



School Improvement Plan 2020 - 2021



**Bartow County
Allatoona Elementary
School**

SCHOOL IMPROVEMENT
PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bartow County
School Name	Allatoona Elementary School
Team Lead	Teri Marley, Principal

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	Improve reading fluency and comprehension
Root Cause # 1	Poor automatic word recognition due to lack of rich oral language and vocabulary experiences- (52% are labeled Remediate Learning on Georgia Milestones Reading and Vocabulary).
Root Cause # 2	Poor word attack skills- only 59% of second grade students are bench marking on NWF Whole Words Read.
Root Cause # 3	Questions, discussions, and assessment not aligned to the rigor of the standards.
Goal	The percentage of students scoring at or above the Lexile midpoint on the Georgia Milestones English Language Arts End of Grade Assessment will increase from 41.5% to 45%. In grades K-2 there will be a 20% increase in the number of students scoring core and/or advanced on DIBELS composite from the beginning of the year to the end of year.

Action Step # 1

Action Step	Differentiate instruction to address the root causes of poor reading comprehension. In the classroom, teachers will use IDI data to ensure students are grouped and taught the appropriate Differentiated Reading Lesson. The reading support teacher will provide remedial support for Tier 3 students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Lesson plans and classroom observations
Position/Role Responsible	Teachers/ Administration
Timeline for Implementation	Weekly

Action Step # 1

<p>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)?</p>	<p>Bartow County was awarded an L4 grant with a Birth-12th grade focus. In the area of reading, the grant will focus on the implementation of a district-wide intervention to provide remedial support for Tier 3 students.</p>
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Action Step # 2

<p>Action Step</p>	<p>Provide rich, Lexile appropriate shared and independent reading opportunities for students across content areas.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged English Learners Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Monitor Reading Counts data Lesson plans List of recognized students</p>
<p>Position/Role Responsible</p>	<p>Teachers/ Administrators</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>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)?</p>	<p>Bartow County was awarded an L4 grant with a Birth-12th grade focus. In the area of reading, the grant will focus on the implementation of a district-wide intervention to provide remedial support for Tier 3 students.</p>
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Action Step # 3

Action Step	A literacy night will be held to provide parents with strategies to help students with reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent Surveys
Position/Role Responsible	Instructional Lead Teacher Administrators
Timeline for Implementation	Yearly

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	Provide remedial reading instruction for at-risk students during the month of June.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans Classroom observations Pre and post-test data
Position/Role Responsible	Teachers
Timeline for Implementation	Others : Summer

Action Step # 4

<p>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)?</p>	<p>The L4 Grant will be utilized for this expense.</p>
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Action Step # 5

<p>Action Step</p>	<p>Teachers will provide targeted vocabulary instruction during each academic area.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Lesson Plans</p>
<p>Position/Role Responsible</p>	<p>Teachers, Administration</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>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)?</p>	
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Action Step # 6

Action Step	An Instructional Lead Teacher will continue to provide guidance, training, and other resources as needed to focus on engaging students and improving their learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Classroom observations
Position/Role Responsible	Instructional Lead Teacher Teachers Administration
Timeline for Implementation	Weekly

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 # 7

Action Step	Apply concepts from Design in Five to develop Common Formative Assessments for each essential standard.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 7

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Collaborative team meeting minutes Assessments Lesson Plans
Position/Role Responsible	Teachers Administratio n Lead Instructional Teacher
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 # 8

Action Step	Meet collaboratively twice each week to focus on the four essential questions of the PLC process.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership

	Professional Capacity
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Action Step # 8

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agenda and meeting minutes
Position/Role Responsible	Teachers Administration Lead Instructional Teacher
Timeline for Implementation	Weekly

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 # 9

Action Step	Designated parent conference days, offering a late evening, will be set to encourage parental involvement and knowledge about reading.
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	Sign-In Sheets Conference Notes
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Weekly

Action Step # 9

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 # 10

Action Step	Revise and monitor the classroom portion of Positive Behavior Intervention Strategies (PBIS).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School Wide Information Systems (SWIS) Reports
Position/Role Responsible	Teachers Administration PBIS Team
Timeline for Implementation	Weekly

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 # 11

Action Step	Recognize and celebrate student growth and achievement
Funding Sources	Title I, 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	Facebook Posts Friday Awards Programs
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Weekly

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 # 12

Action Step	Utilize student assisted computerized learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 12

Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson Plans Classroom Observations
Position/Role Responsible	Teachers Administrators
Timeline for Implementation	Weekly

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 # 13

Action Step	Provide mentors to work with at risk students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Student progress reports
Position/Role Responsible	Teachers Mentors
Timeline for Implementation	Weekly

Action Step # 13

<p>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)?</p>	<p>Bartow County Read to Grow program</p>
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve K-5 math achievement
Root Cause # 1	Inability to transfer knowledge in the problem solving process.
Root Cause # 2	Incomplete mastery of basic math facts.
Root Cause # 3	Students fail to make mathematical connections due to deficits in number sense.
Goal	The percentage of students scoring proficient or distinguished as measured by the Georgia Milestones Math EOG Assessment will increase from 42.5% to 46%. In grades K-5 students will increase score on the MAP end of year diagnostic by 20% from beginning of year assessment.

