School Improvement Plan
2022 - 2023

Coffee County
Broxton-Mary Hayes Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	Broxton-Mary Hayes Elementary
Team Lead	Tina Tucker Sapp
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	ELA performance for all students
Root Cause # 1	Data Analysis
Root Cause # 2	Phonics and Fluency Instruction
Root Cause # 3	Reading Strategies and Comprehension
Goal	Broxton-Mary Hayes Elementary will increase by 6% the number of students performing at or above proficiency in Language Arts in Grades 3-5 as measured by the Georgia Milestones Assessment System from FY 22-23; and students in grades K-2 will increase 6% on Acadience Reading probes from Fall to Spring FY23.

Action Step # 1

Action Step	Teachers will use targeted (Saxon) phonics material with fidelity to build oral reading fluency.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Success Criteria for Implementation	Sampling of classroom walk-through pictures, sample lesson plans, sample of student work (Saxon work, Reading Records, etc.)
Success Criteria for Impact on Student Achievement	sampling of CBM fluency data for grades 1-5; sampling of LNF/FSF for K-1
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teacher
Timeline for Implementation	Yearly

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)?	Okefenokee RESA

Action Step # 2

Action Step	During Collaborative Planning, teachers will gain knowledge of research-based comprehension strategies to implement to impact student achievement in reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Samples of agendas, sign-in sheets, and handouts from Collaborative Planning meetings w/the focus on research-based comprehension strategies, Collaborative Planning Schedule, sampling of lesson plans with a focus on research-based comprehension strategies, sampling of student work reflective of comprehension
Success Criteria for Impact on Student Achievement	sampling of student comprehension assessments, sampling of comprehension data (multiple choice or written response)
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teacher
Timeline for Implementation	Others : Biweekly

Action Step # 2

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)?	System Level Support, Okefenokee RESA

Action Step # 3

Action Step	Data analysis sessions will be conducted to review K-5 curriculum based measures in order to make instructional adjustments based on results.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	Student CBM samples, Pictures of Data wall, Agendas/minutes/documentation of Data Digs
Success Criteria for Impact on Student Achievement	Sampling of CBM data from review
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teacher
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)?	System Level Support-Technology

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math performance for all students
Root Cause # 1	Data Analysis
Root Cause # 2	Problem Solving Strategies
Goal	Broxton-Mary Hayes Elementary will increase by 6% the number of students performing at or above proficiency in Mathematics in Grades 3-5 as measured by the Georgia Milestones Assessment System from FY22 to FY23; and students in grades K-2 will increase 6% on grade-level Acadience math probes from Fall to Spring FY23.

Action Step # 1

Action Step	During Collaborative Planning teachers will gain knowledge of research based problem solving strategies to implement to impact student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Samples of agendas, sign-in sheets, and handouts from Collaborative Planning meetings with a focus on research-based problem solving strategies, Collaborative Planning Schedule; sampling of student work reflective of problem-solving strategies; sampling of lesson plans w/problem-solving
Success Criteria for Impact on Student Achievement	Sampling of student math problem solving assessments, sampling of problem-solving data
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
Timeline for Implementation	Others : Bi-weekly

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)?	Okefenokee RESA

Action Step # 2

Action Step	Students in grades K-5 will be monitored using Acadience Learning and data analysis sessions will be implemented to guide instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	Student CBM samples, Pictures of Data wall, Agendas/Minutes/Documentation of Data Digs
Success Criteria for Impact on Student Achievement	Sampling of CBM data from review
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
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)?	System Level Support-Technology

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing performance for all students
Root Cause # 1	Writing with fidelity
Root Cause # 2	Writing Resources for K-2
Root Cause # 3	Planning for creation of resources in grades K-2 and time to analyze data in grades K-5
Goal	Broxton-Mary Hayes Elementary will increase the number of students in Grades 3-5 performing at Levels 3 or 4 on the Writing Response of the Georgia Milestones Assessment System.

