



# **Jerger Elementary School**

## **School Improvement Plan**

**2009-2010**



# SCHOOL IMPROVEMENT PLAN

## Cover Page

**School Name:** Jerger Elementary School    **School System:** Thomasville City

**Name of Principal:** Melanie Chavaux    **School Year:** 2009-2010

**Title I: School-Wide Program:** \_\_\_    **Targeted Assistance:** \_\_\_ x \_\_\_

**Needs Improvement Status:**    **Status:** Met AYP    **Year:** 0    1    2    3    4    5    6    7

**Sanctions Implementing (Select all that apply):**

**School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

**School Choice**

**Supplemental Services**

**Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

**Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by)

**Principal's Signature:** Melanie Chavaux    **Date:** September 4, 2009

**Title I Director's Signature:** \_\_\_\_\_    **Date:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_    **Date:** \_\_\_\_\_



## School Improvement Plan 2009-1010

System and School Name: Jerger Elementary School

School Year: 2009-2010

### Measurable Goals

#### Reading and Language Arts

**E.R. Jerger Elementary School will increase the CRCT achievement scores for the black subgroup in Reading and Language Arts in grades 1 and 2.**

- a. Increase "First Grade Black" subgroup in reading from 81% in SY 09' to 93.3% in SY 11'
  - i. Annual benchmark will be 4.1% growth through SY 11'
- b. Increase "Second Grade Black" subgroup in reading from 83% in SY 09' to 93.3% in SY 11'
  - i. Annual benchmark will be 3.4% growth through SY 11'
- c. Increase "First Grade Black" subgroup in language arts from 73% in SY 09' to 93.3% in 11'
  - i. Annual benchmark will be 6.8% growth through SY 11'
- d. Increase "Second Grade Black" subgroup in language arts from 59% in SY 09'to 93.3% in 11'
  - i. Annual benchmark will be 11.4% growth through SY 11'

## **Measurable Goals**

### **Reading and Language Arts**

E.R. Jerger Elementary School will increase the CRCT achievement scores for the targeted subgroups.

- a. Increase the percentage of third, fourth and fifth grade “ Black” students meeting and exceeding standards in reading and language arts from 83.9% in SY 09’ to 93.3% in SY 11’
  - i. Annual benchmark will be 3.2% growth through SY 11’
- b. Increase the percentage of third, fourth and fifth grade “SWD” students meeting and exceeding standards in reading and language arts from 82.5% in SY 09’ to 93.3% in SY 11’
  - i. Annual benchmark will be 3.6% growth through SY 11’
- c. Increase the percentage of third, fourth and fifth grade “Economically Disadvantage” students meeting and exceeding standards in reading and language arts from 82.5% in SY 09’ to 93.3% in SY 11’
  - i. Annual benchmark will be 3.6% growth through SY 11’

## **Measurable Goals**

### **Math Goals**

E.R. Jerger Elementary School will increase the CRCT achievement scores for the “First and Second Grade Black” subgroup in Math.

- a. Increase “First Grade Black” subgroup in math from 66% in SY 09’ to 91.9% in SY 11’
  - i. Annual benchmark will be 7.8% growth through SY 11’
- b. Increase “Second Grade Black” subgroup in math from 69% in SY 09’ to 91.9% in SY 11’
  - i. Annual benchmark will be 8.0% growth through SY 11’

## **Measurable Goals**

### **Science and Social Studies**

E.R. Jerger Elementary School will raise achievement in Science and Social Studies in grades 3-5 from 74% meeting or exceeding standard at the end of the SY2011 to 89% meeting or exceeding standard at the end of SY2010 as measured by the CRCT with a minimum of 95% participation for all subgroups.

- i. Annual benchmark will be 5.0% growth through SY 11’

E.R. Jerger Elementary School will raise achievement in Science and Social Studies in grades 3-5 from 71% meeting or exceeding standard at the end of the SY2011 to 86% meeting or exceeding standard at the end of SY2010 as measured by the CRCT with a minimum of 95% participation for all subgroups.

