first grade through the use of reports in Monday Folders, portfolios, and report cards/GKIDS checklist.
SFC1	2. Kindergarten teachers and EIP teachers will inform parents of the results of the Fall GKIDS.	Fall 2008	-No cost	-Kindergarten teachers -EIP teachers -Administration	- Documentation of parent conferences	-Parents are provided strategies to enhance student progress.
A1 A3	3. Teachers will analyze and disaggregate data annually to identify students, including bubble students and high impact students, in each grade who are at risk for not meeting standards using the following: CRCT, ITBS, GKIDS, and 3 <sup>rd</sup> & 5 <sup>th</sup> Grade Georgia Writing Assessments.	Fall 2008	-No cost - <i>Classrooms That Work</i> (Cunningham & Allington, 1994) - <i>Making the Most of Understanding by Design</i> (Brown, 2004)	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Disaggregated test data -Rerostring of students -Classroom & Grade Level Action Plans -List of bubble students -List of high impact students	-Teachers can discuss performance targets and know the students' areas of strength and weakness.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
C1 C2 C3 A1 A2 L1	4. Teachers will follow the Georgia Performance Standards in the development of lesson plans and unit plans that include common assessments which are aligned with the content strands of the CRCT.	SY 08-09	<ul style="list-style-type: none"> <li>-www.georgiastandards.org</li> <li>-www.pearsonsuccess.net</li> <li>-www.georgiaoas.org</li> <li>-BCS Curriculum Map</li> <li>-<i>Teaching What Matters Most</i> (Strong, Silver, &amp; Perini, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Master Schedules</li> <li>-Lesson / Unit Plans</li> <li>-PLC minutes</li> <li>-5X5 Walkthroughs</li> <li>-GTEP</li> </ul>	-Teachers can articulate how materials match standards and revisit available assessment data to drive instruction.
I1 I2	5. Teachers will utilize adopted materials as well as other appropriate supplementary materials to teach GPS.	SY 08-09	<ul style="list-style-type: none"> <li>-www.pearsonsuccess.net</li> <li>-www.georgiastandards.org</li> <li>-Georgia Performance Standards (GPS)</li> <li>-BCS Gifted Resource Manual</li> <li>-<i>Understanding by Design</i> (Wiggins &amp; McTighe, 1998)</li> <li>-<i>Making the Most of Understanding by Design</i> (Brown, 2004)</li> <li>- Math Stories</li> <li>- School Funds</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-PLC minutes</li> <li>-5x5 Walkthroughs</li> </ul>	-Teachers are able to incorporate adopted and supplementary materials in order to teach the GPS.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
A1 A2 A3	6. Teachers will use appropriate assessments throughout the year to monitor individual students' progress toward meeting standards.	SY 08-09	<ul style="list-style-type: none"> <li>-Barrow Utilizing Math Assessments and Rubrics course</li> <li>-Benchmarks</li> <li>-www.georgiaoas.org</li> <li>-www.pearson success.net</li> <li>-www.intervention central.com</li> <li>-Grade level rubrics</li> <li>-BCS Gifted Resource Manual</li> <li>-<i>Assessing Student Outcomes</i> (Marzano, Pickering, &amp; McTighe, 1993)</li> <li>-<i>Teaching What Matters Most</i> (Strong, Silver, &amp; Perini, 2001)</li> <li>-Barrow Utilizing Math Assessments and Rubrics course</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly reports</li> <li>-Teacher commentary</li> <li>-Report cards</li> <li>-Pearson information</li> <li>-Class plans</li> <li>-Grade level plans</li> <li>-RTI progress monitoring tools</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments address the performance targets</li> <li>-Teachers can describe their instructional goals for meeting individual student goals.</li> </ul>
A1 II SFC1 SC1	7. Teachers and students will utilize commentary to communicate learning and determine next steps in the teaching and learning process.	SY 08-09	<ul style="list-style-type: none"> <li>-Learning Focused Schools notebook</li> <li>-www.gadoe.org</li> <li>-GPS training modules</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> <li>-Students</li> </ul>	<ul style="list-style-type: none"> <li>-Rubrics</li> <li>-Work samples with commentary</li> <li>-Interviews with students</li> <li>-Conference documentation</li> <li>-Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers and students can articulate what has been learned and next steps in the teaching and learning process.</li> </ul>

