GaDOE
Georgia Department of Education

School Improvement Plan
2025 - 2026

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 (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 comprehension strategies focusing on vocabulary and reading for understanding.
Goal	Broxton-Mary Hayes Elementary will increase by 3% 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 FY25 to FY26; and students in grades K-2 will increase 6% on reading probes from Fall to Spring FY26.

Action Step # 1

Action Step	Teachers will use targeted phonics materials with fidelity which will impact reading fluency and comprehension.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Sampling of classroom walk-through pictures, sampling of lesson plans, sample of student work (Bookworms)
Method for Monitoring Effectiveness	sampling of CBM fluency data for grades 1-5; sampling of STAR Early Literacy data for K-1; sampling of STAR data for 2-5
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 planning, teachers will gain knowledge of research-based instructional and comprehension strategies to implement to impact student achievement in literacy.
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
Method for Monitoring Implementation	Samples of agendas, sign-in sheets, and handouts from Collaborative Planning meetings with a focus on best practices and instructional strategies, Collaborative Planning Schedule, sampling of lesson plans with a focus on best practices and instructional strategies, sampling of student work that reflects comprehension
Method for Monitoring Effectiveness	sampling of comprehension data (multiple choice or written response), sampling of STAR data, sampling of Lexia data
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teacher
Timeline for Implementation	Others : Biweekly

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, (Assistant Superintendent for Curriculum and Instruction & Director of Literacy) Okefenokee RESA

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, (Assistant Superintendent for Curriculum and Instruction & Director of Literacy) Okefenokee RESA

Action Step # 3

Action Step	Data analysis ("Data Dig") 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
Method for Monitoring Implementation	Student CBM samples, sampling of Data wall pictures, Agendas/minutes/documentation of Data Digs
Method for Monitoring Effectiveness	Sampling of CBM data from review
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teacher
Timeline for Implementation	Others : Fall (Oct), Winter (Jan)

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 (data charts)

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 3% the number of students performing at or above proficiency in Mathematics in Grades 3-5 as measured by the Georgia Milestones Assessment System from FY25 to FY26; and students in grades K-2 will increase 6% on grade-level math probes from Fall to Spring FY26.

Action Step # 1

Action Step	Teachers will meet twice per year during Data "Dig" Days by grade level to 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
Method for Monitoring Implementation	Samples of agendas, sign-in sheets and handouts from meetings with a focus on research-based problem solving strategies, sampling of student work reflective of problem-solving strategies; sampling of lesson plans with Learning Focused components (SEATS)
Method for Monitoring Effectiveness	Sampling of student math problem solving assessments, sampling of problem-solving assessment data
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
Timeline for Implementation	Others : Fall and Mid-year

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 District Based

Action Step # 2

Action Step	Students in grades 1-5 will be monitored using STAR Math to guide instruction. Curriculum-based measures (CBM) probes will be used for students scoring below the 25th percentile in grades K-5.
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
Method for Monitoring Implementation	Student CBM samples, sampling of pictures of Data walls, Sampling of STAR Math data 1st-5th, Agendas/Minutes/Documentation of Data Digs
Method for Monitoring Effectiveness	Sampling of CBM data from review, Sampling of STAR Math data
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
Timeline for Implementation	Others : 3 times per year: Fall, Winter, and Spring

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	Planning time to analyze student writing work samples in grades K-5.
Root Cause # 2	Writing with fidelity
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 using resources from Bookworms and other resources during the ELA block and include writing strategies to support 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
Method for Monitoring Implementation	sampling of Learning Focused lesson plans, sampling of student writing samples K-5
Method for Monitoring Effectiveness	sampling of writing data in K-5
Position/Role Responsible	Principal, Assistant Principal of Instruction, Academic Coach, Teachers
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	System Level Support-(Director of Literacy), Okefenokee RESA

Action Step # 1

this action step(s)?	

Action Step # 2

Action Step	Bookworms instructional resources and other 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
Method for Monitoring Implementation	sampling of student writing samples K-5, sampling of lesson plans, sampling of Bookworms resources
Method for Monitoring Effectiveness	sampling of writing data in K-5
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 # 3

Action Step	Collaborative and grade level planning will be held for K-5 teachers to review data and discuss strategy instruction using Bookworms and other 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
Method for Monitoring Implementation	Sampling of agendas for K-5 Collaborative meetings, sampling of K-5 writing materials, and sampling of student writing samples
Method for Monitoring Effectiveness	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 our school forward. Meetings were held to gather feedback as it relates to the School Improvement Plan and revisions. We also use information gleaned 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 proceeding with revision to the school improvement plan. 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. The plan is posted on the school website as another way to solicit stakeholder input. Copies of the plan are made available to parents and they are encouraged to review the plan and provide feedback. The School Improvement Plan is reviewed throughout the school year during Better Seeking Leadership Team Meetings, Faculty Meetings, and scheduled School Governance Council Meetings. Revisions are made throughout the year based on feedback from our stakeholders. The plan was updated and revised at our Leadership Retreat on June 9, 2025.

