

2016 Elementary School Strategic Success Plan Data, Goals, and Priorities

Date: July 2015

School: Georgetown Kindergarten Center

Principal: Janet Hickman



School Mission:

The mission of the Georgetown Kindergarten Center is to motivate, inspire, encourage and support students by providing a safe, secure and loving environment to build the foundation for lifelong learners.

Goals:

1. Accelerate achievement and improve outcomes for all students with rigorous standards, curriculum, and assessments.
2. Accelerate achievement and improve outcomes for all students with sophisticated data systems and practices.
3. Accelerate achievement and improve outcomes for all students with effective teachers and leaders.
4. Accelerate achievement and improve student outcomes with deep support for low-achieving schools.

School Demographics: (Data from DOE School Profile/Statistics from GE and NGE)

Free/Reduced % (2013-2014)	80%
Ethnic/Racial Breakdown	
White	15%
African American	12%
Hispanic	55%
Asian/Pacific Islander	.65%
Native American	.4%
Multi-racial	2.5%

School Grade Span:	Kinder		
School Enrollment	305		
IEP Students	13%		
LEP Students	40%		
Highly Qualified Teachers	100.0%		
Daily Attendance	96%		
Graduation Rate	N/A		

Measurable Goal	Goal	Person(s) Responsible	Activities	2014-2015 Target	2014-2015 Actual	Target Met
1. Standards and Assessments						
1.1 The school's percentage of kindergarten students who exhibit proficiency with alphabet awareness and phonemic awareness will annually increase. 1.12 The school's percentage of kindergarten students who exhibit proficiency with the decoding and reading of high frequency/Dolch words will annually increase.	1	Janet Hickman and staff	1.11 Closely monitoring the use of LFS strategies, utilizing district developed curriculum maps, PLC developed instructional calendars and fidelity to the Common Core Standards. 1.12 Daily use of the 95% program 1.13 Daily use of small/differentiated instructional groups 1.14 Implementation of RTI with fidelity	94% of students will achieve 80% or 40/110 on the DIBELS Letter Naming Fluency	94%	Yes
				95% of students will achieve Core Score of 119 on the DIBELS	92%	No
				96% of students will receive 80% or 51/64 on the End of Year Kinder Vocab Words	95%	No
1.2 The school's percentage of kindergarten students, who recognize their numbers 0-20, can write their numbers and demonstrate mastery of 1-1 correspondence will annually increase. 1.21 The school's percentage of kindergarten students who can understand addition as putting together and understand subtraction as taking apart will annually increase. 1.22 The school's percentage of kindergarten students who can identify, describe, compare and create shapes will annually increase.	1	Janet Hickman and staff	1.21 Closely monitoring the use of LFS strategies, utilizing district developed curriculum maps, PLC developed instructional calendars and fidelity to the Common Core Standards. 1.22 Implement writing in response to mathematical requests. 1.23 Daily use of small/differentiated groups for instruction. 1.24 Use of grade level common assessments. 1.25 Specialist's classroom instruction will reinforce Common Core identified skills.			
				90% of students will achieve 80% within the number identification test (0-100) for Kinder	98%	Yes
				95% of students will achieve 80% or 16/20 on the addition/subtraction facts test	93%	No
				95% of		

Measurable Goal	Goal	Person(s) Responsible	Activities	2014-2015 Target	2014-2015 Actual	Target Met
				students will achieve 100% within the shape identification test for Kinder	95%	Yes
1.3 The school's percentage of kindergarten students who can participate in shared research and writing projects to answer a question in a written form (with details) will annually increase.			1.31 Closely monitoring the use of LFS strategies, utilizing district developed curriculum maps, PLC developed instructional calendars and fidelity to the Common Core Standards. 1.32 Implement writing across the content areas 1.33 Specialist's classroom instruction will support and encourage writing skills.	82% of students will achieve district's annual goal of writing 10 sentences independently.	82%	Yes
1.4 The time core content area teachers participate in PLCs will be maintained at 90 minutes/week.			1.41 Organize and monitor 90-min PLC sessions for core content area teachers each week.	90 minutes each week	100%	Yes
2.0 State Data						
2.1 The school's daily attendance average will be annually maintained or increased.	2	Janet Hickman and staff	2.21 Generate attendance report the 15 th of each month and offer student incentives	95% daily average attendance rate	95.39%	Yes
2.4 The number of office referrals will annually decrease.			2.41 Providing PBS (school-wide/grade level) incentives and behavior plan for students.	4 Office Referrals	14 Referrals	No

School wide Planning Information: (Briefly describe the process the leadership team used to develop this Strategic Success Plan.)

- Analyzed data from 2014-2015 school year using Georgetown Kindergarten Center's Balanced Scorecard-June 2015.
- Utilized demographic data from Georgetown Elementary and North Georgetown Elementary to create demographic data for the GKC.
- School Improvement Team met each marking period to discuss identified academic and behavioral needs of students.

