- Student
 Achievement
- Human Capital & Development
- Community
 Collaboration
- Fiscal Responsibility



School Improvement Plan





Sawyer Road Elementary

2023-2024



Members

Marietta city schools

Susan Graves, Principal

Tezella Comeaux, Assistant Principal/SGT

Mardy Schicker, Assistant Principal Mardy Schicker, Assistant Principal

Tanya Bradley, Literacy Coach

Kristi Averill, Math Coach

Julie Smith, MTSS

Robin Fox, TSS Suare

Summer Davis, ESOL Lead

Nicole Weber, Counselor Mican Weber

Jill Baker, PTA

Members



Carrie Sayle

Sara Carter, Kindergarten

Tamie Clark, First Grade

Sarah Smith, Second Grade/SGT

Victoria Ware, Third Grade

Kelsie Peters, Fourth Grade/SGT

Shanesia Small, Fifth Grade

Maj Bassery, Parent/Community Liaison

Sterling Garner, Gifted Liaison

Heather Scott, Specials Lead 1

Carrie Saylor, Reading Specialist Lead



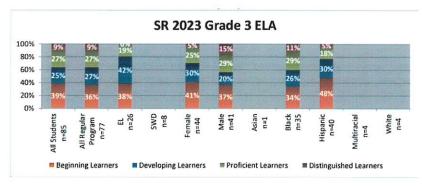
Spring 2023 GMAS - ELA

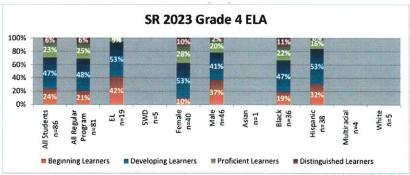
	# of Students Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners	Distinguished and Proficient Change from 2022 to 2023
3rd Grade	85	39%	25%	27%	9%	+6%
4th Grade	86	24%	47%	23%	6%	+2%
5th Grade	96	32%	40%	26%	2%	-4%

Spring 2023 GMAS - Math

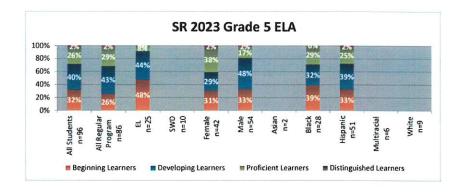
	# of Students Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners	Distinguished and Proficient Change from 2022 to 2023	
3rd Grade	85	13%	44%	36%	7%	+5%	
4th Grade	86	9%	50%	35%	6%	+6%	
5th Grade	96	32%	35%	24%	8%	-16%	

