



- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

School Improvement Plan

School
Name

Sawyer Road Elementary

School
Year

2019 - 2020

Members



Susan Graves, Principal

Susan Graves

Tezella Comeaux, Assistant

Principal/Parent/SGT

Tezella Comeaux

Mardy Schicker, Assistant Principal

Mardy Schicker

Nik Philmon, Literacy Coach

Nik Philmon

Kristi Averill, Math Coach

Kristi Averill

Julie Smith, MTSS /SGT

Julie Smith

Robin Fox, TSS

Robin Fox

Margaret Burgess-Wright, Counselor

Margaret Burgess-Wright

Carrie Woityra, Counselor

Carrie Woityra

Jill Baker, PYP Coordinator/PTA

Jill C. Baker

Members



Summer Davis, ESOL Lead

A handwritten signature in blue ink that reads "Summer Davis".

Sara Cleveland, Third Grade

A handwritten signature in blue ink that reads "Sara Cleveland".

Zanetta Hornbuckle, EIP Lead/PTA

A handwritten signature in blue ink that reads "Zanetta Hornbuckle".

Lisa Schwenk, Fourth Grade

A handwritten signature in blue ink that reads "Lisa Schwenk".

Sarah Carter, Kindergarten

A handwritten signature in blue ink that reads "Sarah Carter".

Stephanie Paige, Fifth Grade/Parent

A handwritten signature in blue ink that reads "Stephanie Paige".

Jessica Strickland, First Grade/SGT

A handwritten signature in blue ink that reads "Jessica Strickland".

Debbie Ruic, Parent Involvement/SGT

A handwritten signature in blue ink that reads "Debbie Ruic".

Kristin Lincoln, Second Grade

A handwritten signature in blue ink that reads "Kristin Lincoln".

*Reviewed by SRE SGT

Needs Assessment

2019 Georgia Milestones - ELA



ELA- All Students

	Beginning	Developing	Proficient	Distinguished
3rd Grade	38%	34%	25%	3%
4th Grade	32%	45%	28%	4%
5th Grade	26%	40%	30%	4%
Total	32%	39%	27%	3%

3rd Grade ELA

	Beginning	Developing	Proficient	Distinguished
Black	32%	24%	40%	4%
Hispanic	44%	37%	18%	2%
ESOL	48%	37%	13%	2%
SpEd	n/a	n/a	n/a	n/a

4th Grade ELA

	Beginning	Developing	Proficient	Distinguished
Black	33%	33%	29%	4%
Hispanic	24%	46%	26%	4%
ESOL	38%	57%	5%	0%
SpEd	n/a	n/a	n/a	n/a

5th Grade ELA

	Beginning	Developing	Proficient	Distinguished
Black	23%	34%	40%	2%
Hispanic	28%	45%	22%	4%
ESOL	44%	48%	7%	0%
SpEd	65%	29%	6%	0%

Needs Assessment

2019 Georgia Milestones - Math



All Students

	Beginning	Developing	Proficient	Distinguished
3rd Grade	15%	35%	45%	5%
4th Grade	13%	39%	42%	5%
5th Grade	26%	43%	25%	6%
Total	18%	39%	38%	5%

3rd Grade

	Beginning	Developing	Proficient	Distinguished
Black	16%	28%	52%	4%
Hispanic	13%	37%	45%	5%
ESOL	13%	35%	52%	0%
SpEd	n/a	n/a	n/a	n/a

4th Grade

	Beginning	Developing	Proficient	Distinguished
Black	29%	33%	29%	8%
Hispanic	10%	46%	41%	3%
ESOL	11%	57%	32%	0%
SpEd	n/a	n/a	n/a	n/a

5th Grade

	Beginning	Developing	Proficient	Distinguished
Black	30%	32%	36%	2%
Hispanic	25%	48%	19%	7%
ESOL	44%	48%	4%	4%
SpEd	47%	35%	18%	0%

