

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

Date: October 2017

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:

Free/Reduced % (2015-2016)	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	280		
IEP Students	20%		
LEP Students	61%		
Highly Qualified Teachers	100.0%		
Daily Attendance	96%		
Graduation Rate	N/A		

Measurable Goal	Goal	Person(s) Responsible	Activities	2017-2018 Target	2017-2018 Actual	Target Met
1. Standards and Assessments						
<p>1.1 The school's percentage of kindergarten students who exhibit proficiency with alphabet awareness and phonemic awareness will annually increase.</p> <p>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.</p>	1	Janet Hickman and staff	<p>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.</p> <p>1.12 Daily use of the 95% program</p> <p>1.13 Daily use of small/differentiated instructional groups</p> <p>1.14 Implementation of RTI with fidelity</p> <p>1.15 Monthly Faculty Meetings focusing on Reading Interventions/Activities</p>	<p>80% of students will achieve proficiency and a Core Score of 119 on the DIBELS Composite</p> <p>80% of the students will receive a "3" or a "4" with sight word identification (At the end of the year on the Report of Progress)</p>		
<p>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.</p> <p>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.</p> <p>1.22 The school's percentage of kindergarten students who can identify, describe, compare and create shapes will annually increase.</p>	1	Janet Hickman and staff	<p>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.</p> <p>1.22 Implement writing in response to mathematical requests.</p> <p>1.23 Daily use of small/differentiated groups for instruction.</p> <p>1.24 Use of grade level common assessments.</p> <p>1.25 Specialist's classroom instruction will reinforce Common Core identified skills.</p> <p>1.26 Daily Math RTI for Mathematics based on data.</p>	<p>90% of students will achieve 80% within the number identification test (0-100) for Kindergarten</p> <p>80% of students will demonstrate proficiency on the Bridges Comprehensive Assessment at the end of the year by scoring "Green."</p>		

Measurable Goal	Goal	Person(s) Responsible	Activities	2017-2018 Target	2017-2018 Actual	Target Met
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.	80% of students will achieve district's annual goal of writing 6-8 sentences independently.		
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		
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		
2.4 The number of office referrals will annually decrease.			2.41 Providing PBS (school-wide/grade level) incentives and behavior plan for students.	10 Office Referrals		

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

- Analyzed data from 2016-2017 school year using Georgetown Kindergarten Center's Balanced Scorecard-June 2017.
- 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 2017.

Name of Team Member		Planning Team	Position/Representation
Janet Hickman			Principal

Mrs. Warren		Parent
Mrs. West		Parent
Amanda Matz		Teacher
Jen Kruger		Teacher
Melissa McNamara		Teacher
Leslee Hazzard		Teacher
Cathy Henderson		Teacher
Terri Penuel		Teacher

Professional Development Plan: Top 3 (for School Year 2017-2018)

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, Bridges Comprehensive Growth Assessment, Bridges Number Corners Assessments 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 2017-2018 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 Discussions/Strategies • Emphasis on District created Sight Word Lists
2. Use data (I Tracker, DIBELS, Comprehensive Growth Assessment, Number Corners Assessment, 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 (PLC Groups Presenting Monthly).
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"> • Conduct Learning Walks/Reflections by peers • Walk Throughs to sister schools-NGE and GE

			First Grade <ul style="list-style-type: none"> • Emphasis on Instruction during Monthly faculty meeting.
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Professional Development Plan: - A Year at a Glance -

Georgetown Kindergarten Center 2017-2018 Professional Development Plan

Meeting	Topic	Who is Responsible?	Follow-up
Returning Teacher Week Focus: "Kindergarten Will Rock You"	August 31: Faculty Meeting/Classroom time/Open House for Families-5 pm September 2: Work in Classroom/PLC Meetings September 3: Review 2017 data/set goals for the upcoming year/Introduce Dreambox, Epic and Data Service as Technology to use during the year	Staff of GKC 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 18 Faculty Mtg. Focus: Technology to use with Students	PLC Discussion Groups/Using iPads within our classrooms	Staff of GKC/Melissa Bleile to provide insight	PLC Groups plan to present ideas during upcoming Faculty Meetings.
October 16 Faculty Mtg. PLC Team A Presenting Peer to Peer Sharing	PLC Discussion Groups	Staff of GKC L. Kendrick, C. Hopkins, C. Henderson, M. Nance	

November 13 Faculty Mtg. PLC Team B Presenting Peer to Peer Sharing	PLC Discussion Groups	Staff of GKC M. Anderson, M. McNamara, L. Rubino, K. Curl	.
December 18 Faculty Mtg. PLC Team C Presenting Peer to Peer Sharing	PLC Discussion Groups	Staff of GKC L. Hockman, M. Falini, M. Crisco, A. Broughton	.
January 8 Faculty Mtg. PLC Team D Presenting Peer to Peer Sharing	PLC Discussion Groups	Staff of GKC T. Penuel, J. Kruger, K. Furry, M. Donahue	
February 5 Faculty Mtg. PLC Team A Presenting Peer to Peer Sharing	Analyze DIBELS Winter Data/Comprehensive Growth Assessment Data	Staff of GKC L. Kendrick, C. Hopkins, C. Henderson, M. Nance	
March 5 Faculty Mtg. PLC Team B Presenting Peer to Peer Sharing	PLC Discussion Groups	Staff of GKC M. Anderson, M. McNamara, L. Rubino, K.Curl	
April 16 Faculty Mtg. PLC Team C Presenting Peer to Peer Sharing	PLC Discussion Groups	Staff of GKC L. Hockman, M. Falini, M. Crisco, A. Broughton	
May 14 Faculty Mtg. Leadership Team	Planning End of Year Activities	Staff of GKC	
June (TBD) Faculty Mtg. Focus: End of Year Wrapping Up Review Data	Review End of Year Data/DIBELS/Bridges Assessments/Sentences/Component V Data	J.Hickman	

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 PLC Group Minutes to document what materials we will use with our students. During our faculty meetings, the PLC Teams will provide monthly professional development. This year our professional development will focus on research based instructional strategies for reading, writing and mathematics and ELL students.

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 Science curriculum to our students. This curriculum, a Weather Unit, 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 IRES to offer support in the areas of need.

2. 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 and materials that are appropriate for Kindergarten students.

3. 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.

4. 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.

Additional Questions:

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

Three Family Nights have been incorporated into our monthly calendar (Fall, Winter and Spring). 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 (August 31, 2017) 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, Bridges Assessments) 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.