



School Improvement Plan 2020 - 2021



**Walton County
Sharon Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
School Name	Sharon Elementary School
Team Lead	Beth Morgan

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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	Increase science achievement scores.
Root Cause # 1	Failure to monitor specific subgroups.
Root Cause # 2	Lack of collaboration among grade levels and across grade levels, in particular in the area of insuring standards are met and a foundation is laid for future instruction to build upon.
Goal	80% of students in grades k-2 will demonstrate an understanding of grade level standards within the GSE curriculum as measured by grade level common assessments. 75% of students in grades 3-4 will demonstrate mastery on a grade level common assessment. Students in grade 5 will increase their achievement rate by 3% from the 18-19 school year as measured by the Georgia Milestones.

Action Step # 1

Action Step	Teachers in grades K-2 will create a rubric to assess students' understanding of grade level science standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade levels will report out at monthly curriculum meetings and will discuss overlapping standards.
Position/Role Responsible	K-2 Teachers
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Teachers in grades 3-4 will create a common assessment which will be given at the mid-point of the year and at the end of the year to determine mastery. Teachers will create a pacing guide to address standards. Teachers will increase non-fiction texts and documents that align with the curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade levels will report out at monthly curriculum meetings and will discuss overlapping standards.
Position/Role Responsible	3-4 Teachers
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	5th grade teachers will focus on power standards and will create common assessments and pacing guides to align with the weights of domains/standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade levels will report out at monthly curriculum meetings and will discuss overlapping standards.
Position/Role Responsible	5th grade teachers
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 # 4

Action Step	Early Intervention Program (EIP), ESOL, Special Education and Gifted support teachers will utilize on-fiction texts during supportive instruction.
Funding Sources	Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Support teachers will participate in monthly collaborative planning, data meetings and professional learning. They will also meet with the grade level teachers that they support.
Position/Role Responsible	Support Teachers
Timeline for Implementation	Monthly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase social studies achievement scores.
Root Cause # 1	Failure to monitor specific subgroups.
Root Cause # 2	Lack of collaboration among grade levels and across grade levels, in particular in the area of insuring standards are met and a foundation is laid for future instruction to build upon.
Goal	80% of students in grades k-2 will demonstrate an understanding of grade level standards within the GSE curriculum as measured by grade level common assessments. 75% of students in grades 3-4 will demonstrate mastery on a grade level common assessment. Students in grade 5 will increase their achievement rate by 3% from the 18-19 school year as measured by the Georgia Milestones.

Action Step # 1

Action Step	Teachers in grades K-2 will create rubrics to assess students' understanding of grade level standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teachers will meet in monthly collaborative planning to create and review rubrics.
Position/Role Responsible	K-2 Teachers
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Teachers in grades 3-4 will create a common assessment to assess student mastery of grade level standards. Teachers will create a pacing guide. Teachers and supportive instruction teachers will increase the use of nonfiction texts that align with grade level reading standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade levels will report out at monthly curriculum meetings and will discuss overlapping standards.
Position/Role Responsible	3rd-4th Teachers, gifted teacher, ESOL teacher, EIP teachers
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	5th grade teachers will focus on power standards and will create common assessments and pacing guides that align with weighted domains/standards. 5th Grade Teachers will utilize the Gallopade curriculum and participate in professional learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade levels will report out at monthly curriculum meetings and will discuss overlapping standards.
Position/Role Responsible	5th Grade Teachers
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 # 4