- Brainstormed activities/interventions to meet students' learning needs and teachers' professional development – June 2015.

Planning Team	
Name of Team Member	Position/Representation
Janet Hickman	Principal
Skyline Brady	Parent
Meg Lawson	Parent
Mrs. West	Parent
Amanda Fletcher	Teacher
Jen Kruger	Teacher
Melissa McNamara	Teacher
Leslee Hazzard	Teacher
Cathy Henderson	Teacher
Terri Penuel	Teacher

Professional Development Plan: Top 3 (for School Year 2015-2016)

Prioritized Needs
<p>1. To provide a sufficient number of teaching staff and to provide them with meaningful ongoing written feedback and professional training in order to improve instructional practices. These will include a focus on the Common Core Standards, teaching ELL students, developmentally appropriate strategies for kindergarten students and continuing to work on team building for a school that is in its third year of existence.</p>
<p>2. Accelerate achievement/improve outcomes by increasing the availability of technology to teachers and to students. Specifically, iPads and computers will be purchased and placed within classrooms in order to reinforce CCSS skills presented by the teacher.</p>
<p>3. Use data (I-Tracker, DIBELS, STAR Tests, and Component V Tests) to make curricular decisions and provide supplemental support for at-risk students. Teachers will analyze district created module assessments, curriculum maps, supplemental materials; the Common Core Standards and analyze student data to develop monthly curriculum materials to make classroom instructional decisions.</p>

Specific Needs to be Addressed for 2015-2016 School Year	Addresses Goal #	Root Cause for Need	Major Activity to Address Need
1. Accelerate achievement/improve outcomes by using research based instructional strategies and curricular alignment to the Common Core Standards.	1	To increase student achievement and address individual needs of our students.	Professional Development: <ul style="list-style-type: none"> • ELL Vocabulary Strategies • Number Talks Usage • Emphasis on newly purchased Bridges Math program. • Emphasis on Lucy Caulkins Writing
2. Use data (I Tracker, DIBELS, STAR Testing and Component V Tests) to make curricular decisions and provide supplemental support for at-risk students.	2	To increase student achievement and address individual needs of our students.	<ul style="list-style-type: none"> • Implementation of RTI Interventions weekly for reading and math. • Data tracking/analysis by all teachers during PLCs. • Efficient use of IST Process and Progress Monitoring after each marking period. • Hands on Monthly Faculty Meetings to focus on instruction (less managerial).
3. To provide teaching staff with meaningful ongoing written feedback and professional training in order to improve instructional practices.	3	To improve instructional practice, increase teacher reflection and improve student achievement.	<ul style="list-style-type: none"> • GKC Learning Walk Template • Conduct Learning Walks/Reflections by peers

			<ul style="list-style-type: none"> • Walk Throughs to sister schools-NGE and GE First Grade • Emphasis on Instruction during Monthly faculty meeting.
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Professional Development Plan: - A Year at a Glance -

Georgetown Kindergarten Center 2015-2016 Professional Development Plan

Meeting	Topic	Who is Responsible?	Follow-up
Returning Teacher Week Focus: “Kindergarten Will Rock You”	September 1: District Kick Off Meeting/Classroom time/Open House for Families-5 pm September 2: Work in Classroom/PLC Meetings September 3: Review 2014 data/set goals for the upcoming year	District Personnel/Staff of GKC District Staff of GKC Hickman, King, Barrett	Preparations for the evening's Open House Expectations for the school year will be set at the welcome back meeting.
September 17 Faculty Mtg. Focus: Bridges Math Program	PLC Discussion Groups/Bridges Math Program/What is working and what is concerning? What do we need to make this successful for our students?	Staff of GKC	PLC Groups plan to present ideas during upcoming Faculty Meeting.
October 15 Faculty Mtg. Focus: Bridges Math Program/ELL Assistance Peer to Peer Sharing	PLC Discussion Groups/Bridges Math Program/What is working and what is concerning? What do we need to make this successful for our students?	Staff of GKC Nance, Echeverry, Barrett-ELL Discussions	Follow up from September 17 th . Bridges Math Program: What progress is being made? What limitations do we have?