Action Step # 1

Action Step	Teachers will teach writing during the ELA block and include strategies to support writing instruction and conferencing to discuss performance results.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	sampling of lesson plans, sampling of conferencing notes, sampling of writing samples
Success Criteria for Impact on Student Achievement	sampling of Write Score data in 3-5, sampling of rubric scored writings in K-2
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	System Level Support-(Literacy), Okefenokee RESA

Action Step # 2

Action Step	Write Score instructional and assessment resources, along with K-2 writing resources will be used during writing instruction and implemented to gauge student performance and adjust instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	sampling of student work, sampling of lesson plans, sampling of K-2 writing resources, sampling of Write Score resources, sampling of Writing Professional Learning Redelivery materials
Success Criteria for Impact on Student Achievement	sampling of Write Score data in 3-5, sampling of rubric scored writings in K-2
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
Timeline for Implementation	Others : Quarterly & 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)?	System Support-Instructional Resources

Action Step # 2

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)?	System Support-Instructional Resources

Action Step # 3

Action Step	Collaborative and grade level planning will be held for K-2 teachers to work on writing resources to enhance instruction, while 3-5 teachers will review data and discuss strategy instruction using Write Score materials.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Success Criteria for Implementation	Sampling of agendas for K-2 & 3-5 meetings, sampling of K-2 resources, sampling of 3-5 Write Score materials, sampling of handouts, sampling of student work
Success Criteria for Impact on Student Achievement	sampling of writings in grades K-5
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
Timeline for Implementation	Others : Minimum of Bi-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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

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).	Throughout the school year, administration at Broxton-Mary Hayes Elementary seeks input from outside stakeholders and in-house personnel. Input from various stakeholders is imperative in moving the school forward. We also used information gathered from the Parent Needs Survey and the Parent Perception Survey. During our summer leadership team retreat, school administration, teachers, the academic coach, and other support staff were all included as "in-house" stakeholders with varied perspectives on approaching school improvement. Our School Governance Council includes community partners who represent the stakeholders outside of the building. The Council includes community partners (inside and outside of the school district) as well as parents, who have been elected by fellow parents to represent their perspective. Feedback and input is solicited from members and areas of focus are shared with the group. Based on stakeholder feedback, documentation is reviewed in order to ensure that all perspectives are addressed. The plan is posted on the school website as another way to solicit stakeholder input. Copies of the plan will be made available to parents and they are encouraged to the review the plan and provide feedback. The School Improvement Plan is reviewed throughout the school year. Revisions are made throughout the year based on feedback from our stakeholders.

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.	The administrative team at Broxton-Mary Hayes Elementary consistently uses teacher feedback and performance evaluations along with the annual Professional Learning Needs Assessment to determine next steps. We monitor the progress of our students as well as classroom practices of teachers as we continue the implementation of the Teacher Keys Evaluation System (TKES). Our school uses multiple forms of data to ensure that students don't miss out on effective instructional strategies and practices due to possible teacher weaknesses or lack of teaching experience in the classroom setting. Measures are in place to ensure that beginning teachers are not in one particular grade-level together. Targeted professional learning is provided in-house through collaboration and vertical planning to better equip teachers with instructional strategies and resources. We will work to ensure that continuous professional learning and growth support student achievement efforts. Monitoring is done by administration and the academic coach to ensure that professional learning and collaboration are being included as a part of daily instruction to meet the diverse needs of all learners. Modeling, instructional planning, and resources are provided for teachers who need additional instructional support. New teachers are supported by mentors as well as the academic coach. With a focus on achievement, teachers continue to differentiate in the classroom. Monitoring is ongoing to gather data and provide instructional supports as needed.

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).	Broxton-Mary Hayes Elementary continues to analyze student data in order to address the needs of at-risk students. Summative data is reviewed yearly to determine areas of greatest need. The Title I instructional program being implemented at Broxton-Mary Hayes Elementary school focuses on ELA and Math. Based on trends in data, we have identified that a large number of our students are not proficient in language arts and writing. We have seen a slight gain in math, but will also look at instructional strategies to support problem solving. Basic and below readers have been identified in order to provide more intense interventions. We will address the needs of all children in the school particularly those students struggling to demonstrate proficiency related to the state's academic content and student academic achievement standards are through the use of reading and math initiatives and targeted instructional strategies. Schedules have been created to include the components of a balanced literacy block and time for math flexible groups. School-wide goals have been set based on the analysis of multiple forms of data throughout the year. Our academic goals for the 22-23 school term are to increase by 6% the number of students performing at or above proficiency in ELA and Math and to increase the number of students performing levels 3 or 4 on the Writing Response of the Georgia Milestones Assessment System. Measures are in place to support these content areas in grades K-2 as well. Teaching phonics with fidelity and an intense focus on comprehension strategy instruction will be incorporated during the during the ELA block, while problem solving strategies will be a part of daily mathematics instruction.