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
I1 I2 I3	8. Teachers will utilize acceleration / differentiation / remediation strategies to support student success in meeting standards.	SY 08-09	<ul style="list-style-type: none"> <li>-Thinking Maps</li> <li>-www.pearsonsuccess.net</li> <li>-www.georgiastandards.org</li> <li>-www.interventioncentral.com</li> <li>-BCS Gifted Resource Manual</li> <li>-<i>Classrooms That Work</i> (Cunningham &amp; Allington, 1994)</li> <li>-<i>LFS Strategies</i></li> <li>-<i>Differentiation in Practice</i> (Tomlinson &amp; Eidson, 2003)</li> <li>- Morning Math</li> <li>- Promethean Board</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher lesson plans</li> <li>-Analyzed student work</li> <li>-RTI progress monitoring tools</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of focused lessons tied to the standards reflect differentiated instruction.</li> </ul>
A3 PL1 L3	9. School level SST/RTI and 504 Coordinator and teachers will strengthen the implementation of SST/RTI, 504, and State programs (EIP/ESOL, etc.) to meet the needs of students at risk for academic failure.	SY 08-09	<ul style="list-style-type: none"> <li>-www.interventioncentral.com</li> <li>-John McCook RTI information</li> <li>-www.pearsonsuccess.net</li> <li>-My Reading Coach</li> <li>-www.georgiaoas.org</li> <li>- Morning Math</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-SST/RTI and 504 Coordinator</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> </ul>	<ul style="list-style-type: none"> <li>-RTI progress monitoring tools</li> </ul>	<ul style="list-style-type: none"> <li>-Coordinator and teachers can identify the levels in which students fall on the Pyramid of Interventions.</li> </ul>
I2 I3	10. BRES will provide differentiated / extended / additional learning opportunities through Extended Learning (EL) or BCS summer program for students not meeting CRCT standards.	Feb. – Apr. 2009  June 2009	<ul style="list-style-type: none"> <li>-Instructional Extension funds</li> <li>-www.georgiaoas.org</li> <li>-My Reading Coach</li> <li>-www.pearsonsuccess.net</li> <li>-www.tumblebooks.com</li> <li>-<i>Classrooms That Work</i> (Cunningham &amp; Allington, 1994)</li> <li>-<i>Differentiation in Practice</i> (Tomlinson &amp; Eidson, 2003)</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-EL staff</li> <li> </li> <li>-BCS summer school coordinator</li> <li>-BCS summer school staff</li> </ul>	<ul style="list-style-type: none"> <li>-EL Schedule</li> <li>-Pretest and posttest scores from the Georgia OAS and pearsonsuccess.net</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments address the performance targets.</li> <li>-Teachers can describe their instructional goals for meeting individual student progress.</li> </ul>

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
C1 C2 C3 A1 A2 A3 I1 I2 I3 L2	<p>11. BRES will continue to improve students' learning strategies through the utilization of the Learning Focused Schools framework as a means of presenting the GPS. The following areas will be addressed:</p> <ul style="list-style-type: none"> <li>⇒ Core Team</li> <li>⇒ Essential Questions</li> <li>⇒ Activating Strategies</li> <li>⇒ Cognitive Teaching</li> <li>⇒ Graphic Organizers</li> <li>⇒ Summarizing</li> <li>⇒ Performance Assessment / Rubrics</li> <li>⇒ Unit Planning</li> <li>⇒ Design / Study Teams</li> </ul>	SY 08-09	<p><i>-Learning-Focused Strategies Notebook</i> (Thompson &amp; Thompson, 2005)  -TSS mentors for new teachers  -<a href="http://www.georgiastandards.org">www.georgiastandards.org</a></p>	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Lesson plans -5X5 Walkthroughs -GTEP -Analyzing student work -Talking with students about subject matter, EQs, etc. -PLC minutes	- CRCT scores - Student portfolios - Student-constructed graphic organizers that support and demonstrate their learning - Students' use of posted instructional resources - Teachers can articulate students' progress toward mastery of standards - Teachers are well versed in Learning Focused Schools strategies and implement best practices in the classroom.
C2 I2	<p>12. BRES will utilize Thinking Maps as a means of helping students create mental visual patterns for thinking based on the 8 thought processes.</p> <ul style="list-style-type: none"> <li>• Circle</li> <li>• Bubble</li> <li>• Double Bubble</li> <li>• Tree</li> <li>• Brace</li> <li>• Bridge</li> <li>• Flow</li> <li>• Multiflow</li> </ul>	SY 08-09	- Thinking Maps notebooks and posters -TSS mentors for new teachers	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Lesson plans -5X5 Walkthroughs -GTEP -PLC minutes	-Students are using Thinking Maps in daily lessons and can use the common language of Thinking Maps.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PO1 PO2 PO3 PO4 L1 L2 L3 L4 SFC1 SFC2 SFC3	13. The School Council at BRES will serve as a liaison between the school and the community in promoting awareness about the school's commitment to improving student achievement by: ⇒ Creating annual goals based on accumulated data regarding student achievement ⇒ Monitoring the effectiveness of the School Improvement Plan	SY 08-09	-Office supplies -Guest speakers -Training sessions	-Administration -Committee members, including parents and teachers	-Attendance at School Council meetings -Discussion and input during meetings reflect an understanding of agenda items related to school improvement	-School council members can communicate information about the School Improvement Plan to parents and other members of the community.
C1 C2 I1 I2 I3 PL1 L1	14. BRES teachers who are involved with the following professional learning classes will serve as Model Math teachers to increase understanding for implementing the GPS in math: -K-2 Math Initiative -3-5 Math Community -3-5 Understanding Using Investigations	SY 08-09	-Northeast Georgia RESA - <i>Children's Mathematics: Cognitively Guided Instruction</i> (Carpenter et al., 1999) - <i>Building a System of Tens</i> (Schifter et al., 1999)	-Administration -K-5 teachers -K-5 Model Math teachers	-Model Math teachers are able to provide assistance to teachers teaching the GPS. -Teachers encourage students to construct their own learning. -PLC minutes -CGI assessment sheets	-Student work demonstrates a variety of approaches used to solve problems. -CGI assessment sheets
C1 C2 I1 I2 I3 PL1 L1	15. Time will be allotted for job-embedded learning in the areas of Math and Writing.	SY 08-09	-Model Math teachers -Model Writing teachers -Title II funds - <i>Write From the Beginning</i> manuals - <i>Write From the Beginning</i> trainer	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Teacher commentary -Student commentary -Rubrics -Schedules -Sign in sheets	-Teachers will use a variety of strategies from their peers in the areas of Math and Writing. -Student work demonstrates an increase in rigor in the areas of Math and Writing.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
C1 C2 C3 I1 L2 PL1	16. BRES will utilize Professional Learning Communities to promote increased academic achievement by engaging in collaborative planning, analyzing student work, and studying best practices.	SY 08-09	<ul style="list-style-type: none"> <li>-BCS Gifted Resource Manual</li> <li>-<i>Getting Started: Reculturing Schools to Become Professional Learning Communities</i> (Eaker, DuFour, &amp; DuFour, 2002)</li> <li>-<i>Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn</i> (DuFour, DuFour, Eaker, &amp; Karhanek, 2004)</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-PLC minutes</li> <li>-5x5 Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers are able to verbalize the importance of student achievement as they plan, analyze student work, and examine best practices in the classroom.</li> </ul>
A1 A2 C2 L1	17. Vertical Teams will be established in the areas of Math and Writing to strengthen instructional plans and concepts of Math and Writing standards.	SY 08-09	<ul style="list-style-type: none"> <li>-<i>Write From the Beginning</i> manual</li> <li>-www.georgiastandards.org</li> <li>-<i>Getting Started: Reculturing Schools to Become Professional Learning Communities</i> (Eaker, DuFour, &amp; DuFour, 2002)</li> <li>-<i>Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn</i> (DuFour, DuFour, Eaker, &amp; Karhanek, 2004)</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-ELL teachers</li> <li>-EIP teachers</li> <li>-Gifted teachers</li> <li>-<i>Write From the Beginning</i> trainer</li> <li>-K-5 Model Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-PLC minutes</li> <li>-5x5 Walkthroughs</li> <li>-<i>Write From the Beginning</i> trainer</li> <li>-K-5 Model Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are able to articulate the standards in the areas of K-5 Math and Writing.</li> </ul>

