



School Improvement Plan 2023 - 2024



Hall County Flowery Branch Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Flowery Branch Elementary School
Team Lead	Amy Bright
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)	
<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	Student academic performance is low in reading and math.
Root Cause # 1	Students don't see the relationship between numbers therefore numeracy is low.
Root Cause # 2	Parents need strategies/information on how to help their children at home.
Root Cause # 3	Students need access to appropriately leveled reading materials (leveled texts) in order to practice skills independently.
Root Cause # 4	Students don't set goals/monitor their progress toward goals.
Root Cause # 5	Students in lower grades lack foundational skills in literacy.
Root Cause # 6	Students struggle to read on grade level.
Root Cause # 7	Small group instruction in reading and math needs to be implemented as a way to meet the different needs of all students.
Root Cause # 8	Students need support during the summer so they can continue their learning so they do not regress.
Goal	By the end of SY24, the percentage of students who meet or exceed their projected growth goals on the MAP will increase by 3% from the 22-23 school year (baseline=49% reading and 50% math).

Action Step # 1

Action Step	All teachers will participate in a half-day math lesson study with Ms. Christie Bailey, HCSD's Math Professional Learning Specialist focused on implementing Eureka Squared Program and curriculum.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	TKES observations PL sign in sheets lesson plans PL agenda

Action Step # 1

Method for Monitoring Effectiveness	increased Math scores on EOG's and MAP
Position/Role Responsible	Admin 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 this action step(s)?	
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Action Step # 2

Action Step	All teachers will participate in a half-day literacy lesson study with Ms. Michelle Palmer, HCSD's Literacy Professional Learning Specialist specifically working on the implementation of the Pillars of Literacy and Interactive Read Alouds using F & P Interactive Read Aloud Kits.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans TKES observations PL sign-in sheets PL agenda
Method for Monitoring Effectiveness	Students reading scores will increase on the BAS and EOG's.

Action Step # 2

Position/Role Responsible	Administrators 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 this action step(s)?	
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Action Step # 3

Action Step	Teachers will receive PL (full- day) led by the FBES Instructional Coach each semester on analyzing MAP data and how to use this data with students for goal setting/monitoring and giving effective feedback to students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Students' goal setting folders/forms PL sign-in sheets PL agenda
Method for Monitoring Effectiveness	MAP scores will increase in reading and math
Position/Role Responsible	Instructional Coach Teachers Students

Action Step # 3

Timeline for Implementation	Others : depends on grade level (but at least once a semester)
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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	Kindergarten through second grade teachers will participate in job-embedded Professional Learning on the implementation of Heggerty Phonemic Awareness in order to utilize the Heggerty Phonemic Awareness kits facilitated by the FBES Instructional Coach and grade level teacher leaders.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans TKES observations PL sign-in sheets PL agenda
Method for Monitoring Effectiveness	MAP scores in reading will increase
Position/Role Responsible	Teachers Instructional Coach Administration

Action Step # 4

Timeline for Implementation	Monthly
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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 Summer School, Kindergarten Transition Camp, ESOL Summer School, and utilize Instructional Extension funding to provide additional learning opportunities for identified students.
Funding Sources	Title I, Part A Title III, Part A Title IV, 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	Summer School and Instructional Extension attendance sheets Multiple Selection Criteria Sheet
Method for Monitoring Effectiveness	MAP scores Georgia Milestones End of Grade Scores (3rd-5th grades)
Position/Role Responsible	Administration Teachers Instructional Coach
Timeline for Implementation	Yearly

Action Step # 5

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	Provide intervention teacher in reading and/or math for identified students.
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	MAP Growth Data Reports Title I time logs
Method for Monitoring Effectiveness	MAP Data
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Others : 3 times a year

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	FBES will host parent workshops, evening events, and the One School, One Book program to FBES families throughout the school year to build parent capacity throughout the school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	event sign-in sheets
Method for Monitoring Effectiveness	EOG and MAP scores in reading and math will improve
Position/Role Responsible	Administration 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 this action step(s)?	
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Action Step # 8

Action Step	Fund Instructional Coaches for all content areas to provide Professional Learning and teacher support (including but not limited to using leveled readers in small group reading instruction).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 8

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC meeting agendas PLC minutes PLC sign in sheets Unit/lesson plans Classroom observations
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Administration, Instructional Coaches
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 # 9

Action Step	Purchase supplies, equipment, technology, and software to increase numeracy and literacy through student engagement in authentic intellectual work and to provide remediation opportunities for students who struggle.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 9

Subgroups	Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PLC meeting agendas, minutes, sign in sheets Unit/lesson plans Classroom observations
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Classroom teacher Instructional Coaches
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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students lack motivation in their classes and are therefore not engaged in their learning.
Root Cause # 1	Students need time to explore, discover, inquire, and imagine during the school day.
Root Cause # 2	Students are not interested in school work.
Root Cause # 3	There seems to be a disconnect between school and the real-world-lack of authentic and real-world application work.
Goal	In order to increase student engagement, FBES teachers will provide Enrichment Clusters to all FBES students ten times during the 23-24 school year.