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.	• Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the EIP is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. • Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS uses three tiers of support to assist students at various levels. MTSS tiers help schools so that students receive necessary instruction, support, and interventions based on need. As students are identified in need of supports, teachers can provide students with the assistance they need to succeed in the classroom. Delivery of interventions at each tier is based on progress of the individual in meeting standards, Interventions intensify at each tier based on student need. Teachers receive professional learning to assist them in identifying student difficulties and how to apply appropriate instructional strategies in an effort to increase student achievement. Upcoming professional learning will be tailored to support the needs of teachers and students as identified through the Professional Learning Needs Assessment and the result of spring assessment data. Several measures are taken to ensure that students' difficulties are identified in a timely manner. Acadience curriculum based measures for reading and math, the Standardized Test for the Assessment of Reading (STAR), and the Informal Phonics and Decoding Inventories are administered three times a year to determine academic performance for every student. Students who are

	underperforming in comparison to national norms are identified. Based on the results of these measures, instructional strategies are implemented and flexible groups are formed. An emphasis is placed on specific needs of learners in reading and math. Benchmarks are also used to monitor progress and provide support as needed.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	Broxton-Mary Hayes Elementary continues to support the Coffee County School System's collaboration of school and community early learning agencies to coordinate learning activities for preschool children and their families. Pre-Kindergarten students enrolled at Broxton-Mary Hayes Elementary have opportunities to visit Kindergarten classes in the spring. Meetings are held between Pre-K and Kindergarten teachers to discuss transitional activities to work on in preparation for a successful year. There is a Pre-K orientation session for all Pre-K students and their parents. This is held prior to Open House each year to prepare parents and provide clarification. Expectations for a successful school year are shared during the orientation. A Parent Resource Center is on our campus and resources are available for check-out for students in grades Pre-K through 5. At Broxton-Mary Hayes Elementary, efforts are being made to assist parents in preparing preschool age children for future learning.

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

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.	Broxton-Mary Hayes Elementary School is implementing Positive Behavior Interventions and Supports (PBIS). PBIS is a state and district initiative that is supported by the Georgia Department of Education and the Coffee County School System to promote academic success, appropriate and positive behavior, and a safe and effective school climate. The ultimate goal of PBIS is to create an environment where educators can teach and all students learn without disruption. This initiative allows Broxton-Mary Hayes Elementary School to: *Teach students the behaviors we expect *Provide a safe environment where students excel academically and socially *Encourage positive behavior and interactions *Decrease problem behavior and keep students in class *Reduce the number of office discipline referrals

	As required through Tier 1 of PBIS, our school has a set of school-wide expectations and rules for behaviors in all areas of the school. These expectations are posted throughout the school in hallways, cafeteria, restrooms, gym, and other locations throughout the building. All students are explicitly taught these behavioral expectations through school developed lesson plans that include examples and non-examples. School-wide and grade-level created classroom expectations are implemented with fidelity. Students who are caught exhibiting desired behaviors outlined in the behavior matrix of expectations are rewarded with a "Broxton Buc". These rewards can be used to purchase items or privileges from the school PBIS "BUC Mart". Our school-wide expectations are: *Be Responsible *Be Respectful *Be Trustworthy We believe that by helping students practice good behavior, we will build a school community where all students can succeed and grow both academically and socially. A key component of PBIS is the discipline flow chart where specific behaviors have been identifed and steps for addressing behavior problems are provided. At Broxton-Mary Hayes Elementary, we will be more intentional in using a web-based behavior management and intervention tool that provides documentation of student behavior, teaches positive behavior, and monitors ongoing progress. The Alternative Behavior Educator (ABE) modules support the process of intervening before more intense discipline is needed. Being proactive is crucial in supporting efforts to reduce discipline. The SWIS program allows us to identify problem areas through data that occur within the school setting. Data is analyzed by the PBIS team to determine problem behaviors and support those students that are part of the data. The data allows us to determine what is working and next steps for school-wide practices. Our school-wide expectation is to have students in class and engaged in the learning process.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	