Action Step # 1

Action Step	Teachers will incorporate Number Talks into lessons at least 3 times a week.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Lesson plans Classroom observations
Position/Role Responsible	Teachers Instructional Lead Teacher Administrators
Timeline for Implementation	Weekly

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	Differentiated instruction (teacher and computer-assisted) during small group time to address deficiencies identified on common formative assessments and benchmarks.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Classroom observations iReady reports
Position/Role Responsible	Teachers Instructional Lead Teacher Administrators
Timeline for Implementation	Weekly

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	Students will consistently work independently and in teams to solve real-world problems that require advanced effort, decision making, and critical and creative thinking.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Method for Monitoring Implementation and Effectiveness	Lesson plans Classroom observations
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Action Step # 3

Method for Monitoring Implementation and Effectiveness	Work samples
Position/Role Responsible	Teachers Instructional Lead Teacher Administrators
Timeline for Implementation	Weekly

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	Provide instruction for at risk students utilizing a Title 1 teacher.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Classroom Observations Pre and post-test data
Position/Role Responsible	Administrators Summer Intervention Teachers
Timeline for Implementation	Others : June 2019

Action Step # 4

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 # 5

Action Step	Provide a block of time for students to preview upcoming math standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Classroom Observations
Position/Role Responsible	Teachers Administrators
Timeline for Implementation	Weekly

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 # 6

Action Step	Develop and utilize common formative assessment which are aligned to essential standards to assess student acquisition of taught skill and provide remediation and enrichment as necessary.
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
Method for Monitoring Implementation and Effectiveness	Lesson Plans Collaborative Team Minutes Assessments
Position/Role Responsible	Instructional Lead Teacher Teachers Administration
Timeline for Implementation	Others : On going

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 # 7

Action Step	Conduct collaborative team meeting twice each week guided by the 4 questions of the PLC process.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 7

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Agendas and minutes for collaborative meetings
Position/Role Responsible	Team members Administration
Timeline for Implementation	Weekly

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 # 8

Action Step	Host a math night to provide parents with strategies they can use at home to help their child(ren) with math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign - In sheets Parent Evaluation Sheets
Position/Role Responsible	Lead Instructional Teacher
Timeline for Implementation	Yearly

Action Step # 8

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 # 9

Action Step	Quarterly grade level meetings will focus on ways to build parent capacity.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Agendas Minutes
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Quarterly

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 # 10

Action Step	Implement strategies to increase fluency in mathematics.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Collaborative Team Minutes
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Others : Ongoing

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	Improve written expression across genres.
Root Cause # 1	Inconsistencies in the formative assessments used to rate student writing.
Root Cause # 2	Inconsistency with programs and instructional strategies used to teach writing and integration of writing across content areas.
Goal	The percentage of students scoring “Monitor” or “Accelerate” in the Writing and Language domain as measured by the Georgia Milestones ELA EOG will increase from 39% to 43%.

Action Step # 1

Action Step	Teachers will use common rubrics to rate student work.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observations Assessment samples/ results
Position/Role Responsible	Teachers Instructional Lead Teacher Administrators
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	Host a Young Author's Literacy Night to provide parents with strategies to support writing at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Parent S
Position/Role Responsible	Instructional Lead Teacher Teachers Administrators
Timeline for Implementation	Yearly

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	Give common writing assessment benchmarks once per quarter. Teachers will examine the data to provide targeted supportive instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Collaborative Meeting Minutes
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Quarterly

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	Implement writing across the curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Collaborative Team Minutes
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Others : Ongoing

Action Step # 4

<p>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)?</p>	
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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>All staff members participated in a data dig with grade level peers to find strengths and weaknesses in instruction and discover root causes. Surveys were sent home to gather parent input. The Leadership Team met to to analyze current data to address the school's need for the 2019-2020 school year. We reviewed DIBELS data, iReady results, EOG data, survey results and conducted a Comprehensive Needs Assessment to get a full view of Allatoona's instructional needs. This team was made up of a cross-section of stakeholders. The committee included Allatoona Elementary Administration, grade level representatives, and teacher representatives from ESOL and Special Education. All parents were invited to attend but none participated. Dates have been set to allow parents to come and view the plan and offer input. Staff members will also have an opportunity to view the plan and make suggestions before it is finalized.</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>100% of the faculty and staff off Allatoona Elementary are highly qualified professionals. ALES works closely with the Bartow County Human Resources Department to inform employees when their certificates are due to expire and to ensure only highly qualified teachers are hired. To ensure that students are not placed with an inexperienced and/or marginal teacher for two consecutive years the administration at Allatoona Elementary monitors placement, ensuring equity in teacher experience. No inequalities were found at this time. Teacher effectiveness is measured by ratings on Teacher Keys Effectiveness System (TKES) and student learning as measured by achievement or growth on local or state-level tests.</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>Allatoona Elementary School strives to provide each student with a high quality education which will inspire, challenge and engage lifelong learners. To ensure research based, best practices are in place, Allatoona Elementary will be utilizing Title I funds to fundan instructional coach. This coach will work closely with classroom teachers to provide guidance, training, and other resources as needed to focus on engaging students and improving their learning. Georgia Standards of Excellence are utilized and the RTI process is in place to identify students experiencing difficulty in mastering those standards so intervention can by established. To further improve instructional practices and increase knowledge, professional learning communities meet regularly. It is important that the staff of Allatoona fosters an environment where students can come together to develop a sense of community. Therefore plans are in place to implement Positive Behavior Interventions and Strategies (PBIS). Our plan also includes steps to communicate effectively and involve all families. Quarterly academic parents nights, hand-outs, along with monthly "lunch & learn" meetings are planned to provide parents with strategies to help</p>

