

# Bremen City Schools

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## **School Improvement Plan**

**School: Jones Elementary School**

**School Year: 2016/2017**

### **MISSION STATEMENT**

Jones Elementary is committed to providing an intellectually stimulating and emotionally nurturing environment in which all children may reach their maximum potential. Working with the parents and community, we will strive to prepare our students to become responsible, confident, productive members of the global society.

### **OUR STAFF BELIEVES**

1. That we should provide a safe and nurturing environment for our students.
2. That different learning styles and ability levels should be accompanied by varying teaching and assessment methods so that all children can achieve to the best of their abilities.
3. That a partnership among school, home, and community enhances the education of our children.
4. That children are more likely to flourish in an atmosphere of caring and cooperation where expectations are fair and consistent.
5. That we should encourage the development of respect for self and others.
6. That we must provide students with opportunities to develop the skills necessary to be successful in a technological society.
7. That we should build on the successes of the past while encouraging improvements through innovation.
8. That self-discipline is essential for success, achievement, and a well-functioning society.
9. That personal growth is enhanced by opportunities to make choices and accept natural consequences.
10. That we should provide opportunities for students to develop problem-solving skills through critical and creative thinking.
11. That we should provide experiences which develop good citizenship, integrity, character, and responsibility.

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### SMART Goals:

1.	80% of all students benchmarked with STAR reading and math for the FY17 school year will score at or above the 40 percentile rank.
2.	Continue to update, develop and implement the effective use of technology.
3.	Implementation of content-specific, grade level Pre/Post tests that are measurable, focused on student growth, and aligned to curriculum standards.
4.	Strive to increase student achievement in Math and ELA using research-based instruction, interventions, and more hands on opportunities for students.
5.	Develop a comprehensive Parental Involvement Plan as called for by the Federal Title One Program.

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SMART Goal	Strategic Plan Goal(s)/ CCRPI	Action Steps	Person(s) Responsible	Start/ Finish Date	Professional Learning/ Resources	Artifacts/Evidence Means of evaluation for Implementation of Strategy and Impact on Student Growth/Learning
1.	Academic/ CCRPI: Achievement Points Progress Category Achievement Gap	<ul style="list-style-type: none"> <li>Written curriculum documents for every content area and grade level.</li> <li>Update curriculum pacing guides.</li> <li>Data teams meet monthly.</li> <li>Differentiated instruction is common practice.</li> <li>Assessment is balanced and drives instruction.</li> </ul>	Administrators Interventionists Teachers/Staff Parents	Aug 2016/ May 2017	Monthly Data Team Mtg. STAR Training Foundational Skills Kit Training Math Rigor Redefined Training	<ul style="list-style-type: none"> <li>Completed curriculum maps for all subject areas.</li> <li>Lesson plans, curriculum units, TKES analysis.</li> <li>Flexible grouping, progress monitoring, benchmark data</li> <li>Common assessments, use of test data to adjust instruction.</li> </ul>

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2.	Academic/ CCRPI: Achievement Points Progress Category Achievement Gap	<ul style="list-style-type: none"> <li>Increase number of students taking Georgia Milestones online to 100%.</li> <li>Increase student and staff use of Epson Short-throw projectors.</li> <li>Update K-3 computer labs with effective software.</li> <li>Utilize Chromebooks to improve instruction with Title One students.</li> </ul>	Administrators Interventionists Teachers/Staff Parents	Aug 2016/ May 2017	Video Tutorials Technology Budget Professional Learning for new Projectors	<ul style="list-style-type: none"> <li>TKES walkthroughs and observations</li> <li>Drop in tech requests</li> <li>Teacher feedback, administrator observations</li> <li>Analyze instructional and perceptual survey data to ensure that use of technology is positively impacting student learning (TKES Survey Data).</li> <li>Professional Learning calendars</li> </ul>

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3.	Academic/ CCRPI: Achievement Points Progress Category Achievement Gap	<ul style="list-style-type: none"> <li>School determined objectives will be set using baseline data.</li> <li>Pre/Post tests written with expectation that standard learning in each classroom be measured against baseline data.</li> <li>Pre/Post tests must correlate with CCGPS or GSE.</li> <li>Must be rigorous measurable, and should deepen and extend knowledge for all students.</li> <li>Each Pre/Post test must specify the exact course, subject, grade level, and set of standards for which it is designed.</li> <li>Pre and Post test scores will be recorded for each student.</li> </ul>	Administrators Interventionists Teachers/Staff Parents	Aug 2016/ May 2017	Monthly Grade Level Mtg. Annual Review of Pre/Post Tests Data Team Mtg.	<ul style="list-style-type: none"> <li>On flash drives, pre and post test scores are posted, standards identified, and analyzed.</li> <li>Pre and post test scores reported in Power Teacher.</li> <li>Scores will be calculated into the Teacher Effectiveness Measure (TEM Score) during the 2016-2017 school year.</li> </ul>

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4.	Academic/ CCRPI: Achievement Points Progress Category Achievement Gap	<ul style="list-style-type: none"> <li>Use frameworks as primary mode of instruction.</li> <li>Maintain instructional time in math</li> <li>Implement American Reading Program in 3<sup>rd</sup> Grade</li> <li>Use data to drive instruction.</li> <li>Continue to develop and refine unit plans at each grade level.</li> </ul>	Administrators  Interventionists  Teachers/Staff  Parents	Aug 2016/ May 2017	Thinking Maps  STEAM Vertical Alignment Mtg.  STEAM Budget  RESA Classes  American Reading Professional Learning	<ul style="list-style-type: none"> <li>Lesson plans, curriculum units, observations, walk-throughs</li> <li>Master schedule, Math CAMP, Math Labs</li> <li>List student growth progress (low, typical, and high)</li> <li>Analyze data and determine goals.</li> <li>Professional learning, collaborative planning</li> <li>STAR Reading and Math data</li> </ul>

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5.	Public Relations-Communications  CCRPI: Achievement Points Progress Category Achievement Gap	<ul style="list-style-type: none"> <li>Build capacity to involve Title One parents/stakeholders in an effective partnership with Jones Elementary School.</li> <li>Share and support high student achievement for Title One students.</li> <li>Meet the educational needs of low achieving students, limited English proficient (LEP) students, migratory students, students with disabilities, Indian students, neglected or delinquent students, and young students in need of reading assistance.</li> </ul>	Administrators  Interventionists  Teachers/Staff  Parents	Aug 2016/ May 2017	Annual Title I Conference  Title I Handbook	<ul style="list-style-type: none"> <li>Parents play an integral role in their child's learning by communicating with the teacher, attending parent conferences, and signing Title One parent compacts.</li> <li>Parents are actively involved in their child's education at school by attending Title One/PTO meetings and parent conferences.</li> <li>Low achieving students are making progress as reflected by data progress measures:               <ol style="list-style-type: none"> <li>STAR Testing</li> <li>AIMSWEB</li> <li>Monthly Data Mtg</li> <li>Title One Checklist</li> <li>Title I Rank Order</li> </ol> </li> </ul>