Needs Assessment



Spring 2019 K – 2 MAP

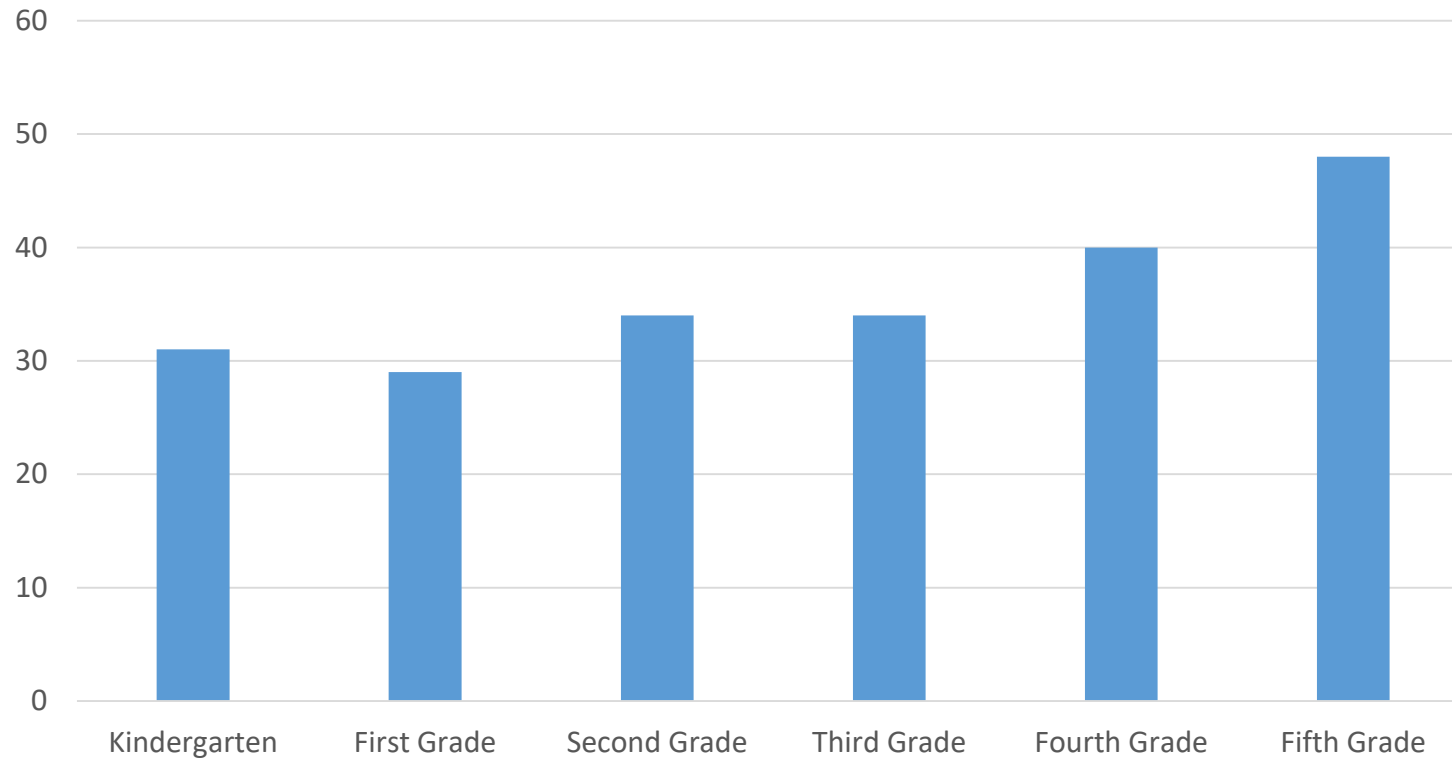
	ELA % at or above grade level	Math % at or above grade level
Kindergarten	60%	66%
1 st Grade	54%	47%
2nd Grade	44%	37%
Total	53%	50%

Needs Assessment



MAP Spring 2019

Percentage of Students Reading on Grade Level



*measured by Lexile Level

Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN RESOURCES

Recruit and retain effective teachers and staff who meet the district's diverse needs.



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Outcomes/Goals: What will success look like for our school? (Smart Goals)

40% of third, fourth, and fifth grade students will score proficient or distinguished on the ELA section of the Georgia Milestones Assessment.

Provide professional development in the areas of social emotional development, math, ELA, and IB PYP

Family Engagement
Increase the resources, opportunities and participation for all families in all content areas

Manage charter and consolidated funds to support the goals identified in the school strategic plan

50% of third, fourth, and fifth grade students will score proficient or distinguished on the Math section of the Georgia Milestones Assessment.