- i. Annual benchmark will be 5% growth through SY 11’

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Assessment	<b>Administrator, Literacy Coach, Leadership Team and Teachers analyze summative and formative reading and STAR data; math, science and social studies data; CRCT and ITBS results and STEEP probes to;</b>					
Instruction	a). ensure the curriculum in reading, language arts, math, science and social studies aligns to GPS to prepare students for meeting and exceeding standards.	August May 09	\$0.00 System Professional Learning Coach and Math Coach	Leadership Team, Literacy Coach, Principal, Teachers	Minutes from Collaborative Meetings, Data Notebook	Teachers can explain the language used in the standards and the performance actions that will be required by students.  Posted standards and elements.
Instruction	b). create differentiated, rigorous content performance tasks each nine weeks.	August May 09	\$0.00	Collaborative Grade Level Teams, Class Keys Study Groups	Samples of Tasks	Students can explain their work and their products.
Curriculum	<b>Provide a balanced approach to literacy by;</b> a). monitoring the accelerated reading program in grades 1-5 to support and enhance the student's ability to read silently and comprehend what was read.	August May 09	\$0.00	Literacy Coach, Teachers, Principal	AR Incentives Growth Reports Weekly Reports	Students can articulate their goals, their reading ranges and number of points for the goal period.  Teachers have a process in place where they can show how they communicate with students and parents about AR.

Assessment	b). giving the STAR tests in August, November, February and May in order to monitor each child's reading range and growth in comprehension;	August May 09	\$0.00	Literacy Coach, Teachers, Principal	Assessment Cards Jerger Calendar	The assessment card is used for tracking progress and growth. Students can articulate how their reading range has changed.
Student, Family and Communication	c). sending home weekly AR reports to parents;	August May 09	\$0.00	Teachers	Weekly Reports	Teachers and students can discuss the AR framework that is in place and how it is utilized in regards to daily and weekly procedures.
School Culture	d). motivating students to read with the AR incentive chart for meeting monthly goals;			Teachers	AR Incentive Charts	
Instruction	e). providing phonics instruction in grades K, 1, and 2 with the research based program SRA Direct Instruction;	August May 09	\$0.00	Classroom Teachers, EIP Teacher	SRA Reading Check-outs Lesson Plans	Improvement in fluency can be seen on the SRA checkout charts.
Instruction	f). continue to use the Learning Focused Framework for teaching comprehension strategies to all students through the use of reading units, literature books, and the basal reader.	August May 09	\$0.00	Literacy Coach, Teachers, Principals	Units, Minutes from grade level meetings, Schedules that reflect vertical walk-throughs.	Common units, lessons, performance tasks and assessments that reflect rigor are used by the teachers.
Assessment	<b>Disaggregate test data from benchmark assessments, STEEP probes, the CRCT and the ITBS in order to;</b>	August May 09	\$0.00	Literacy Coach, Teachers, Principals Professional Learning Coach System Math Coach	Data Notebook, Identifying results from STEEP probes, the CRCT and the ITBS.	Principal and faculty can describe the data analysis process.  Leadership and teachers can communicate the strengths and weaknesses identified in the CRCT and benchmark tests.
Instruction	a). group for instruction in reading and math.  b). utilize the self-contained EIP model as a way to embed remediation and acceleration in 1 <sup>st</sup> and 2 <sup>nd</sup> grade classes.	August May 09	Funding for EIP Teachers in reading and math, Professional development	Literacy Coach, Principal, EIP Teachers, Professional Learning Coach,	Meeting agendas and minutes, Master Schedule, RTI minutes, Weekly lesson plans turned in every Monday afternoon.	Teachers can show how groups are differentiated by assessments and collected data.  Teachers can discuss the different methods of instruction used for different students.

Instruction	c). utilize the RTI process to identify at-risk students in reading and math.	August May 09	\$0.00	System School Psychologist, Literacy Coach, System Math Coach, Teachers	RTI meeting schedule shown in Calendar for the Week, Meeting minutes, Class rosters, Safety Net Plans	Teachers can discuss the safety nets that are put in place for the at-risk students.
Assessment	d). continue to create the yearly Data Notebook that provides test data collected from the CRCT, ITBS, STEEP and STAR for reading and/or math.  e). collect data for the Data Notebook in science and social studies from the ITBS and CRCT in grades 3, 4, and 5.	August May 09	\$0.00  \$0.00	Literacy Coach, System Math Coach, Teachers, Principal	Data Notebook Data Room Meeting agendas and minutes	Teachers and administration can discuss their participation in the process of how the data was collected and also how it is used. Literacy Coach and Principal is aware of the students who are struggling to meet standards as well as those who exceed standards and monitor their progress.
Curriculum	<b>Writing</b> a). Implement school wide writing prompts in grades 1-5 with assessment days as follows; <b>September 23, December 9, March 3 and May 5.</b>	August May 09	\$0.00	Literacy Coach, Principal, Teachers	Calendar Collaborative meeting minutes, Common planning agendas and minutes	Samples of student writing are seen in the building.  Teachers can discuss genres that are being taught each nine weeks and how writing is being used across the curriculum.
Curriculum	<b>Math</b> <b>Content area teachers and instructional leaders study the Georgia Performance Standards in collaborative groups in order to;</b>	August May 09	\$0.00	Collaborative Grade Level Groups, Literacy Coach, Administration	Grade Level Agendas Minutes, Leadership Team meeting minutes, Personnel, Schedules	Teachers can describe the variety of resources used to teach the standards at Jerger. Leadership can discuss how resources are aligned to the school improvement plan and the GPS.