November 19 Faculty Mtg. Focus: Effective Teaching Skills	<u>Teach Like a Pirate</u> synopsis. Sharing by PLC Groups. Strategies that work in the Kindergarten Classroom.	Staff of GKC	How will these ideas be visible in each classroom? Look Fors that will be seen during Walk Through visits.
December 17 Faculty Mtg. Focus: Positive Energy at GKC	Introduce Title: <u>The Fred Factor</u>	J. Hickman	Assign reading of text for vacation. Prepare for staff presentations.
January 21 Faculty Mtg. Focus: Applying The Fred Factor	Follow up of Title/Discussion/How to use with our population	Staff of GKC	Personal Reflection: What will I do to become more like Fred?
February 18 Faculty Mtg. Focus: Writing Strategies	Analyze Report Card Data Emphasis on Writing Review Lucy Caulkins	King, Barrett	Fine tuning of writing. Goal of 2-6 linked/actual writing of sentences for students. Revisit Program purchased.
March 17 Faculty Mtg. Focus: Science	Review Content of Kits/CCSS to be addressed/mastered by students	J. Hickman	Revisit CCSS and content taught/Personal Reflections
April 21 Faculty Mtg. Focus: ELL Insight	Observations from ELL Staff/Strategies that are used in small groups and can transfer to Core Classroom. Revisit Title: <u>Dual Language Learners: Strategies for Teaching English</u>	J. Hickman, Nance, Echeverry, Barrett	Inclusion of Strategies that have worked or failed
May 19 Faculty Mtg. Focus: Reaching Component V Goals	Review Component V Goals/Dig into Data (DIBELS, STAR, Quarterly Assessments)	Staff of GKC	Revisit Component V Goals: What needs to be done to meet these goals? Where are we compared to where we were?
June (TBD) Faculty Mtg. Focus: End of Year Wrapping Up End or Year Events	Review End of year Data/DIBELS/STAR/Sentences/Component V Data	Administration/Staff Members	Precursor to Title I meeting for 2016-17 and goals for that year

Please describe any additional supports needed:

Provide funding for 1.5 additional staff members.

Provide funding for I Pads to encourage the use of technology.

Provide funding for additional classroom computers.

As we blend the Race to the Top and Consolidated application, briefly describe the specific activities your school will do to meet the following state and district strategies:

1. Support the development of new standards, align curriculum, and conduct assessments.

At Georgetown Kindergarten Center, teachers work in PLCs for 90 minutes a week. During this time, teachers conduct data analysis, develop action plans for students who are performing below standard and develop formative assessments and LFS Next Generation Lesson plans to document what materials we will use with our students. During our faculty meetings, the administration and staff provide monthly professional development. This year our professional development will focus on research based instructional strategies for reading, writing and mathematics and ELL students. As year #3 of the center, we will continue to add components related to team building to ensure that our staff is prepared to work collaboratively and productively. (Specifically, the title: The Fred Factor.)

2. Build a culture of college and career-readiness in schools by removing obstacles to, and actively supporting student engagement.

During PLC work, Administration will support curriculum alignment, formative assessment planning and lesson planning to the Common Core State Standards. Teachers will be encouraged to work collaboratively as we present a new Mathematics curriculum to our students. This curriculum, Bridges includes a significant amount of hands on learning which will require staff to alter their thinking of instruction as they minimize the use of papers and increase the use of manipulatives. The administration will work to provide timely feedback to teachers through face to face discussions about walk throughs and through the use of formal observations compiled through the use of DPAS II to offer support in the areas of need.

3. Ensure implementation of instructional improvement systems and integrate State data coaches into the instructional improvement systems.

Conduct weekly PLC meetings and monthly professional development faculty meetings that emphasize research based instructional practices.

4. Accelerate the development of instructional leaders.

Provide leadership opportunities for teacher: utilize teachers as presenters during faculty meetings. The intent is for PLC and monthly faculty meetings to serve as an interactive method of enhancing one's teaching skills rather than a "sit and get" opportunity as presented by the Principal or Support Staff.

5. Adopt a state-identified model or other coherent approach to PD. (Using LFS as the model.)

Continue to monitor LFS strategies and CCSS during walk-throughs and instructional planning.
Continue to focus on each area of instruction to ensure that students are receiving quality instruction in each of the core subject areas.
Focus on maximizing instruction with the newly purchased Bridges Math Program.

Additional Questions:

How will your school address improving communications within your school and throughout the community?

Quarterly Family Nights have been incorporated into our monthly calendar (Oct. 15/Jan. 14/March 10/May 12). These evenings will encourage parents to support their children with similar strategies to those that are being employed in the classrooms. The Georgetown Kindergarten Center maintains an open door policy and invites parents to call or come in to share ideas or to ask questions. Parents are invited to attend: Open House (September 1, 2015) and regularly scheduled Parent Conferences.

What other priorities will your school focus on this year?

As the administrative team (Principal, Reading Specialist, Special Ed Coordinator, ELL Staff), we will work to provide staff with meaningful, ongoing professional training in order to improve instructional practices at the Georgetown Kindergarten Center. Accelerate achievement/improve outcomes by using research based instructional strategies within classrooms. Use data (I Tracker, DIBELS, STAR Testing, and Component V tests) to make curricular decisions and provide supplemental support for at-risk students.

What is your school's main instructional focus for the year?

Our school improvement team has decided we will focus on enhancing student learning and incorporating technology into the classrooms. We will provide PD for teachers in the area of student learning and provide meaningful conversations from walk throughs focusing on student learning.