Georgia Milestones by demographic subgroups

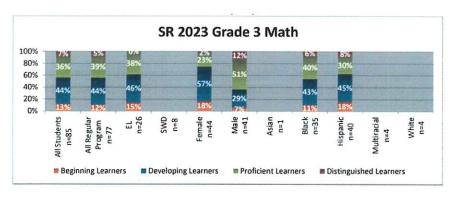


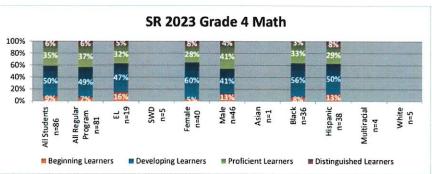




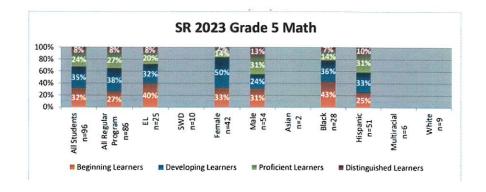


Georgia Milestones by demographic subgroups



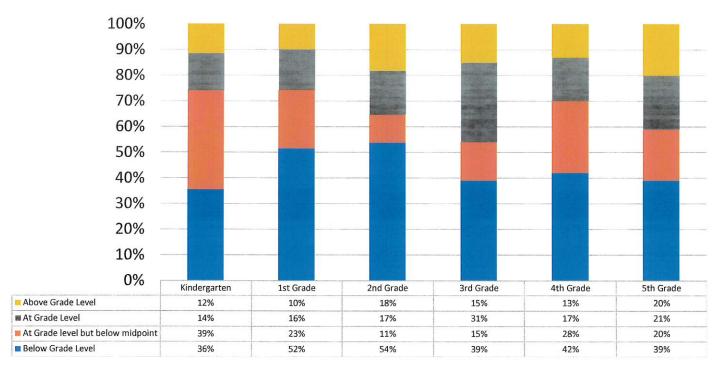








Spring 2023 Lexile Levels



K-2 Lexiles from MAP

3-5 Lexiles from GMAS

Strategic Plan:



Outcomes/Goals: What will success look like for our

school? (Smart Goals)

Initiatives: What will we do to achieve success?

50% of third, fourth, and fifth grade students will score proficient or distinguished on the **ELA section of the Georgia** Milestones Assessment.

50% of third, fourth, and fifth grade students will score proficient or distinguished on the Math section of the Georgia Milestones Assessment.

Implement structured literacy instruction that enables students to read and write on grade level

Support students through rigorous math instruction that builds capacity to solve complex word problems and fact fluency

HUMAN RESOURCES Recruit and retain effective teachers and staff who meet the district's diverse needs.

Provide professional development in the areas of social emotional development, math, ELA (Structured Literacy) and IB PYP

Targeted support for teachers through collaboration and constructive feedback

Monthly professional development meetings to discuss best practices in the areas of social emotional learning, ELA, and math

Bi-weekly grade level meetings to collaborate on best teaching strategies and analyze student data

COMMUNITY COLLABORATION Increase community engagement across the district

Family Engagement

Increase the resources, opportunities and participation for all families in all content areas.

Increase partnerships that fosters relationships between community and students

Provide a variety of opportunities for our families to strengthen the homeschool connection to support students' educational needs

use our Social Media presence to keep our community abreast with on-going activities within the community and school.

FISCAL RESPONSIBILITY Establish fiscal processes that align to the needs of students and staff

Manage charter and consolidated funds to support the goals identified in the school strategic plan

All spending of consolidated and charter funds will be directed connected to the school strategic plan.

Structured Literacy Instruction



Prepare every student for college and career success.

> Data-focused Math Instruction

Critical actions: What major actions will we complete and by when (student groups)?

Benchmark Word Study in 3rd grade and Morpheme Magic in 4th, 5th as encoding, decoding, morphology resources

Implementation of strategies from The Writing Revolution in K-5

Implementation of KBU (Knowledge Building Units) for literacy instruction K-5

K-3 explicit instruction and practice of phonics skill using decodable texts and 95% phonics where applicable (August-May)

A balance of guided reading using decodable readers and leveled text to build comprehension along with intervention such as READ 180

Use common formative/summative assessments in K-5 and analyze the data in grade level and/or teacher teams meetings

Use the NWEA MAP Learning Continuum, Math Diagnosis Intervention System in K-5th grades and GA Numeracy assessments K-5th) into small group rotation (intervention time

Math Coach will support the use of MCS Math Instructional Framework using Savaas, Number Talks, GA Frameworks, and other district approved resources in Kindergarten-5th grade

Math Instructional coach will support the roll out of the new Math Standards Support AC Math classes for grades 3-5 to accelerate learning

Evidence of progress: How will we know that the initiative is working? (Timeline)

Teachers, coaches, and administrators collaborate with MCS SoR Facilitator (K-3) and District ELA Coordinator (4-5) to monitor literacy data and plan next steps (monthly PLCs September-May)

Teachers, Coach and Facilitator analyze data from common assessments and plan responsively (monthly data talks September-May)

Coaches and administrators conduct walk throughs to gauge levels of implementation and support teachers as needed (biweekly collaborative walk throughs September through April)

Math instruction will include evidence of teachers using data to address areas of remediation and extension (monthly PLCs with coach September-May)

EIP/ESOL teachers will inform MTSS coordinator about collected data and review effectiveness of interventions (monthly September-May)

Coaches and administrators conduct walk throughs using MCS Math Instructional Framework and support teachers as needed (biweekly collaborative walk throughs September through April) **Outcomes:** What will success look if we provide opportunities for all children (student groups)?