Targeted support for teachers through collaboration and constructive feedback

Establish Ignite 56 partnership that fosters relationships between community and students

Initiatives: What will we do to achieve success?

Implement literacy instruction that enables students to read and write on grade level

Monthly professional development meetings to discuss best practices in the areas of social emotional learning, ELA, and math

Provide a variety of opportunities for our families to strengthen the home-school connection to support students' educational needs

All spending of consolidated and charter funds will be directed connected to the school strategic plan.

Support students through rigorous math instruction that builds capacity to solve complex word problems and fact fluency

Bi-weekly grade level meetings to collaborate on best teaching strategies and analyze student data

Ignite 56 will provide mentorships for fourth and fifth grade students


Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when (student groups)?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Balanced Literacy Instruction



STUDENT ACHIEVEMENT
Prepare every student for college and career success.

Data-focused Math Instruction

Initiate/continue Benchmark Phonics curriculum in 1st grade/kindergarten

Integrate Orton-Gillingham into 2nd grade instruction (trained June, implemented August)

Emphasize fidelity with Writing Units of Study in 2nd & 3rd grade (trained May & July, implemented September)

Target System44 for 3rd-5th grade students with Lexiles below 400 (trained May, identified August, implemented September)

Use common formative/summative assessments in k-5 provided by Pearson and analyze the data in grade level team meetings.

Integrate Tier 2 Pearson interventions in 1st-5th grades and Tier 3 Gloss assessments (1st-5th) into small group rotation/intervention time.

Math Coach will support the use of Pearson, Number Talks and other district supported resources to develop strong Tier 1 instruction within kindergarten-fifth grade.

Teachers, coach, & principal engage data talks after each phonics cycle (August-May)

Teachers & coach reflect on writing samples and F&P results (monthly data talks September-May)

Teachers & coach engage in common scoring of writing tasks (monthly data talks September-May)

Teacher, coach, and Houghton Mifflin consultant track student progress to deliver specific interventions based on results (System44 weekly November –May)

Math instruction will include evidence of teachers using data to address areas of remediation and extension during quarterly meetings with the math coach.

EIP/ESOL teachers will inform MTSS coordinator about collected data and interventions being used during monthly meetings.

K-5 instruction will reflect collaboration between the Math Coach and district coordinator to increase the percentage of teachers implementing Pearson with fidelity using the curriculum implementation observation tool. (Monthly)

Increase the number of students reading on or above grade level according to F & P levels and MAP assessment data (k-5) with a specific focus on ESOL, Black, Hispanic, and Special Education students.

Increase the number of k-5 students who demonstrate proficiency on the ELA common formative assessments and MAP.

Increase the number of students (k-5) demonstrating proficiency on the math common formative assessments with a specific focus on ESOL, Black, Hispanic, and Special Education students.

**Initiatives:
What will we
do to achieve
success?**

**Evidence of Progress:
Impact Check #1- Fall**

**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Balanced
Literacy
Instruction



We had positive gains in ELA at every grade level on GMAS.
30% of the students were at or above grade level on GMAS.
There is a disparity between GMAS and MAP assessment data when looking at students who are performing at or above grade level. Writing scores are negatively impacting GMAS scores.



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.



We had positive gains in 3rd and 4th grade on GMAS.
43% of the students were at or above grade level on GMAS.



Data-focused
Math
Instruction

Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when (student groups)?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Professional Learning

Instituted monthly PL during faculty meetings where content coaches and IB coordinator present ELA, Math, and Social Emotional Learning best practices through an IB PYP lens (August-May)

All students will benefit from staff members who attend IB PYP, MRESA, TESOL Conferences, and district Professional Learning Offerings

Enrichment/acceleration opportunities are evident in IB planners, lesson plans, and evaluative observations

Specific remediation strategies tying new learning to specific subgroups (e.g. EIP, ESOL, Special Education) are evident in lesson plans, data talks, and evaluative observations

Staff will apply best practice (research-based) strategies and skills acquired through professional learning (August-June)

All instructional staff will work to close the achievement gap of lower-performing subgroups (low SES, Hispanic, Black, SPED and ESOL)



HUMAN RESOURCES

Recruit and retain effective teachers and staff who meet the district's diverse needs.