Action Step # 1

Action Step	Provide half-day PL for all teachers on the enrichment model/enrichment clusters (one half-day per semester).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Enrichment cluster lists/descriptions PL sign-in sheets Pl agenda
Method for Monitoring Effectiveness	Enrichment Cluster Showcases
Position/Role Responsible	Teachers Administrators
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)?	
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Action Step # 2

Action Step	Provide PL to teachers on engagement/participatory strategies one afternoon per month.
Funding Sources	N/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	TKES observations eleot observations PL sign in sheets PL agenda
Method for Monitoring Effectiveness	eleot walkthroughs completed by administration
Position/Role Responsible	Administrators teachers
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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).</p>	<p>During the 2022-2023 school year, FBES administration met with all teachers and staff members individually during End of Year conferences and discussed FBES' strengths and weaknesses. These ideas were recorded and referred to as decisions were made for the 23-24 school year. Assessment data was also reviewed during the summer at the FBES Leadership Retreat and during the school council meeting. The ideas from the individual conferences, from the retreat (based on data), and the school council meeting were used to formulate the SIP and action steps for this school year.</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>FBES has one Kindergarten teacher and one first grade teacher working under provisional certificates. Both teachers are enrolling in a program to complete their Elementary Education certificates. All of the other teachers at FBES are all certified in their appropriate fields.</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>FBES has a school-wide Title I model. We will focus on literacy and math instruction and achievement during the 23-24 school year. We will be looking to utilize Heggerty Phonemic Awareness curriculum, leveled texts, F&P interactive read aloud kits, small groups, individual reading conferences, student goal setting and tracking to improve student achievement/performance in literacy. In Math, we will use Eureka Squared Math Curriculum, small groups, and student goal setting and tracking to improve student performance. We had 49% of our students meet their projected growth goals in reading and 50% of students meet their projected growth goals in math on the MAP. Preliminary 2023 EOG data indicates that we have 59% of our fifth grade students reading on or above grade level based on the Lexile scores. We have 51% of our fourth grade students reading on grade level, and 63% of our third grade students reading on or above grade level based on GMAS reading scores which is an increase from last year. Our average percentage is 58% which is an increase from the 2022 school year when we had 49% of students in grades 3rd-5th reading on or above grade level based on GMAS scores. Our fourth grade percentage of 51% is an increase of 17% from last school year. We also saw an increase in fifth grade students reading on grade level this year (59% versus 52% last year). Our overall percentage of students scoring in the proficient and distinguished ranges of the ELA GMAS was 27%. These scores are similar to our ELA scores from the previous year. Overall, we had 25% of third graders scoring in the proficient and distinguished ranges in ELA. Our fourth graders had 30% of their students in the proficient and distinguished ranges in ELA. 28% of our fifth graders scored in the proficient and distinguished areas in ELA. Math EOG scores went up with percentages of students in the developing, proficient, and</p>

	<p>distinguished levels ranging from 58% to 78% in the 22-23 school year up from 62% to 73% in the 21-22 school year. Our MOY BAS data shows about 56% of our 1st-5th grade students reading on or above grade level which is in line with our EOG reading scores. Our Kindergarten had 42% of their students reading on or above grade level at the end of the year. Our MAP data for our school shows that 49% of our students met their growth goals in Reading. The grade levels individual percentages are listed here: K-53% met; 1st grade-57% met; 2nd grade-31% met; 3rd grade-54% met; 4th grade-44% met; and 5th grade-54% met. In Math, we had 50% of our students meet their projected growth goals. The grade level individual percentages are as follows: 47% of Kindergartners, 74% of first graders, 46% of second graders, 54% of third graders, 34% of fourth graders, and 41% of fifth graders met the Math growth percentiles.</p>
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<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>We do not have targeted assistance programs, but if we do, we will follow the Hall County procedures listed in the Hall County Manual.</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>FBES 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. The following strategies will assist with this transition:</p> <ul style="list-style-type: none"> ● Kindergarten teachers will assess children who register for Kindergarten to determine strengths and areas of need. They will use this information to determine instructional goals for students beginning their Kindergarten year. ● Kindergarten teachers will host Kindergarten Registration in the spring. Parents can register their children early. This also gives the parents an opportunity to ask questions and share concerns about their young children. ● Kindergarten teachers prepare and distribute a packet of information that contains kindergarten expectations, summer practice, and early reading materials. The children are able to work through the packet with their parents during the summer and become familiar with the type of information they will need to learn (i.e. Shapes, colors&hellip;). ● Kindergarten students are invited to Kinder Camp for one week in July, to prepare for school, and to practice readiness skills with teachers and paraprofessionals. ● Select teachers meet with PreK service providers for special education students transitioning to FBES.
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<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; andIncreased 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 applicable- we are a K-5 school.</p>
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<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>FBES supports the efforts of school staff to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. This year, FBES staff and students will reinforce being part of The FBES TRIBE (Thoughtful; Respectful: In Control; Being Responsible; Engaged) daily in school-wide areas and in the individual classrooms. Hopefully, reinforcing these expectations will help limit the need for disciplinary referrals. Teachers and staff work to build relationships in their classrooms to help reduce discipline issues. We will also utilize the Sources of Strength curriculum during this school year to give students tools for handling social situations appropriately. A school-wide discipline protocol was developed this past year and a list of appropriate classroom consequences was also developed and shared with teachers. This school-wide protocol will be used to guide teachers in the steps for handling discipline issues. PBIS Tier 2/3 is in place at FBES. We have a SEAD lab (Social Emotional Academic Development) that all of our students attend each week. Check-in/Check-out and SEAD groups will also continue next year to address students' internalizing and externalizing behaviors. This tier of PBIS will give more support to our students who need more than PBIS Tier 1. Removal from the classroom and from the school are last resorts as discipline practices at FBES.</p>
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ADDITIONAL RESPONSES

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