Increase the number of students reading on or above grade level according to Lexiles with a specific focus on ESOL and all other subgroups

Increase the number of skills in which K-3 students show mastery on structured literacy assessments

Increase the number of K-5 students who demonstrate proficiency on common classroom assessments and MAP Reading

Increase the number of students performing on or above grade level according to MAP Math with a specific focus on Black, White and all other subgroups

Increase the number of K-5 students demonstrating proficiency on math common formative assessments with a specific focus on Black, White and all other subgroups







Balanced Literacy Instruction



Prepare every student for college and career success.

> Data-focused Math Instruction

Evidence of Progress: Impact Check #1- Fall

MAP Fall to Fall Data

1st grade60%ile2nd grade49%ile3rd grade41%ile4th grade55%ile5th grade51%ike

Based on scores... intense reading interventions have begun during the school day and after school with select students.

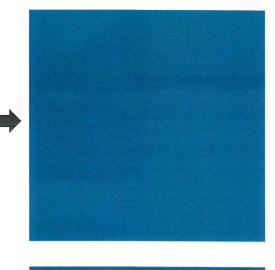
MAP Fall to Fall Data

 $\begin{array}{lll} 1^{st} \, \text{grade} & 61\% \text{ile} \\ 2^{nd} \, \text{grade} & 46\% \text{ile} \\ 3^{rd} \, \text{grade} & 37\% \text{ile} \\ 4^{th} \, \text{grade} & 51\% \text{ile} \\ 5^{th} \, \text{grade} & 39\% \text{ile} \end{array}$

Based on scores... intense math interventions have begun during the school day and after school with select

Evidence of Progress: Impact Check #2- Winter

Evidence of Success: Impact Check #3- End of Year







Professional Learning



Recruit and retain effective teachers and staff who meet the district's diverse needs. **Critical actions:** What major actions will we complete and by when (student groups)?

Monthly PLC's consisting of best practices in the area of ELA, Math and Social Emotional Learning (September-May)

Leverage support of the MCS Science of Reading Facilitator to support instructional practices (reading and writing) to align classrooms with Science of Reading year 3.

Provide opportunities for staff to seek endorsements.

Implementation of new math standards (July-May)

Quarterly data digs to adjust instruction and interventions based on students and needs

Evidence of progress: How will we know that the initiative is working?
(Timeline)

Teachers actively engaged in Professional learning and evidence of this learning transferred to instruction. (September-May)

Classroom observations show consistent implementation of best practices taught and modeled by school-based academic coaches.

Increase in the number of endorsed teachers

Staff engaged and excited about sharing best practices with colleagues.

Outcomes: What will success look if we provide opportunities for all children (student groups)?

All instructional staff will work to close the achievement gap in ELA and Math of lowerperforming subgroups (low SES, Hispanic, Black, SPED and ESOL)







Professional Learning



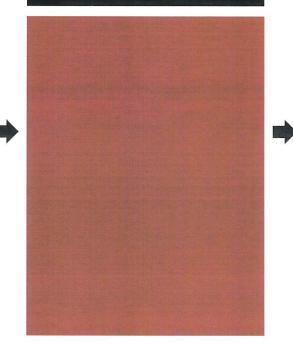
Recruit and retain effective teachers and staff who meet the district's diverse needs.

Evidence of Progress: Impact Check #1- Fall

To ensure understanding of IB PYP, Math, ELA, and Social Emotional Learning Professional development is planned throughout the school year in grade level meetings, PLC meetings, and off-site trainings.