Grade levels and support staff (ESOL, EIP SPED, Gifted) will collaborate with instructional coaches or the IB Coordinator weekly to increase rigor and inquiry within the current planners (August-May)

Select Staff will attend training such as Mindset and Number Talks with opportunities to re-deliver to teams and/or faculty

Coaches and IB Coordinator will provide additional support to new staff

Application of *I can* WIDA statements and ESOL strategies are evident and discussed during evaluative observations

Programme of inquiry & IB policies will be updated and aligned, and best practices will be evident in all areas

Strategies learned from Colleagues will be evidenced in teaching and collaboration. (August-May)

Chocolate Chips and Chat for new staff (monthly)

Rigor & inquiry will be evident in standards-based lessons with an emphasis on student voice and agency throughout all subject areas.

Targeted Support

Initiatives:
What will we do to achieve success?

Evidence of Progress:
Impact Check #1- Fall

Evidence of Progress:
Impact Check #2- Winter

Evidence of Success:
Impact Check #3- End of Year

Professional Learning

To ensure understanding of IB PYP, math, ELA, and Social Emotional Learning Professional development is planned throughout the school year in grade level meetings, PLC meetings, and off site trainings.

We have strategically placed students with credentialed teachers (ESOL, gifted, and mindset) and support staff through in house coaches and district coordinators.



HUMAN RESOURCES

Recruit and retain effective teachers and staff who meet the district's diverse needs.

Targeted Support

Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when (student groups)?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Strong Connection to Families

Strengthen family engagement through multiple family events including Parent Ed opportunities:

- IB PYP continuum
- ESOL
- Gifted
- Early Intervention (EIP)
- SPED services

Kindercamp for rising preschoolers (May)

Increase parent/community engagement on digital platforms (website, social media, surveys, Weekly Scoop) (August-May)

Expand options and accessibility of innovative learning spaces (learning Commons expansion and the CollabLab)

Educational benefit for students and families as they become more invested in both their children's education and SRE

PTA Memberships and volunteer numbers for events will increase by 50%


COMMUNITY COLLABORATION

Increase community engagement across the district.

Establish a partnership with Fire Station 56 (September)

Identify students using discipline and behavior data and teacher/counselor recommendation (October)

Train and match mentors (firefighters) with mentees (students) based on availability, needs, and interests (November)

Schedule and facilitate semi-monthly mentor sessions (January-May)

"I want to be a Fireman" career project (March)

Schedule Station 56 Fireman to attend annual Career Day Event (Fall/Spring)

Students will begin to show social/academic growth and develop goals of academic and career success

Ignite 56 Partnership

**Initiatives:
What will we
do to achieve
success?**

**Evidence of Progress:
Impact Check #1- Fall**

**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Strong
Connection
to Families

We have planned to coordinate academic program workshops (ESOL, EIP, MILE) and parent information sessions (GMAS, MAP, etc.) to align with the PTA meetings and include IB Connections.


**COMMUNITY
COLLABORATION**
Increase community
engagement across the
district.

Students who participated in the Communities in Schools tutoring program showed growth on the MAP assessment.

Expand community partnerships, specifically with Fire Station 56 to improve social emotional and academic achievement

Ignite 56
Partnership


Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when (student groups)?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Consolidated Budget



FISCAL RESPONSIBILITY
Establish fiscal processes that align to the needs of students and staff.

Charter Budget

Use student performance data to identify areas of critical need

Identify resources and/or strategies to purchase to meet academic goals

Allow for adjustments and shifts that need to be made based on student achievement data and progress throughout the year

Administrative team and academic coaches will meet monthly to determine next steps and progress

Transparent and Efficient Management of consolidated funds

The budget will be balanced

Academic needs will drive the budget

Provide support and funding for IB, ESOL, Math, and ELA through Professional Learning

Allow for the expansion of the learning commons

Provide technology to classrooms for assessment, instruction, and innovation

Monitoring classroom performance (F&P, MAP, ACCESS, GMAS) of students

Students will be able to use their research and presentation skills

Observe use of technology for assessment, instruction, and presentations

The charter fund budget will be balanced and used to address identified critical actions

Initiatives:
What will we do to achieve success?