**Goal:** All students at Bramlett Elementary School will achieve high standards, at a minimum attaining proficiency in reading, ELA, and mathematics.

**CSIP Goal 1.1:** All students in Barrow County Schools will achieve on or above grade level in all subject areas.

**Performance Goals for Subgroups**

- A. 73.3% of students in each subgroup in grades 3-5 will meet or exceed standards in reading/ELA on the CRCT. (CSIP 1.1G)
- B. 59.5% of students in each subgroup in grades 3-5 will meet or exceed standards in mathematics on the CRCT. (CSIP 1.1 H)
- C. 100% of students who are referred for special education evaluation will have a completed evaluation within 60 days of parental consent. (CSIP 1.1 AX)
- D. 100% of students who require a special education re-evaluation will have a completed re-evaluation within 3 years of previous eligibility meeting. (CSIP 1.1 AY)

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SFC1 SFC3 L1 SC1 SC2	1. BRES will provide academic support for bubble and high-impact students through mentoring and tutoring.	SY 08-09	-Bramlett Buddies - Promethean Board - Math Modeling - Morning Math	- Faculty members	-Schedules -Log in sheets	-Student achievement in the classroom will increase.
SFC1 SFC3 L1 SC1 SC2	2. BRES will provide community support for students (mentees) through the BCS Mentoring Program.	SY 08-09	-BCS Mentoring Program	-BCS Mentors	-Schedules -Log in sheets	-Teachers of mentees will notice an increase in student motivation and engagement.
PL1 PL2 PL3	3. BRES will provide regular, special education, ELL, EIP, and gifted teachers with professional learning opportunities to enhance effective teaching practices.	SY 08-09	-BRES professional learning plan	-Administration -Leadership Team -Professional Learning teams	-Professional Learning Plan -Sign in sheets	-School staff can describe in detail and discuss their participation in PL opportunities.
PL1 PL2 PL3	4. BRES staff will be trained on effective strategies for ELL students.	SY 08-09	-ELL Support Specialist - <i>How Languages are Learned</i> (Revised Ed.), Lightbown & Spada, 1999)	-Administration -ELL teachers -Classroom teachers	-Agenda -Handouts	-Staff can explain how professional learning has allowed them to develop their skills and how it has enhanced student learning.