District Coordinators meet with instructional coaches monthly as well as come on campus to meet with teams and do walk throughs

Evidence of Progress: Impact Check #2- Winter



Evidence of Success: Impact Check #3- End of Year



Strong Connection to Families



Increase community engagement across the district.

Strong Connection to Community

Critical actions: What major actions will we complete and by when (student groups)?

Strengthen family engagement through multiple family events including Parent Ed opportunities:

- IB PYP continuum
- ESOL
- Gifted
- Early Intervention (EIP)
- SPED services

Communicate mission and vision of Sawyer Road through effective use of website, social media, school newsletters, etc.

Use the atrium monitors to display pertinent school information, upcoming events, etc.

Continue partnerships with the CTAE (MHS) and Station 56 (Ignite 56 Mentoring Program)

Communities in schools liaison housed within the school to provide community connections with students and families Evidence of progress: How will we know that the initiative is working? (Timeline)

Kindercamp attendance for rising kindergartners (May)

Increased parent engagement on digital platforms (website, social media, surveys, Weekly Scoop) (August-May)

Maintain a parent and community resource center (August-May)

Increased community engagement on digital platforms (website, social media, surveys, Weekly Scoop) (August-May)

Increased career awareness and pathways for students in grades 3-5 via informative classroom talks and field trips

Station 56 firefighters will be matched with students based on availability, needs and interest

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Informed families become engaged families who prioritize education. Students will begin to show academic growth and develop goals of academic success.

Increase PTA Memberships (within all student groups)

Benefit for students and staff will be both educational and financial as the community becomes more invested in SRE's success.

Community members will achieve a better understanding of the families in the community they serve.

Students will show social/academic growth and develop goals of academic and career success, i.e. Career Project





Strong Connection to Families and Community



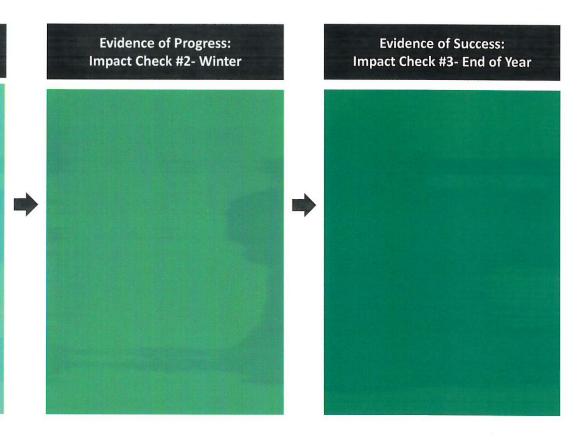
Increase community engagement across the district.

Evidence of Progress: Impact Check #1- Fall

We have planned to coordinate academic program workshops (ESOL, EIP, MILE) and parent information sessions (GMAS, MAP, etc.) led by our parent and community liaison to align with the PTA meetings and include IB Connections.

We are expanding community partnerships, specifically with Fire Station 56 to improve social emotional and academic achievement

Built new partnership with Communities in Schools and are housing a staff member to work directly with our counselors, social worker, teachers and families. Our liaison from Communities in Schools will leverage more partnerships that will benefit the families and students in our school community.



Consolidated Budget



Establish fiscal processes that align to the needs of students and staff.

Charter Budget



Critical actions: What major actions will we complete and by when (student groups)?

Use student performance data to identify areas of critical need

Identify resources and/or strategies to purchase to meet academic goals

Allow for adjustments and shifts that need to be made based on student achievement data and progress throughout the year

Evidence of progress: How will we know that the initiative is working?
(Timeline)

Administrative team and academic coaches will meet monthly to determine next steps, resources will be monitored and progress data reviewed(August-May)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Transparent and Efficient Management of consolidated funds

The budget will be balanced

Academic needs will drive the budget

Collaborative planning and professional learning will be enhanced for rigor within the IB Planners, Science of Reading initiative and new math standards as well as an increase in student achievement.

