



School Improvement Plan

School:	Armuchee Elementary School
Principal:	Mr. Michael Branson
Year:	2023 - 2024
Superintendent:	Dr. Glenn White

PLANNING AND PREPARATION

1.1 Identification of Team

The team consists of school based members that will be responsible for working collaboratively throughout the needs assessment process. Members should have a working knowledge of school procedures, frameworks, and capacity. Examples of members may include but are not limited to : Leadership Team Members, Administrators, Grade Level Chairs, Instructional Coaches, etc.

Leadership Team

	Position/Role	Name
Team Member #1	Principal	Michael Branson
Team Member #2	Assistant Principal	Nick Elliott
Team Member #3	Counselor	Cauprice Clance
Team Member #4	3rd Grade Lead	Elisha Lindner
Team Member #5	4th Grade Lead	Haley Daugherty
Team Member #6	5th Grade Lead	LaSaunda Mullinax
Team Member #7	6th Grade Lead	Katie Hulsey

Additional Team Members

	Position/Role	Name
Team Member #1	Activity Lead	Crystal Hurt
Team Member #2	SPED Lead	Angie Fletcher
Team Member #3	Gifted Lead	Lindsey Barcomb
Team Member #4	Athletic Director	Jared Barwick
Team Member #5	Media Specialist	Kayla Elliott
Team Member #6	Self-Contained Lead	Austin Goggans
Team Member #7	Honors Lead	Ashley Burns

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are valuable individuals that bring experience and perspective to the team. Examples of components include but are not limited to LSGT members.

Stakeholders

	Position/Role	Name
Stakeholder #1	LSGT Parent Rep	Cara Williams
Stakeholder #2	LSGT Parent Rep	Jessica Etheridge
Stakeholder #3	LSGT Community Rep	Chase Holsomback
Stakeholder #4	LSGT Community Rep	Brian Barcomb
Stakeholder #5	LSGT Staff Rep	Laketa Barwick
Stakeholder#6	LSGT Staff Rep	Tiffany Blackburn
Stakeholder #7		

How will the team ensure that stakeholders, and in particular parents/guardians, were able to provide meaningful input into the needs assessment process?	Gather feedback through parent conferences, surveys, LSGT Meetings, PTO Meetings, Leadership Meetings, Title One Meetings, Website Feedback, etc.
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1. General Improvement Plan Information

District	Floyd County Schools
School Name	Armuchee Elementary School
Team Lead	Michael Branson, Principal

Federal Funding Options to Be Employed (SWP Schools) In this Plan (Select all that apply)

<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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 as identified in CNA Section 3.2	Creating and maintaining a safe, welcoming, and trusting culture for all stakeholders at the “new” Armuchee Elementary School
Root Cause #1	Closing of Glenwood Primary and impending grade reconfiguration in Armuchee area schools, creating a “new” Armuchee Elementary School
Goal	Create a school culture that all stakeholders want to be a part of.

Action Step #1

Action Step	Mixed grade level tribal communities and activities for staff, PBIS events for students, PTO events for students and parents
Funding Source	AES general fund, AES PBIS funds, AES PTO
Subgroups	All stakeholders
Systems	
Method for Monitoring Implementation and Effectiveness/Measure	Feedback and oversight from AES Leadership Team, AES LSGT, AES PTO
Position/Role Responsible	Michael Branson (Principal), Nick Elliott (AP), Cauprice Clance (Counselor), Lindsey Barcomb (PBIS Chair), AES Leadership Team members, AES PTO officers, AES LSGT members
Timeline for Implementation	23-24 school 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)?	AES PTO, AES LSGT, AES Sunshine Committee, partnership with multiple local churches and businesses

2.2 Overarching Need #2

Overarching Need as identified in CNA Section 3.2	Creating (and ongoing evaluation) of an effective master schedule that meets the operational and instructional needs of our students and staff
Root Cause #1	Closing of Glenwood Primary and impending grade reconfiguration in Armuchee area schools, creating a “new” Armuchee Elementary School
Goal	Develop an effective master schedule that meets the diverse needs of a 3rd-6th grade level band.

Action Step #1

Action Step	Ongoing evaluation of effectiveness of master schedule and necessary changes/modifications (if needed)
Funding Source	NA
Subgroups	AES Leadership Team, AES LSGT
Systems	Monthly leadership team meetings and monthly LSGT meetings
Method for Monitoring Implementation and Effectiveness/Measure	The AES Leadership Team and LSGT will review each month and discuss any needed changes
Position/Role Responsible	AES Administration
Timeline for Implementation	Throughout 23-24 school 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)?	

2.3 Overarching Need #3

Overarching Need as identified in CNA Section 3.2	Design and implement an effective instructional program that addresses Tier 1, Tier 2, and Tier 3 learning needs on a daily basis
Root Cause #1	Closing of Glenwood Primary and impending grade reconfiguration in Armuchee area schools, creating a “new” Armuchee Elementary School
Root Cause #2	Vast differences between the existing middle school instructional model and schedule and what will be needed in the new instructional model and schedule for 3rd-6th grades
Goal	Design and implement an effective instructional program that addresses Tier 1, Tier 2, and Tier 3 learning needs on a daily basis

Action Step #1

Action Step	Identify and communicate what effective Tier 1 instruction should look like
Funding Source	NA
Subgroups	AES Leadership Team, grade level teachers
Systems	
Method for Monitoring Implementation and Effectiveness/Measure	Formal and informal observations, PLCs, feedback from instructional coaches
Position/Role Responsible	AES Admin, AES Leadership Team, FCS math and ELA instructional coaches
Timeline for Implementation	23-24 School 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)?	