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 for planning and professional learning. 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 receive effective instructional strategies and practices and don't miss out 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 grade-level 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. To retain highly qualified teachers, we strive to improve staff morale through recognition of accomplishments, monthly employee of the month, Brag Board recognitions, and celebrate successes through Hilights.

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. Trend data shows that we have made slight gains in math, but will also continue to focus on instructional strategies to support problem solving. Basic and below readers have been identified in order to provide more intense fluency and comprehension 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 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, including Lexia Core 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 25-26 school term are to increase by 3% 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. Phonics will be taught with fidelity focusing on literacy and comprehension during the ELA block, while problem solving strategies will be a part of daily mathematics instruction. ● Curriculum based measures and STAR Reading and Math assessments are administered three times per year to assist in the identification of at-risk students. ● Early Intervention Program: EIP students are identified by teachers and intervention strategies are provided. ● Title I funds pay the salary of the Academic Coach/Parent Involvement Coordinator who provides weekly professional learning to teachers, models effective instructional strategies in classrooms, supports new teachers, coordinates Instructional Unit Planning, and runs the Parent Resource Center.

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.	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. We will also focus on system-wide initiatives during collaborative planning. Several measures are taken to ensure that students' difficulties are identified in a timely manner. Curriculum based measures for reading and math and Standardized Test for the Assessment of Reading & Math (STAR) 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. • 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 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. MTSS is a learning process that matches general education to each students learning needs. 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. Content specific technology programs such as Lexia Core and IXL are used to provide support as they are individualized to target student needs. • STAR Reading and STAR Math are administered three times per year to students. The results of the assessments are analyzed by administration and teachers. A student performing below the target will continue differentiated methods of instruction by classroom teachers. If the student is successful, he or she will remain in Tier 1. If not, the student will be moved to Tier 2 and he/she will receive an intervention in a small group setting. If the student is not responding to the Tier 2 intervention after determined time, then the student will be moved to Tier 3 where he/she will receive small group intervention strategy for a minimum of 12 weeks. If the student has been through Tier 1, 2, and 12 weeks intervention in Tier 3, but continues to be at or below the 10th percentile on a reading or math curriculum-based measure , the teacher will proceed to make a referral to the MTSS Review Team Committee for evaluation to determine eligibility for Tier 4 (Special Education Services). Teams meet regularly, and parents are notified of student progress. Parents are invited to all MTSS meetings so they can assist the team in determining next steps for students.

	Parental consent must be given in order for students to be tested by a school psychologist.

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 district-wide Pre-K orientation session for all Pre-K students and their parents on July 31, 2025. This is held prior to Open House each year to prepare parents and provide clarification as needed. 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. Students that do not attend the Coffee County School System Pre-K Program, but will be attending kindergarten the following school year are asked to attend Kindergarten Registration which is held annually. Kindergarten transition packets are available in the school office as well as the county Enrollment Center. These packets contain information regarding registration. Elementary Open House is held for Pre-K through fifth grade. At Broxton-Mary Hayes Elementary, efforts are being made to assist parents in preparing early learners 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 will continue to implement "Capturing Kids Hearts" during the 25-26 school term. Through training, coaching, a character-based curriculum, and personalized support, "Capturing Kids Hearts" equips staff to build stronger relationships and create a positive school culture. It is supported by the Coffee County School System to promote academic success, appropriate and positive behavior, and a safe and effective school climate. The goal is to create an environment where educators can teach and students can learn. 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
 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 expectations are implemented with fidelity. Students who are caught exhibiting desired behaviors are rewarded with a "Broxton Buc". These rewards can be used to purchase items or privileges from the school "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.
 At Broxton-Mary Hayes Elementary, we will be more intentional in being proactive in supporting efforts to reduce discipline. We use discipline data to identify problem areas and behaviors that occur within the school setting. The information allows us to support those students that are part of the data. The data also will 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. | N/A |