Action Step	Early Intervention (EIP), ESOL, Special Education and Gifted supportive instruction teachers will utilize non-fiction texts during supportive instruction.
Funding Sources	Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Supportive Instruction teachers will participate in monthly collaborative meetings, data meetings and professional learning. They will also consult/plan with the grade levels that work with.
Position/Role Responsible	supportive instruction teachers
Timeline for Implementation	Monthly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase ELA achievement scores and literacy components.
Root Cause # 1	Need for collaboration among grade levels and across grade levels, in particular in the area of insuring standards are met and a foundation is laid for future instruction to build upon.
Root Cause # 2	Need to monitor specific subgroups.
Goal	Achievement scores for students in grades 3rd-5th on the ELA section of the Georgia Milestones will increase by 3% from the 18-19 scores. Students meeting the midpoint of the Lexile level, as measured by the Georgia Milestones will increase by 3%. 75% of the students in grades 1st and 2nd will obtain a SGP of 50% or higher as measured by STAR reading. 75% of kindergarten students will score in the probable/transitional range as measure by STAR Early Literacy.

Action Step # 1

Action Step	Literacy Ambassadors/Literacy Action Team Members will train teachers in grades K-2 on the Fountas and Pinnell benchmark assessment. All students in grades K-2 will be assessed on the Fountas and Pinnell Benchmark Assessment System. This assessment will be used to determine student reading levels throughout the year.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teachers will meet in monthly collaborative planning and data meetings to discuss assessment results and next steps. Teachers will participate in Fountas and Pinnell professional learning.
Position/Role Responsible	K-2 teachers, teacher leader, administration
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	All students in K-2 will have a WCSD Reading Profile Sheet. All students in grades K-5 will have a scored writing piece for each genre, using the writing rubric.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teachers will meet in monthly collaborative planning and data meetings to discuss assessment results and next steps. Teachers will participate in writing professional learning and will work collaboratively to score students work samples.
Position/Role Responsible	K-2 teachers, teacher leader
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	All students in grades K-2nd will be assessed a minimum of 4xs a year on the WCSD Fry Word Assessment Sheet.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade level literacy action team members will review expectations and progress with their teams.
Position/Role Responsible	K-2nd teachers
Timeline for Implementation	Monthly

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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Closing gaps to insure that all students and subgroups make improvements in achievement rates.
Root Cause # 1	Need to monitor specific subgroups.
Goal	Subgroup data for all content areas will be included in data report outs and monthly data meetings.

Action Step # 1

Action Step	Each teacher will create and maintain a data spreadsheet that reflects all subgroups and their performance in all content areas. Reading and Math subgroups will also be maintained in the school data room.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly Data meeting minutes
Position/Role Responsible	all teachers
Timeline for Implementation	Monthly

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

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease number of OSS and ISS incidents.
Root Cause # 1	Need to identify clear behavioral expectations and implement systems consistently.
Goal	ISS referrals will decrease by 3% from the 19-20 referrals as measured by PBIS/SWIS.

Action Step # 1

Action Step	PBIS rewards will be implemented school wide to recognize and encourage positive behaviors.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly SWIS reports
Position/Role Responsible	PBIS team
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 check in check out system will be implemented with students who have consistent behavior concerns.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly PBIS data meetings.
Position/Role Responsible	PBIS data action team and classroom teachers
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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Our school improvement goals were developed with the involvement of members from all stakeholder groups at meetings, by email and through documents shared via the Google drive. We will continue to solicit feedback through our web page, school council, PTO and community supports.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Sharon Elementary School is not a Title I school.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Sharon Elementary School is not a Title I school.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>NA</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Our prek teachers complete the GELDS standards with their students. They will participate in monthly collaborative planning, professional learning, and data meetings. When possible, we will have vertical team meetings between prek and kindergarten to insure that students are prepared for the next steps.</p>
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<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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA</p>
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<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>We are a PBIS school and our plan continually addresses the importance of focusing on positive behaviors. However, when discipline consequences are assigned we will continue to use a progressive discipline method with the goal of re-teaching appropriate behaviors. We will also consult with the district behavior specialist for general behavior suggestions as well as student specific needs related to behaviors. Finally, all staff will be trained on Mindset de-escalation with a small team being training on appropriate restraint.</p>
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ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>We as a school feel that the success of our goals is prevalent upon our being consistent and collaborative over all departments and grade levels.</p>
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