Action Step #2

Action Step	Design and implement a tier two intervention program.
Funding Source	NA
Subgroups	AES Leadership Team, grade level teachers
Systems	
Method for Monitoring Implementation and Effectiveness/Measure	Formal and informal observations, PLCs, feedback from instructional coaches
Position/Role Responsible	AES Admin, AES Leadership Team, FCS math and ELA instructional coaches, classroom teachers
Timeline for Implementation	23-24 School 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)?	

Action Step #3

Action Step	Implement effective tier three interventions through the use of part time interventionists.
Funding Source	NA
Subgroups	AES Leadership Team, grade level teachers, AES math and reading interventionists, Title I interventionists
Systems	
Method for Monitoring Implementation and Effectiveness/Measure	Formal and informal observations, PLCs, feedback from instructional coaches and interventionists
Position/Role Responsible	AES Admin, AES Leadership Team, FCS math and ELA instructional coaches, AES math and reading interventionists
Timeline for Implementation	23-24 School Year

2.4 Overarching Need #4

Overarching Need as identified in CNA Section 3.2	Designing and implementing an effective PLC structure to address ongoing professional learning needs and to build capacity among the instructional staff in the building
Root Cause #1	Closing of Glenwood Primary and impending grade reconfiguration in Armuchee area schools, creating a “new” Armuchee Elementary School
Root Cause #2	Vast differences between the existing middle school instructional model and schedule and what will be needed in the new instructional model and schedule for 3rd-6th grades
Root Cause #3	Multiple changes from the system-level in math and ELA curriculum, instructional resources/platforms, and instructional strategies
Goal	Design and implement an effective PLC structure to address ongoing professional learning needs and to build capacity among the instructional staff within the building.

Action Step #1

Action Step	Create a recurring PLC schedule that would protect this time during teachers’ planning period 1x/week throughout the school year
Funding Source	
Subgroups	AES Leadership Team
Systems	PLC schedule
Method for Monitoring Implementation and Effectiveness/Measure	Feedback from grade level teachers and AES Leadership Team
Position/Role Responsible	AES Leadership Team
Timeline for Implementation	23-24 School 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 #2

Action Step	Identify areas/topics of Professional Development needed throughout the year as well as means for providing the PD
Funding Source	AES Instructional Funds, AES Prof Dev funds, Title I funds
Subgroups	AES leadership team, grade level teachers
Systems	
Method for Monitoring Implementation and Effectiveness/Measure	Ongoing feedback from leadership team, formal and informal observations in classrooms, feedback from FCS math and ELA coaches
Position/Role Responsible	AES Admin, AES Leadership Team, FCS instructional coaches
Timeline for Implementation	23-24 School 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)?	

Action Step #3

Action Step	Create protocols and norms for data analysis, helping teachers to identify instructional needs, strengths, and weaknesses
Funding Source	AES Instructional and Prof Dev funds, Title I funds
Subgroups	Grade level teachers, interventionists, admin, instructional coaches
Systems	
Method for Monitoring Implementation and Effectiveness/Measure	AP will oversee the implementation of protocols and norms, and will follow up with

	teachers on needs
Position/Role Responsible	Nick Elliott, AP, AES Grade Level lead teachers
Timeline for Implementation	23-24 School 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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

<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) was accomplished.</p>	<p>Joint planning sessions with AES and AMS stakeholders starting in February of 2022, ongoing efforts to collaborate and gather feedback from new AES staff and parents throughout the summer and first 9 weeks of the 22-23 school year (leadership meetings, LSGT meetings, conferences, etc)</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>All classroom rosters are balanced in number and need and all are served by highly qualified teachers. Title I students with significant academic needs will also be served by Title I reading interventionists as well as school math and reading interventionists in order to receive Tier 3 support as needed. These students will also have opportunities to attend after-school tutoring at no charge.</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>Students being served by Title I resources will be identified by GA Milestone, MAP, and Acadience data. Based on this data, students will then be served by Title I reading interventionist(s) to receive Tier 3 reading interventions. We will primarily focus on our 3rd grade students in order to close any achievement gaps in the area of reading before they move into 4th grade and beyond.</p>
<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</p>	<p>As mentioned above, students GA Milestone scores from the previous year, current MAP data, and current Acadience data will be used to rank order students to identify the greatest academic needs to be served and addressed by our Title I reading interventionist(s). This rank-order list will consist primarily of 3rd graders in</p>

<p>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>order to prioritize their academic needs and close those achievement gaps as soon as possible.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

<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>	
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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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</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>AES has a classroom discipline plan that is used for all students. This plan is based on our PBIS system and consists of progressive steps that help students become more aware of their behavior choices and builds in progressive discipline steps, such as warnings, parent contacts, admin conferences, etc.</p>
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<p>8 Use the space below to provide additional narrative regarding the school's</p>	<p>We used the 2022 GA Milestone scores, Fall 2022 MAP scores, and Fall 2022</p>
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improvement plan system) that uses the objective criteria to rank all students.

Acadience scores to rank our students by level of need and performance level.