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I1 I2 I3 SFC3 L1	5. BRES will provide differentiated/extended/additional learning opportunities through an Extended Learning program.	January 09- April 09	-Instructional Extension funds - <i>Classrooms That Work</i> (Cunningham & Allington, 1994) - <i>Differentiation in Practice</i> (Tomlinson & Eidson, 2003)	-Administration -Teachers	-Schedule -Pretest scores -Posttest scores	-Assessments address the performance targets. -Teachers can describe their instructional goals for meeting individual student progress.
I1 I2 I3 SFC3	6. BCS will provide differentiated/extended/additional learning opportunities for third and fifth grade students through the BCS Summer Program.	June 09	-K-8 Reading funds from GADOE - <i>Classrooms That Work</i> (Cunningham & Allington, 1994) - <i>Differentiation in Practice</i> (Tomlinson & Eidson, 2003)	-Administration -Teachers -BCS Summer Program Coordinator	-Schedule -Pretest scores -Posttest scores	-Assessments address the performance targets. -Teachers can describe their instructional goals for meeting individual student progress.
SFC1 SFC2 SC1 SC2 L1 L2 L3	7. The School Improvement Team at BRES will utilize the results of various surveys and instruments, including the Georgia School Keys, in planning for school improvement.	SY 08-09	-Surveys - <i>Understanding by Design</i> (Wiggins & McTighe, 1998) - <i>Making the Most of Understanding by Design</i> (Brown, 2004)	-Stakeholders ◆ Administration ◆ Teachers ◆ Students ◆ Parents ◆ Community Members	-Collect data from various surveys for compilation. -SIP	-School staff can describe in detail and discuss their participation in PL opportunities.
A1 SFC1 SC2	8. Special education and regular education teachers will gather necessary materials for initial special education evaluations within 60 days of parental consent. Materials may include hearing and vision screenings, work samples, school level testing, observations, and other required paperwork.	SY 08-09	-Hearing and vision screenings -Work samples -School level testing -Observations -Other required paperwork	-Administration -Classroom teachers -Special Ed teachers -Special Ed coordinator -Parents	-Adherence of timelines	-Students will receive appropriate services.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
A1 SFC1 SC2	9. Special education and regular education teachers will gather necessary materials for special education re-evaluations within 3 years of previous eligibility meeting. Materials may include hearing and vision screenings, work samples, school level testing, observations, and other required paperwork.	SY 08-09	<ul style="list-style-type: none"> <li>-Hearing and vision screenings</li> <li>-Work samples</li> <li>-School level testing</li> <li>-Observations</li> <li>-Other required paperwork</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Classroom teachers</li> <li>-Special Ed teachers</li> <li>-Special Ed coordinator</li> <li>-Parents</li> </ul>	-Adherence of timelines	-Students will receive appropriate services.

**Goal:** All students at Bramlett Elementary School will achieve high standards, at a minimum attaining proficiency in reading, English/Language Arts, and mathematics.

**CSIP Goal 1.2:** Students and teachers in Barrow County Schools will be present to increase student achievement.

**Performance Goals for Students at Bramlett Elementary School:**

- A. 90% of students at BRES will have 15 or fewer absences. (CSIP 1.2 A)
- B. 98% of eligible students in each subgroup will participate in the reading/English language arts section of the CRCT. (CSIP 1.2 D)
- C. 98% of eligible students in each subgroup will participate in the mathematics section of the CRCT. (CSIP 1.2 E)

**Performance Goals for Faculty and Staff at Bramlett Elementary School:**

- A. Teachers at BRES will achieve an Average Daily Attendance Rate of 95%. Attendance rate will exclude professional learning, staff development, and school business leave. (CSIP 1.2 B)
- B. Paraprofessionals at BRES will achieve an Average Daily Attendance Rate of 95%. Attendance rate will exclude professional learning, staff development, and school business leave. (CSIP 1.2 C)

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SFC1 SFC3 SC1 PO4	1. BRES will implement the provisions of the Barrow County <u>Student Attendance Protocol</u> .	SY 08-09	-School Registrar -Counselors -School Social Workers -School Nurse	-Teachers -Counselors -Administrators -Parents -School Social Workers	-Attendance records	-Students are in attendance for all academic instruction.
SC1 SC2 PO4	2. BRES Attendance Committee will annually review and update its Student Attendance Plan.	SY 08-09	-School Registrar -BRES Attendance Committee -Partners in Education	-Teachers -Counselors -Administrators -Parents	-Attendance records	-Students are in attendance for all academic instruction.
SFC1 SC1 SC2 PO4	3. BRES will continue to emphasize and educate students and parents on the importance of daily school attendance.	SY 08-09	-Quarterly <i>Eagle Flyer</i> -PTO meetings -School Council -Parent/teacher conferences -Weekly teacher newsletters -School Nurse	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Attendance records	-Students are in attendance for all academic instruction.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
SFC1 SC1 SC2	4. BRES will continue to monitor attendance during testing periods. Families will be contacted to determine reasons for absences and to schedule makeup sessions through phone calls and home visits.	April 2009	-School Registrar -Teacher documentation -School Nurse	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers -School Resource Officer	-Attendance records -Record of phone calls	-All students will complete all sections of all mandated tests.
L1 SC1 SC2	6. BRES will continue to monitor faculty and staff attendance. Attendance issues are addressed through the “Duties and Responsibilities” section of the GTDR.	SY 08-09	-Scan cards for faculty and staff -Attendance records	-Administration	-Attendance records	-Faculty and staff daily attendance rate meets or exceeds 95%.
SC1 SC2	7. Faculty and staff are provided incentives for good attendance as determined through the BRES Leadership Team.	SY 08-09	-Attendance records -Incentives as determined by Leadership Team	-Administration -Faculty and Staff Members	-Attendance records	-Faculty and staff daily attendance rate meets or exceeds 95%.

**Goal:** All students at Bramlett Elementary School will achieve high standards, at a minimum attaining proficiency in reading, English/Language Arts, and mathematics.