their child(ren) be most successful. These sessions will also be recorded and placed on social media.

Allatoona's instructional focus is driven by data analysis of both local and state assessments. Following a thorough review of DIBELS data, iReady results, Georgia Milestones EOG data, survey results and after conducting a Comprehensive Needs Assessment it was discovered that Allatoona Elementary students need improvement in all academic areas with a specific focus in literacy and math achievement and in the coherence of the instructional system.

Several action steps have been developed to address Allatoona's deficits in literacy achievement. Teachers will use a common framework of instruction for general Tier 2 vocabulary words found in core reading materials.

Differentiated instruction will regularly occur to address the root causes identified during the comprehensive needs analysis. In the classroom, teachers will use IDI data to ensure students are grouped and taught the appropriate Bookworms lesson. The Title I teacher will provide remedial support for Tier 3 students during their Special Area block. Teachers will provide rich, Lexile appropriate shared and independent reading opportunities for students across content areas. Students will be engaged to actively monitor their own progress. The Bartow County writing curriculum will be implemented with fidelity and teachers will use the assessments prescribed by the county to monitor student progress in each writing genre.

Math achievement deficits will be addressed by several action steps. Teachers will supplement the math frameworks with Number Talks and Math in Practice to improve number sense and students ability to transfer knowledge and skills when engaged in problem solving. Differentiated instruction (teacher and computer-assisted) during small group time will be used to address deficiencies identified on formative assessments, benchmarks, and fact fluency probes. Assigning academically challenging tasks (e.g, higher-order thinking skills and processes, active student engagement, relevance, collaboration) will prepare students for the rigor of the Georgia Milestones test.

The Comprehensive Needs Assessment identified several areas in need of improvement within Allatoona's Coherent Instructional System. Teachers will be provided professional learning on the best practices evident in academically challenging environments. Administrators and teacher leaders will use a checklist to monitor implementation of strategies. The second year of Professional Learning Communities implementation will focus on:

1. Identifying essential standards and establishing what proficiency for each standard looks like.
2. Developing common formative assessments aligned to the DOK level for each standard.
3. Using a collaborative process to analyze assessment results and adjust instruction accordingly.
4. Collaborating to ensure grading practices are consistent across the grade level and provide an accurate indication of student progress.

The leadership of Allatoona Elementary fully supports each initiative and will work together to ensure steps are implemented and carried out with fidelity. Monthly leadership team meetings will be held to monitor the progress toward meeting all goals. Administration will conduct walk-throughs utilizing a check list to assess the quality of instruction in the classroom.

<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>Not</p>
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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>A transition program is in place to assist students transitioning Pre-kindergarten to Kindergarten. Throughout the spring, activities are conducted to assist students in making this transition. Each spring an information session is hosted by the Kindergarten teachers so that incoming parents can ask questions. Pre-K students and their parents tour Kindergarten classrooms and have the opportunity to complete a learning activity together. To further help Pre-K students in their transition students attend Special Areas classes with their Kindergarten counterparts. Kindergarten students also visit the Pre-K class and to answer questions about the transition. The school is also proactive in providing support for students transitioning in grades K-4. A Partnering with Parents event occurred in May that allowed parents to visit the classroom of that their child is rising to. Teachers provided an overview of the grade level curriculum and shared information to help students prepare for the transition over the summer. This event will be held annually moving forward.</p>
<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>Not</p>
<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>Allatoona Elementary is moving to Phase 2 of adopting Positive Behavior Interventions and Supports (PBIS). This proactive approach will help to establish behavior supports and a social culture to enable all students to achieve behavioral and academic success. Behavior expectations will be taught, modeled, and reinforced. The use of PBIS will reduce behaviors that require discipline practices that remove students from the classroom and will establish a climate in which appropriate behavior is the norm. This plan will require teachers to implement several level I interventions before students are referred to the office. Discipline referrals are tracked and there are no disproportionate subgroups represented in the number of referrals.</p>

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	None
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