Curriculum	a). know the concepts and skills required in the standards and elements.  b). become familiar with vertical standards and elements.	August May 09	\$0.00	Collaborative Grade Level Groups, Literacy Coach, Administration	Grade Level Agendas Minutes, Posted Standards, Lesson Plans aligned to standards	Teachers know their grade level and class trends at each standard and element level.  Teachers can discuss instructional strategies.
Curriculum	c). understand the rigor and performance required through the language of the standards.  d). reach consensus on mastery of the standards and develop performance tasks.	August May 09	\$0.00	Collaborative Grade Level Groups, Literacy Coach, Principal	Grade Level Agendas and Minutes	Teachers understand the goal of teaching fewer concepts but with a deeper understanding.  Common assignments and performance tasks are used.
Curriculum	e). predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies.	August May 09	\$0.00	Collaborative Grade Level Groups, Literacy Coach, Principal	Grade Level Agendas and Minutes	Teachers can show where standards and elements are introduced and reviewed within the curriculum maps/units.
Curriculum	f). outline topics of professional learning that will be needed by teachers to strengthen instruction for new or challenging standards.	August May 09	\$0.00	Collaborative Grade Level Groups, Literacy Coach, Principal	Professional Development Plan, Agendas and Minutes from Grade Level Meetings	Administrators and teachers can discuss their participation in professional learning opportunities, can describe how the new learning has been applied, and what impact it has had on student learning.
Assessment	g). Student work is analyzed weekly in teacher meeting to adjust instructional plans and improve safety nets. Various protocols for analyzing student work are used as appropriate by teacher and administrators.	August May 2009	\$0.00	Collaborative Grade Level Groups, Literacy Coach, Principal	Grade Level Agendas Minutes, Samples of Student Work	Teachers can articulate what strategies/interventions are being implemented and how the strategies/interventions of the SIP impact learning.

Assessment	h). Common assessments are administered by all teachers in the same grade/content area.	August May 2009	\$0.00	Collaborative Grade Level Groups, Literacy Coach	Assessments, Collaborative Meetings, Class Keys Study Group	Teachers articulate how instruction is revised based on results from common assessments.  Teachers can articulate how the common assessments will be utilized.	
Student, Family and Communication	i). Workshops are held school-wide over time to explain the intent of mastery of standards and standards-based learning to students and parents.	August May 2009	\$0.00 Jerger Checkbook for food	Literacy Coach, Principal, Teachers	Parent Night Agendas Test pilot sample of standards based report card for math in grades K-2.	Parents are knowledgeable and aware of the standards that their children are working on in the classroom.	\$0.00 Flyer
Assessment	<b>Science and Social Studies</b> a). Utilize rigorous and relevant performance tasks in Science and Social Studies from the DOE website.	August May 2009	\$0.00	Collaborative Grade Level Groups, Literacy Coach	Performance Tasks, Classroom assessments, Rubrics, Student Work Units, Classroom observation results	Evidences of higher order thinking are reflected in assigned performance tasks.	
Assessment	b). Conduct an analysis of the assessments for the percentage of questions that require higher order thinking in Science and Social Studies.	August May 2009	\$0.00	Content Teachers in Science and Social Studies, Leadership Team, Literacy Coach, Principal	Performance Tasks, Classroom assessments, Rubrics, Student Work Units, Classroom observation results	Evidences of higher order thinking are reflected in assigned performance tasks.  Teachers ask appropriate questions to assess higher order thinking and problem solving ability.  Higher order thinking questions are part of the assessments in science and social studies.	