**CSIP Goal 1.3:** All Barrow County Schools will increase the level of parent involvement and communication.

**Performance Goals for Students at Bramlett Elementary School:**

- A. 100% of parents with students in the Early Intervention Program will participate in a parent conference with the EIP teacher. (CSIP 1.3 A)
- B. 100% of parents of elementary students who are enrolled for the full academic year will participate in a minimum of two conferences per year. (CSIP 1.3 C)
- C. BRES will provide at least two different opportunities for parent and community involvement in gifted education services. (CSIP 1.3 E)

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
SFC1 L3	1. BRES EIP teachers will provide ten days written notice prior to conferences.	SY 08-09	-EIP Meeting Notification Letters	-Administration -EIP teachers -Classroom teachers	-Meeting notices sent -Conference schedules -Conference notes -Documentation of attempts and methods used	-Parents can identify how their children are progressing toward meeting the standards.
SFC1 L3	2. BRES EIP teachers will make at least two attempts to confirm each parent conference.	SY 08-09	-EIP Meeting Notification Letters -Phone access -E-mail access	-Administration -EIP teachers -Classroom teachers	-Meeting notices sent -Conference schedules -Conference notes -Documentation of attempts and methods used	-Parents report attempted communication with school personnel.
SFC1 L3	3. BRES EIP teachers will conduct phone or written (including e-mail) conferences with parents who do not attend scheduled face-to-face conferences.	SY 08-09	-Phone access -E-mail access	-Administration -EIP teachers -Classroom teachers	-Meeting notices sent -Conference schedules -Conference notes -Documentation of attempts and methods used	-Parents report open communication with school personnel

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
SFC1 L3	4. Teachers at BRES will conduct a minimum of two conferences with each family (FAY) per year.	SY 08-09	-None	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Meeting notices sent -Conference schedules -Conference notes -Documentation of attempts and methods used	-Parents can identify how their children are progressing toward meeting the standards.
SFC1 SFC2 L3 SC1 SC2	5. BRES will identify parents who do not attend scheduled face-to-face conferences and seek alternative methods of communication.  Alternative methods of communication include: ⇒ Video conferences ⇒ Audiotape conferences ⇒ Meeting parents at home or work ⇒ Extended school hours ⇒ Written forms of communication ⇒ Phone conferences	SY 08-09	-Materials needed for alternative methods for communication, including video/audiotapes, email, phone access -Language Line access -Translators -BCS Language Evaluation Specialist	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers -Counselors -School social workers	-Meeting notices sent -Conference schedules -Conference notes -Documentation of attempts and methods used	-Parents report open/attempted communication with school personnel.
PO1 PO2 PO3 PO4 L1 L2 L3 L4 SFC2	6. The School Council at BRES will serve as a liaison between the school and the community in promoting awareness about the school's commitment to improving student achievement by: ⇒ Creating annual goals based on accumulated data regarding student achievement ⇒ Monitoring the effectiveness of the School Improvement Plan	SY 08-09	-Office supplies -Guest speakers -Training sessions	-Administration - School Council	-Attendance at each meeting -Discussion and input during meetings reflect an understanding of agenda items related to school improvement	-School council members can communicate information about the School Improvement Plan to parents and other members of the community.
SFC1 SFC3 SC1 SC2	7. BRES will provide training and support to parents to enhance their communication with their children about school.	SY 08-09	-Guest speakers -Workshop materials -Parent University	-Administration -Classroom teachers -Support teachers -Counselors	-Sign-in sheets -Workshop evaluation forms	-Parents have access to information regarding their communication with their children and their expectations.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
SFC1 SC1	8. Teachers will utilize various methods of communication with parents so that they may become more informed about what is being taught in classrooms and how to assist their children with academics.	SY 08-09	-Monday Folders -BRES website -Vodcasts -Newsletters -Parent Engagement Program	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers	-Copies of newsletters -Vodcasts -Monday Folders	-Parents can report what is being taught in their children's classrooms.
SFC1 SC	9. BRES Gifted Program will provide opportunities for parent and community involvement in gifted programming such as: parent nights, special programs, forums, competitions involving gifted students, and community outreach programs.	SY 08-09	- Gifted Budget - School Funds - SCOPE webpage - Newsletter	-Administration -Gifted teachers	- Copies of newsletters - Webpage - Yearbook - Agendas from meetings	- Parents and community members can report what is being taught in the gifted program.
SFC2 SFC3 SC1 SC2	10. BRES will begin a parenting group as an additional component to the 5 <sup>th</sup> Grade Girls Club. The group will meet once a month to discuss experiences and challenges of raising a preteen in today's society. Topics for discussion include internet safety, discipline and boundary setting, and identifying eating disorders in young girls.	SY 08-09	-Scheduled meeting dates -Parent support -Group facilitators -Guest speakers	-Kathy Mutchler -Amy Burns -Jennifer Spry -Amy Brown	-Agendas from meetings -Meeting schedule	-Parents can articulate ways to support their preteen girls through the transition into adolescence.

**Goal:** All students in Barrow County Schools will achieve high standards, at a minimum attaining proficiency in reading, English/language arts, and mathematics.

**CSIP Goal 1.7:** All students will have equitable access to 21<sup>st</sup> century technologies.

**Performance Goals for Bramlett Elementary School:**

A. Elementary school media centers will have a ratio of 1 modern research station for every 100 students.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
L1 SC1	1. Assess current ratio of students to research stations to determine deficit, assess current condition of research stations to determine need for replacement, assess access to network drops to support additional workstations, install additional network drops, and procure replacement / additional stations for media centers.	SY 08-09	-ITS funds -School funds	-Curriculum Integration Specialist -Principal -Media Specialist -Director of ITS	-Determine and monitor student-to-station ratio.	-Students have access to and use research stations for academic purposes.

**Goal:** All students in Barrow County Schools who are English Language Learners (ELL) will become proficient in English and reach high academic expectations.

**CSIP Goal 2.1:** The number of teachers in Barrow County Schools certified to teach English to Speakers of Other Languages (ESOL) will increase.