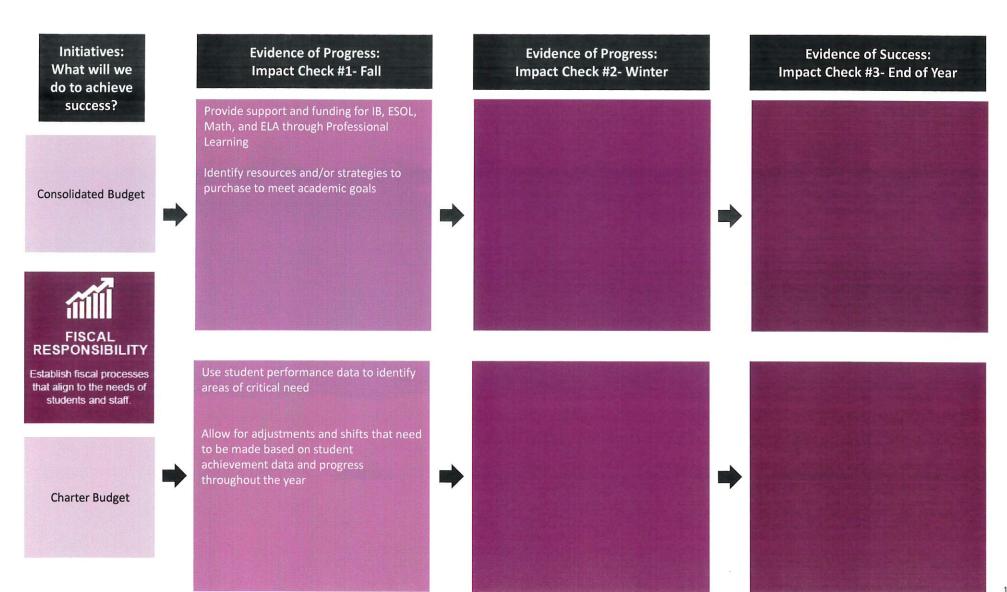
Students and staff engagement initiatives will be supported by the charter budget.

Collaborative planning/professional learning boosts best practice strategies as well as instruction for teachers (i.e. IB, ESOL, Math, ELA) and higher student achievement in the annual assessments (i.e. MAP, GMAS, formative and summative assessments)

There will be opportunities for the community/families/staff and students to take part in many different events throughout the year (August-May)

The charter fund budget will be balanced and used to address identified critical actions

Strategic Plan: [School Name]



Charter Funding - Strategic Support

-SGT Request Form-

School:

Sawyer Road Elementary

Amount Requested:

\$35,830

Date of SGT Approval/Vote1:

September 2024

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

To support our School Strategic Plan goals we will focus on training and planning for our staff as well as use monies to support our student achievement initiatives. These resources will provide valuable opportunities for our students to use their presentation skills among our school and local community as well as purchase additional technology. Professional learning and planning are vital for our teachers to provide the highest quality instruction for our students.

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

Implementation: (Project Activities -Including any Enhanced Roles)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Teacher/Family Engagement	Collaboration	Continued support for teachers and families with projects throughout the year	strong teacher and family connections	120
Professional Learning/Staff Appreciation	Human Resources Initiative	 Collaborative planning will be held quarterly for grade levels and support teachers to enhanced IB Planners, Science of Reading, review of data, resources, and interventions. Teachers will also be creating and monitoring common formative and summative assessments. Provide staff with coaching and professional learning opportunities to sharpen their skills as educators and improve student learning outcomes; Show appreciation for staff many times throughout the year. 	IB Planners will be enhanced and updated to reflect specific content standards measured by the GMAS, common assessments will be utilized and reviewed quarterly and there will be invaluable professional learning for better teaching by our teaching staff.	35,130

Charter Funding - Strategic Support

-SGT Request Form (continued) -

<u>Evaluation/RO³I</u>: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

Susan Graves

SGT Chair (Signature Principal Signature Principal Signature Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

² All Enhanced Roles must be reflected in the HR process for 2019-2020.