Evidence of Progress:
Impact Check #1- Fall

Evidence of Progress:
Impact Check #2- Winter

Evidence of Success:
Impact Check #3- End of Year

Consolidated
and Charter
Budget



- additional licenses for System 44 for more student participation purchased
- More students were moved in and out of the System 44 program throughout the year to increase usage and improve Lexiles (esp. around GMAS testing and retakes)
- A designated space and time for System 44 classes and assign 1 veteran support teacher to deliver instruction
- Start in August rather than late October to maximize usage
- The on site math coach and system coordinator collaborate with the math system adoption of Pearson



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Charter Funding - Strategic Support

-SGT Request Form-

School:	Sawyer Road Elementary		
Amount Requested:	\$36,610	Date of SGT Approval/Vote¹:	August 23, 2019

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.


To support our School Strategic Plan goals we will focus on training and planning for our staff as well as use monies to support our student achievement initiatives. These resources will provide valuable opportunities for our students to use their presentation skills among our school and local community as well as purchase additional technology. Professional learning and planning are vital for our teachers to provide the highest quality instruction for our students.

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

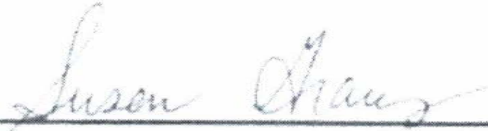
Implementation: (Project Activities -Including any Enhanced Roles)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Increase opportunities for collaboration and enhances best practice strategies for teachers (IB, ESOL, Math, ELA)	Professional Learning	Collaborative planning will be enhanced for rigor within the IB Planners as well as increase student achievement. Teachers will be able to attend professional learning opportunities to build their capacity for teaching ESOL, IB, Math and Reading.	IB Planners will be enhanced and updated to reflect specific content standards measured by the GMAS, and there will be invaluable professional learning for better teaching by our teaching staff.	approx \$15,610
Additional APPLE Ipads will be purchased for our 4 th and 5 th grade Classrooms.	Student Achievement	Provide technology to classrooms for instruction, assessment and innovation.	Increased productivity for assessments; additionally, allows for authentic, engaging instruction.	approx \$10, 000
This funding would allow an expansion of the Learning Commons and allow for more flexibility of space.	Student Achievement	The Learning Commons has several phases, this project will bring Sawyer Road closer to the final phase of design.	Students will be able to use their research and presentation skills within the IB Planner measured by formative and summative assessments.	approx \$10, 000

Charter Funding - Strategic Support
-SGT Request Form (continued) -


Evaluation/ROI: How will you measure your project results? For each of the project outcomes and long term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.



SGT Chair Signature



Principal Signature

8/23/19 

Superintendent (or Designee) Signature

08/23/2019

Date

- 1 SGT approval of Charter Funding requests must be reflected in the SGT minutes.
- 2 All Enhanced Roles must be reflected in the HR process for 2019-2020.
- 3 Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

APPENDIX A– Budget Template 1

Schoolwide School Improvement Plan- Combining Funds

How the school will meet the Intent and Purpose of each funding source?

- Please indicate the programs and items that will be supported with your consolidated funds. Make sure the programs/items meet the intent and purpose of each program.
- Attach template for EACH school consolidating funds to the Consolidated Application.

District Name: Marietta City Schools		Fiscal Year: 2019-2020
School Name: Sawyer Road Elementary		Date Submitted: September 3, 2019
Grade Level: K-5		
Describe how the Intent and Purpose for each consolidated funding source will be met by the school		
Program	Intent and Purpose Statement	
Title I, Part A	Improve academic achievement through parent involvement activities, parent liaison, instructional coach, focused academic and behavior interventions, data driven interventions, small group instruction, reading/writing units of study, and web-based resources to support content learning	
Title II, Part A	Improve teacher quality through professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities and extended planning focused on curriculum design and instructional strategies	
Title III, Part A	Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction, focused intervention time, and small group instruction, ACCESS data analysis, and WIDA standards training	
Title IV, Part A	Provide students with access to well-rounded education through social emotional supports, community partnerships, technology integration, preventive truancy resources, and school safety training (Supplemental)	

Signatures: _____
 Title I Director _____ Date 11/11/19
 Title III Director _____ Date 11/11/19
 Principal _____ Date _____

 Title II Director _____ Date 11/11/19
 Superintendent _____ Date 12-9-19