**Performance Goals for Bramlett Elementary School:**

A. A minimum of 10% of teachers at BRES will maintain the ESOL endorsement.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PL3	1. The Professional Learning Coordinator at BRES will distribute any opportunities for ESOL certification courses.	SY 08-09	-ELL Support Specialist -Professional Learning Advisory Committee meetings	-Professional Learning Coordinator	-Email opportunities to staff as they become available	-Teachers can explain how professional learning has allowed them to develop their skills and how it has enhanced student learning.
PL1	2. BRES will seek funding sources for certification courses and will make that information available to teachers when possible.	SY 08-09	-Professional Learning Advisory Committee meetings	-Administration -Professional Learning Coordinator -ELL Support Specialist	-Email opportunities to staff as they become available	-Teachers can explain how professional learning has allowed them to develop their skills and how it has enhanced student learning.

**Goal:** All students in Barrow County Schools who are English Language Learners (ELL) will become proficient in English and reach high academic expectations.

**CSIP Goal 2.2:** Teachers, counselors, administrators, and speech-language pathologist in Barrow County will participate in high quality professional learning relevant to ELL students. Participants will apply new knowledge and skills in the classroom setting.

**Performance Goals for Bramlett Elementary School:**

- A. 97% of the teachers, counselors, administrators, and speech-language pathologists will annually participate in professional learning relevant to ELL and/or immigrant students.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PL1 PL3	1. BCS or the BRES ELL department will teach courses on effective strategies for ELL students.	SY 08-09	-BCS ELL Support Specialist -BCS Language Evaluation Specialist -BRES ELL teachers	-Administration -ELL teachers	-Agenda -Sign-in sheet -Other printed materials	-Teachers can explain how professional learning has allowed them to develop their skills and how it has enhanced student learning.
PL1 PL3	2. BCS or the BRES ELL department will teach courses on poverty and cultural awareness.	SY 08-09	-BCS ELL Support Specialist -BCS Language Evaluation Specialist -BRES ELL teachers	-Administration -ELL teachers	-Agenda -Sign-in sheet -Other printed materials	-Teachers can explain how professional learning has allowed them to develop their skills and how it has enhanced student learning.

**Goal:** All students in Barrow County Schools who are English Language Learners (ELL) will become proficient in English and reach high academic expectations.

**CSIP Goal 2.3:** The achievement of ELL students in Barrow County Schools will increase in mathematics and English/language arts.

**Performance Goals for Bramlett Elementary School:**

- A. BRES ELL (FAY) students will meet or exceed the minimum standards set by the State for Annual Progress in English Language Acquisition.
- B. BRES ELL (FAY) students will meet the same AYP academic achievement standards that all students are expected to meet.
- C. BRES ELL (FAY) students will meet or exceed the standard set by the State for attainment of proficiency in English.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
C2 SC2	1. ELL teachers will continue the review and implementation of research-based programs and curricula for ELL students.	SY 08-09	-BCS ELL Support Specialist -BCS Language Evaluation Specialist	-Administration -ELL teachers -Classroom teachers	-PLC minutes	-ELL teachers can explain how professional learning has allowed them to develop their skills and how it has enhanced student learning.
SC2	2. BRES will continue to increase the utilization of inclusive service delivery models for ELL students.	SY 08-09	-BCS ELL Support Specialist -BCS Language Evaluation Specialist	-Administration -ELL teachers -Classroom teachers	-Class schedules -Service delivery schedules	-The number of students exiting the ELL program will be monitored.

**Goal:** All students in Barrow County Schools who are English Language Learners (ELL) will become proficient in English and reach high academic expectations.

**CSIP Goal 2.4:** The parent involvement of ELL students in Barrow County Schools will improve.

**Performance Goals for Bramlett Elementary School:**

- A. BRES ELL teachers will make a minimum of 5 parent contacts per ELL student for 95% of ELL students enrolled continuously for the full academic year (FAY). (CSIP 2.4 A)

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
SFC1 SC1 SC2	1. BRES will utilize BCS approved interpreters and TransACT to translate documents and letters to communicate with families of ELL students.	SY 08-09	-Services provided by BCS, such as TransACT and Language Line -ESOL Funding -BCS ELL Support Specialist -BCS ELL Language Evaluation Specialist	-Administration -ELL teachers -Classroom teachers	-Copies of documents sent	-Teachers and parents can effectively communicate student achievement and school activities.
SFC1 SC1 SC2	2. BRES will utilize BCS approved interpreters and Language Line Services to communicate verbally with families of ELL students.	SY 08-09		-Administration -ELL teachers -Classroom teachers	-Log of use	-Teachers and parents can effectively communicate student achievement and school activities.
SFC1 SC1 SC2	3. BRES will notify parents of ELL/TPC Meetings, SST, Entry/Exit from ESOL, Promotion/Retention Policy, and other Special Programs in their native languages.	SY 08-09		-Administration -ELL teachers -Classroom teachers -ELL Support Specialist	-Copies of documents sent	-Teachers and parents can effectively communicate student achievement and school activities.