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

CONSOLIDATION OF FUNDS – INTENT AND PURPOSE TEMPLATE 1

Schoolwide School Improvement Plan-Consolidating Funds How will the school meet the Intent and Purpose of each funding source?

District Name	Marietta City Schools	Fiscal Year	2023-2024	Superintendent's Signature***	1 0		
School Name	Sawyer Road Elementary	Date Submitted		Principal's Signature***	Ause &	-	
Programs	☑ IA ☑ IC ☑ IIA ☑ IIIA (English Learners) ☑ IVA		\dagger \text{\alpha}				
	School Intent and Purpose Statements (Re	quired for State Revie	w)	School Level Evidence (Optional –	For Local Use Only)	Sign-Off	
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school			Describe the evidence/documentation providing to demonstrate alignment w	Director Initials		
State and Local							
Title I, Part A	Improve academic achievement through providing after school tutoring, focused academic and behavior interventions, data driven resources and interventions; Materials and training for teachers to reinforce differentiation to meet grade level standards; Instructional Coaches for ELA/MATH/ESOL and MTSS; professional learning for teachers aligned to interventions for students			Job descriptions; tutoring logs; meeting age invoices for materials and services; schedul			
Parent/Family	Continue Ignite 56 partnership that fosters relationships between community and students;			Agendas; calendar of events; partnership a			
Engagement	Increase the resources, opportunities and participation for all families in all content areas; PTA events; monthly newsletters from parent liaison and principal; parent classes for ASPEN and other technology uses			membership drive; sign ins; videos and pho	2 12		
Title I, Part C	Extended leaning opportunities for students with teacher	ers and/or volunteers		Schedules; data trends; tutoring invoices; resources purchased			
Title II, Part A	Reduced Class Size; PLC weekly and monthly trainings and meetings; Instructional Coaches; Book Studies; new teacher/mentor program			Invoices; agendas; TKES observations; professional development trainings; resources repiepts			
Title III, Part A	Targeted professional development for instructional are	as; ongoing embedded	d professional	Agendas; endorsements; coaching logs and			
English Learners	development from instructional coaches and district coo	ordinators; vertical PLC	student achievement, attendance logs				
	endorsements, and offering Saturday school specific to						
Title III, Part A	Parent teacher conferences; mentoring through Ignite 5	6; literacy meetings fo	r families;	Weekly scoop; mentoring schedules; monthly calendars; teacher/			
Immigrant Students	trainings through PLC's; data analysis and tutoring			family contact logs; agendas; relevant data			
Title IV, Part A* Indicate which IVA requirements are funded at this school.	 Well Rounded: IB Program; Spanish instruction, collection; STEM class added to Specials rotatio Safe and Healthy: ASCA model of Counseling; R student recognition; family communication wh 	on for all students; Care AMP certification; Kine	eer Day dness Boxes for	IB status; communication logs; agenda; not lesson plans; schedules; invoices; certificat purchase			
	program; Community partners; health lessons	_					
☑ Effective Use of Tech.	 Effective Use of Technology: 1:1 Chromebooks providing high quality instruction for all learner 		ology LMS;				

- Complete an Intent and Purposes chart for <u>EACH</u> schoolwide school participating in schoolwide consolidation. Sample below.
- Provide an accurate description of how the intent and purpose will be met for each program to be included in the consolidation. The intent and purpose statements may or may not reflect how the money from each funding source is being spent, but must explain how the school is meeting the intent of the specific program's legislation.
- Attach template for <u>EACH</u> school consolidating funds in the 'Consolidated Funding' dropdown in the MyGaDOE Portal Consolidated Application Attachments Tab.

*Title IVA- Each school receiving Title IVA funds from the district is not required to address each of the three core areas (Well-Rounded, Safe and Healthy, and Effective Use of Technology). However, the district is responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area but the district collectively is meeting the intent and purpose. For the purpose of the sample Intent and Purpose form, all three areas are addressed in order to provide examples for each one.