**Goal:** All students in Barrow County Schools will be taught by highly qualified teachers.

**CSIP Goal 3.1:** Barrow County Schools will increase the number of highly qualified teachers it recruits and retains.

**Performance Goals for Bramlett Elementary School:**

A. The annual retention rate for BRES teachers will be 95% or higher. (CSIP 3.1 E)

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PL1 PL2 PL3	1. BRES will pair all new teachers with Teacher Support Specialist mentors.	SY 08-09	- TSS Funding	-Administration -TSS mentors -New teachers	- Action Plans -TSS Logs	- New teachers are able to apply best practices and follow policies and procedures.
I1 PL1 PL2 PL3	2. BRES will utilize Critical Friends Group (CFG) norms and protocols to assist in facilitating Professional Learning Communities.	SY 08-09	- No Cost -CFG Norms and Protocols	-Administration -Critical Friends Group coaches -Teachers	- PLC minutes -Protocols being used in PLCs	- Teachers are able to conduct meetings using defined CFG protocols.
SC1 SC2	3. BRES offers school-based orientation to new teachers. BRES will include mentor teachers in the school-based orientation.	Fall 08	- BCS will provide incentives	-Administration -TSS mentors -New teachers	- Agenda - Attendance	- New teachers are informed about BRES procedures and policies.
SC1 SC2	4. BRES recognizes and welcomes new teachers with supply baskets and breakfast.	Fall 08	- School Funds & teacher donations	-Administration -Faculty and staff at BRES	- Opportunities for Networking among teachers	- New teachers receive support from faculty members.

**Goal:** All students in Barrow County Schools will be taught by highly qualified teachers.

**CSIP Goal 3.2:** Barrow County Schools will maximize the use of professional learning as a means for teachers and paraprofessionals to become more highly qualified.

**Performance Goals for Bramlett Elementary School:**

- A. 100% of professional learning courses approved by BRES will be related to student achievement or student safety.
- B. BRES will use the Georgia Standards for Professional Learning as the framework to guide all professional learning.
- C. BRES will continue to utilize Professional Learning Communities.
- D. 100% of affected teachers at BRES will complete the designated professional learning to implement Georgia Performance Standards.
- E. BRES will offer a minimum of one PLU or 10 contact hours of school-based professional learning for teachers and paraprofessionals.
- F. BRES professional learning participants will evaluate all professional learning courses that offer PLUs.
- G. BRES administration and the school-based Professional Learning Coordinator will develop and implement an annual budget that provides resources to support professional learning.
- H. 100% of first year teachers will be offered a designated induction program of professional learning at the school or system level.
- I. 100% of BRES teachers will participate in a variety of professional learning activities each year to ensure that each reaches or maintains the status of “highly qualified.”
- J. The School-Based Professional Learning Plan at BRES will be data-driven and will focus on school improvement plan goals for the purpose of increasing student performance and academic rigor in the curriculum.
- K. 90% of K-5 certified staff at BRES will participate annually in professional learning relevant to improving the quality of instruction and services provided to gifted students.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PL1 PL2 PL3 L1	1. BRES will develop a data-driven Professional Learning Plan that connects professional learning for staff members to student achievement or student safety.	Fall 08	-PL Budget	-Administration -School-based Professional Learning Coordinator -Leadership Team	-Completion of evaluation form by participants	-Participants can verbalize how each course in the Professional Learning Plan impacts student achievement or student safety.
PO2 PO3 L1	2. BRES will submit its Professional Learning Plan for a minimum of one PLU to the Professional Learning Advisory Committee (PLAC) for approval.	October 08	-PL Budget	-Administration -School-based Professional Learning Coordinator -Leadership Team	-Approval of Professional Learning Plan by the Professional Learning Advisory Committee	-Teachers can verbalize how each Professional Learning activity relates to student achievement.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PL1 L1	3. BRES will utilize trained CFG facilitators to improve Professional Learning Communities.	SY 08-09	-PL Budget	-Administration -School-based Professional Learning Coordinator -Leadership Team -CFG coaches	- PLC minutes	- Teachers are sharing best practices, strategies and common assessment results to plan instruction for all students.
PL1 PL2 PL3 L1	4. BRES will collaborate with the Professional Learning Coordinator, the Curriculum Director, and the Elementary Curriculum Coordinator for the redelivery of GPS training.	SY 08-09	-PL Budget	-Administration -School-based Professional Learning Coordinator -Leadership Team	- Schedule of training opportunities - Lesson Plans - Observations	- Standards based instruction is being provided.
PL1 PL2 PL3 L1	5. BRES will offer professional learning activities for first year teachers that bridge the gap between college and teaching.	SY 08-09	-PL Budget	-Administration -School-based Professional Learning coordinator -New teachers -CFG Coaches -TSS Mentors	-Observations -Lesson Plans	- New teachers are able to apply best practices and follow policies and procedures.
PL1 PL2 PL3 L1	6. BRES offers a TSS mentor for each new teacher during his/her first year of teaching.	SY 08-09	-PL Budget	-Administration -TSS Mentors -New teachers -CFG Coaches	- Action Plans -TSS Logs	- New teachers are able to apply best practices and follow policies and procedures.
PL1 PL2 PL3 L1	7. BRES will provide 1-3 hours of “Effective Strategies for Use With Gifted Students” as part of its School-based Professional Learning Plan.	SY 08-09	-PL Budget	-Administration -School-based Professional Learning Coordinator -Gifted Teachers	-PL Schedule -Sign In Sheets	-Teachers are able to use effective strategies for gifted students in their classrooms.

**Goal:** All students in Barrow County Schools will be educated in learning environments that are safe, drug free, and conducive to learning.

**CSIP Goal 4.2:** The incidence of violence-related behavior in Barrow County Schools will decrease.

**Performance Goals for Bramlett Elementary School:**

A. The number of state-reportable incidents for violence-related offenses at BRES will not increase. (CSIP 4.2 A)

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
L2 SC1 SC2 I2	1. BRES will continue use of the Second Step program as a bully prevention program that is scientifically research based, which teaches and reinforces student self-discipline and responsibility.	SY 08-09	-Second Step curriculum kits	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers -Counselors	-Lesson plans	-Students can explain/demonstrate Second Step techniques for appropriate social behavior, solving problems, and calming down.
PO4 PL3 SC1 SC2	2. Administration at BRES will continue to support ongoing programs such as the annual Code of Conduct review and NCI crisis intervention training for staff.	SY 08-09	-Code of Conduct from BCS Activity Calendar -NCI trainers	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers -Counselors	-Signed documents showing parents and students reviewed BCS Code of Conduct	-Students can articulate behaviors that are/are not allowed per the Code of Conduct.
PO4 SC1 SC2	3. BRES counselors will continue to collaborate with agencies in the community.	SY 08-09	-Community agencies	-Administration -Counselors	-Documentation	- Student needs are being met by outside agencies.
PO4 SC2 I2 I3	4. BRES will continue implementation of school wide programs, activities, and incentives that promote personal and social responsibility, including: ⇒ Classroom guidance lessons ⇒ Small group guidance lessons ⇒ Student of the Week Program ⇒ Good Touch/Bad Touch Program ⇒ Attendance Award Program ⇒ Review of Barrow County Schools Code of Conduct ⇒ Second Step Program	SY 08-09	-Good Touch/Bad Touch Puppet Show presented by the Barrow County Tree House -Barrow County Schools Activity Calendar -Second Step materials	-Administration -Classroom teachers -Special Ed teachers -ELL teachers -EIP teachers -Gifted teachers -Students -Parents -Counselors	-Lesson plans -Schedules -Attendance recognition bulletin board -Attendance records -Signed Code of Conduct documents	-Students demonstrate appropriate social behavior.

**Goal:** All students in Barrow County Schools will be educated in learning environments that are safe, drug free, and conducive to learning.

**CSIP Goal 4.3:** Barrow County Schools will respond to crises as directed by an up-to-date, approved Emergency Management/Safety Plan.

**Performance Goals for Bramlett Elementary School:**

- A. All BRES employees will receive and become familiar with the approved Emergency Management/Safety Plan.
- B. BRES Emotional Crisis Response Team members will respond as appropriate when the school experiences crises and will maintain documentation of the response that was provided.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PO4	1. Administration at BRES will distribute and review the Emergency Management / Safety Plan with all school employees.	Fall 2008	-Copies of BCS Emergency Management/Safety Plan for all staff members	-Administration -Faculty and staff at BRES	-Observation at all drills -Signed Adherence Forms	-Students follow protocol directed by teacher during drills.
PO4	2. BRES will continue to implement and use the Personal Identification Number (PIN) system for communicating sensitive information over the phone.	SY 08-09	-PIN forms completed and signed by parents	-GEMA -Administration -Faculty and staff at BRES	-Use of PIN system when communicating sensitive information over the phone	-Parents are aware of importance and use PIN when communicating with the school.
PO4	3. BRES will continue the implementation of student numbers for car rider pickup. Each student and his/her family is assigned a specific number on a car tag that must be displayed during pickup. Children's names are not called out during pickup for identification purposes. Instead, the student's number is called.	SY 08-09	-Numbered car rider tags -Listings of car rider numbers available at car rider pickup	-GEMA -Administration -Faculty and staff at BRES	-Use of car rider tags at car rider pickup.	-Students respond when their pickup number is called. -Parents recognize importance of displaying car tags.
PO4	4. BRES will continue the utilization of two-way radios as a means of communication between the office and all areas of the school campus. Teachers are required to carry radios to any outside areas. BRES owns a radio frequency with two channels. BRES uses one as a secure channel for administration and SRO.	SY 08-09	-Two-way radios -Secure channels	-GEMA -Administration -Faculty and staff at BRES -SRO	-Use of radios for movement around the BRES campus.	- Students are safe inside the building and outside the building.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
PO4	5. BRES will continue to use a schedule to secure all outside doors (other than the front doors). The doors are unlocked at times when children are outside, such as during recess.	SY 08-09	-Internal door keys for faculty and staff	-GEMA -Administration -Faculty and staff at BRES	-Use of internal door keys when groups are leaving the building going to another area of the BRES campus.	- Students are safe during school hours.
SFC1 PO4	6. BRES will utilize a Parent Volunteer Program during cafeteria hours to assist with monitoring and security.	SY 08-09	-No cost	-Administration -Volunteers	- Volunteer participation	- Students are supervised and safe during lunch.
PO4	7. BRES will continuously examine the playground areas for unsafe conditions. BRES will maintain cypress wood chips as a ground covering and will maintain rubber borders for the area.	SY 08-09	-No cost	-Administration -Faculty and staff at BRES	-Constant observation of play areas for unsafe conditions	-Students remain safe when visiting all play areas.
PO4	8. BRES will use a computerized visitor sign in system, which provides visitors with a printed nametag. The system provides the school with the following information: Visitor's Name, Reason for Visit, Time in the Building, and a photo record of the visitor.	SY 08-09	-IdentAKid program -Minimal cost for extra badges	-Administration	-Badges -Computer Records	- Students are safe during school hours.